**Area of Learning: Applied Design, Skills, and Technologies —   
Housing and Living Environments Grade 12**

**BIG IDEAS**

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| Services and products can be designed through consultation and collaboration. |  | **Service design** interests require the evaluation and refinement  of problem-solving skills. |  | Tools and technologies can influence communications and relationships. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Applied Design  Understanding context   * Engage in **research** and **empathetic observation** to determine service design opportunities and barriers   Defining   * Establish a point of view for a chosen service design opportunity * Identify context and requirements and wishes of people involved * Identify criteria for success, intended **valued impact**, **constraints**,  and possible unintended negative consequences   Ideating   * Take creative risks in generating ideas and add to others’ ideas  in ways that enhance them * Screen ideas against criteria and constraints * Analyze potential **competing factors** to meet individual, family,  and community needs for preferred futures * Identify, prioritize, and apply **sources of inspiration** and **information**, and include people involved when possible | *Students are expected to know the following:*   * **service design opportunities** that include housing and  living environments * building, architectural, and interior design methods * materials that enhance and improve a living space, including elements and principles of design * **societal trends**, including **ethical, environmental, and political factors** and how they affect shelter/housing needs * **influences** on **housing options** * traditional and contemporary First Peoples **living arrangements  and housing options** and the importance of sense of place * **considerations for individual and family needs** with respect  to living space * **laws and regulations** related to shelter and housing * **financial considerations** involved in housing * cultural sensitivity and etiquette, including ethics of **cultural appropriation** |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Prototyping   * Develop a productand/or **service plan** that includes key stages and resources * Evaluate strategies for effective use and possible individual, familial, and community **impacts**   Testing   * Identify and access **sources of feedback** * Consult with people involved to gather constructive suggestions  for improvement * Use consultation data and feedback to make appropriate changes * Identify and use **appropriate strategies** * Use **project management processes** throughout when working individually  or collaboratively   Sharing   * **Share** progress to increase opportunities for feedback and collaboration * Decide on how and with whom to share or promote **product or service**  and strategies * Critically reflect on the success of product or service plan and explain  how the ideas contribute to the individual, family, or community * Critically reflect on their plans, processes, and ability to work effectively,  both individually and collaboratively, including their ability to share and  maintain an efficient co-operative workspace |  |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Applied Skills   * Apply precautionary, safe, and supportive interpersonal strategies and communications, both face-to-face and digital * Identify and assess the skills needed, individually or collaboratively,  in relation to projects, and develop plans to refine them over time * Critically reflect on cultural sensitivity and etiquette skills, and develop  plans to learn or refine them over time * Apply audience-appropriate **interviewing and consultation etiquette**   Applied Technologies   * Explore existing, new, and emerging tools and **technologies** and evaluate suitability for design interests * Evaluate impacts, including unintended negative consequences, of choices made about technology use * Analyze the role technologies play in designed environments and  societal change * Examine how cultural beliefs, values, and ethical positions affect  the development and use of technologies |  |