

Indigenous Knowledge and Perspectives: ADST K–12

Context

In B.C.’s redesigned curriculum, Indigenous knowledge and perspectives are integrated throughout all areas of learning and are evident in the curriculum’s rationale statements, goals, big ideas, mandated learning standards, and elaborations. The First Peoples Principles of Learning offer a crucial lens for curriculum, placing a significant importance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.

The intent behind this integration is to promote a growing understanding of Indigenous peoples in B.C. that will contribute to the development of educated citizens who reflect on and support reconciliation. This approach to Indigenous education encourages enlightened discussion among teachers and students in all areas of learning and grade levels, and this approach values and prioritizes Indigenous knowledge and perspectives that can only be found in B.C.

Purpose

The *Indigenous Knowledge and Perspectives: K-12 Applied Design, Skills, and Technologies Curriculum* resource is intended to support teachers in authentically integrating Indigenous knowledge and perspectives into their classrooms. This resource provides a detailed overview of the explicit and implicit references to Indigenous knowledge and perspectives in the Big Ideas, Curricular Competencies, and Content throughout the K-12 Applied Design, Skills, and Technologies curriculum.

Explicit References

Explicit references include the Big Ideas, Curricular Competencies, and Content that directly refer to Indigenous knowledge and perspectives. For example, the Grade 9 Applied Design, Skills, and Technologies curriculum includes the following explicit reference:

Grade 9, Content, **Entrepreneurship and Marketing: the role of social entrepreneurship in First Nations communities**

Implicit References

Implicit references are Big Ideas, Curricular Competencies, and Content that indirectly refer to Indigenous knowledge and perspectives. For example, the Grades 4-5 Applied Design, Skills, and Technologies curriculum includes the following implicit reference:

Grades 4-5, Curricular Competency, **Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment**

The implicit references included in this resource represent just one perspective and should not be considered the only interpretation. Identifying implicit references depends on personal and cultural background, prior knowledge and experience, subject-matter expertise, points of view, and connections to place*. As such, the implicit references in this resource serve only as a guide and should not be viewed as a conclusive list.

Note on Elaborations: Explicit references to Indigenous knowledge and perspectives that are found within the Elaborations of Big Ideas, Curricular Competencies, or Content are considered *implicit* unless they are accompanied by an explicit reference in the Big Ideas, Curricular Competencies, or Content.

The key below shows how the information in the chart is structured:

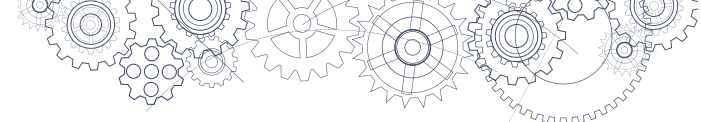
***Place** refers to any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity.

Bolded print	Mandated Learning Standard
•	Sub-points of a Learning Standard
⇒	Elaborations
○	Key questions or samples



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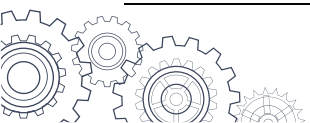
ADST		Kindergarten–Grade 3
	Explicit	Implicit
Big Ideas		
Curricular Competencies		Generate ideas from their experiences and interests Demonstrate their product, tell the story of designing and making their product, and explain how their product contributes to the individual, family, community, and/or environment Make a product using known procedures or modelling of others
Content	<i>(Note: Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K–3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making).</i>	



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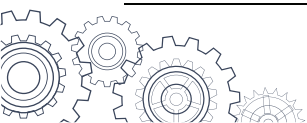
Grades 4–5

	Explicit	Implicit
Big Ideas		Skills are developed through practice, effort, and action.
Curricular Competencies		Identify the main objective for the design and any constraints ⇒ constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred Determine whether their product meets the objective and contributes to the individual, family, community, and/or environment
Content	(Note: Students are expected to use the learning standards for Curricular Competencies from Applied Design, Skills, and Technologies K–3 in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making).	



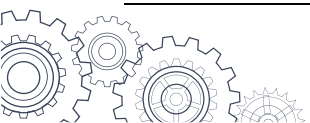


	Explicit	Implicit
Big Ideas		<p>Evaluate personal, social, and environmental impacts and ethical considerations.</p> <p>Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment.</p> <p>Identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use.</p> <p>Identify how the land, natural resources, and culture influence the development and use of tools and technologies.</p>
Curricular Competencies		<p>Identify criteria for success and any constraints</p> <p>⇒ constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred</p> <p>Identify the main objective for the design and any constraints</p> <p>⇒ constraints: limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred</p> <p>Identify and use sources of information</p> <p>⇒ including seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres</p> <p>Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment</p> <p>Identify how the land, natural resources, and culture influence the development and use of tools and technologies</p>
Content		<p>FOOD STUDIES:</p> <p>factors that influence food choices, including cost, availability, and family and cultural influences</p> <p>variety of textile materials</p> <p>⇒ for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing)</p> <p>hand construction techniques for producing and/or repairing textile items</p> <p>⇒ for example, hand sewing, knitting (needles, arm, spool), crocheting, weaving, darning, up-cycling (e.g., turning an underused item into something else), embellishing existing items</p> <p>WOODWORK:</p> <p>ways in which wood is used in local cultural and economic contexts</p> <p>woodworking techniques and basic joinery using hand tools</p>



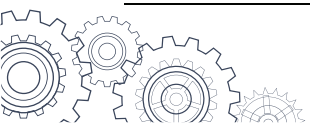


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Identify criteria for success and any constraints</p> <p>⇒ <i>limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred</i></p> <p>Evaluate personal, social, and environmental impacts and ethical considerations</p> <p>Identify and use sources of information</p> <p>⇒ <i>including seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Evaluate their product against their criteria and explain how it contributes to the individual, family, community, and/or environment</p> <p>Identify how the land, natural resources, and culture influence the development and use of tools and technologies</p>
Content	<p>ENTREPRENEURSHIP AND MARKETING:</p> <p>characteristics of social entrepreneurship in First Nations communities</p> <p>FOOD STUDIES:</p> <p>First Peoples food use and how that use has changed over time</p>	<p>FOOD STUDIES:</p> <p>variety of eating practices</p> <p>⇒ <i>with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special, and/or ceremonial occasions)</i></p> <p>local food systems</p> <p>⇒ <i>growing, harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items</i></p> <p>MEDIA ARTS:</p> <p>issues in ethical media practices, including cultural appropriation, moral copyright, reproduction, and privacy</p> <p>TEXTILES:</p> <p>sources of textile materials</p> <p>⇒ <i>for example, leather, cedar, wool, cotton, felt, embroidery thread, yarn, grasses and reeds, pine needles, sinew, plastic, used items and fabrics (e.g., food wrappers, old clothing)</i></p> <p>personal factors that influence textile choices, including culture and self-expression, and the impact of those choices on individual and cultural identity</p> <p>WOODWORK:</p> <p>historical and current contexts of woodworking</p>



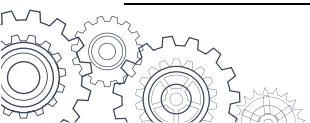


	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		<p>Engage in a period of research and empathetic observation in order to understand design opportunities</p> <p>⇒ <i>seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Identify criteria for success, intended impact, and any constraints</p> <p>⇒ <i>limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred</i></p> <p>Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures</p> <p>Identify and use sources of inspiration and information</p> <p>⇒ <i>may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders</i></p> <p>Identify sources of feedback</p> <p>⇒ <i>may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts</i></p> <p>Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies</p>





	Explicit	Implicit
Content	<p>ENTREPRENEURSHIP AND MARKETING:</p> <p>the role of social entrepreneurship in First Nations communities</p> <p>FOOD STUDIES:</p> <p>First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation</p> <p>MEDIA ARTS:</p> <p>specific features and purposes of media artworks from the present and the past to explore viewpoints, including those of First Peoples</p> <p>specific purposes of media use in the social advocacy of First Peoples in Canada</p> <p>TEXTILES:</p> <p>role of textiles in First Peoples cultures</p> <p>WOODWORK:</p> <p>the relationship between First Peoples culturally modified trees and the sustainable use of wood</p>	<p>FOOD STUDIES:</p> <p>health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts</p> <p>⇒ for example, global food systems, balanced eating/nutrition, food waste, food marketing, food trends, ethics</p> <p>INFORMATION AND COMMUNICATIONS TECHNOLOGY:</p> <p>relationships between technology and social change</p> <p>⇒ for example, local and global impacts of evolving communication and mobile devices, socio-economic digital divide, technology and gender, social media and social movements, social media and politics, inequality of access, technology and democracy, information as a commodity</p> <p>MEDIA ARTS:</p> <p>techniques for organizing ideas to structure information and story through media conventions</p> <p>⇒ traditional or culturally accepted ways of doing things based on audience expectations. Each media form has hundreds of conventions that have been built up over time and are widely accepted by audiences.</p> <p>TEXTILES:</p> <p>natural and manufactured fibres, including their origins, characteristics, uses, and care strategies for using and modifying simple patterns</p> <p>social factors that influence textile choices and the impact of those choices on local communities</p> <p>WOODWORK:</p> <p>importance of woodworking in historical and cultural contexts, locally and throughout Canada</p> <p>woodworking techniques and traditional and non-traditional joinery using a variety of tools and equipment, including stationary power equipment</p>

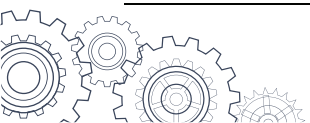




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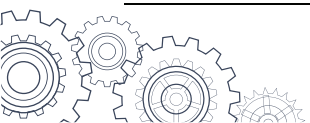
Entrepreneurship and Marketing 10

	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design and decision making.
Curricular Competencies		Engage in a period of research and empathetic observation ⇒ <i>may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders</i> Identify and use sources of inspiration and information ⇒ <i>may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, users and experts</i> Identify sources of feedback ⇒ <i>may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i> Critically evaluate the success of the product, and explain how it makes a contribution to people and/or the environment Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content		ethics of cultural appropriation ⇒ <i>use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i> barriers that diverse groups of entrepreneurs face and factors that can contribute to their success ⇒ <i>for example, First Peoples, women, new immigrants; people with diverse abilities</i> ethical marketing strategies ⇒ <i>for example, socially responsible and culturally sensitive</i>



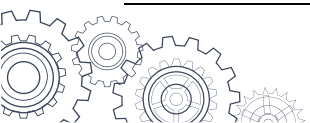


	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact the culinary arts.
Curricular Competencies		Explore the impacts of culinary decisions on social, ethical, and sustainability considerations Identify and use sources of inspiration and information ⇒ <i>may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, consumers and professionals</i> Identify sources of feedback ⇒ <i>may include First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content	First Peoples food protocols, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership ⇒ <i>will vary depending on the traditions and practices of local First Peoples</i>	ethics of cultural appropriation ⇒ <i>use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i> food products available locally via agriculture, fishing, and foraging, and their culinary properties





	Explicit	Implicit
Big Ideas		<p>Social, ethical, and sustainability considerations impact service design for individuals, families, and groups.</p> <p>⇒ <i>A human-centred approach that may include creating services to address social challenges</i></p>
Curricular Competencies		<p>Engage in a period of research and empathetic observation</p> <p>⇒ <i>research: may include seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities</i></p> <p>⇒ <i>empathetic observation: may include experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Identify and use sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres (such as family structures and cohorts)</i></p> <p>Identify and access sources of feedback</p> <p>⇒ <i>may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals</i></p> <p>Identify and use appropriate strategies</p> <p>⇒ <i>considering others' perspectives, ethical issues, and cultural considerations</i></p> <p>Critically evaluate the success of their plan, product, or service plan, and explain how the ideas contribute to the individual, family, community, and/or environment</p> <p>Evaluate the influences of social, cultural, and environmental conditions on the development and use of tools and technologies</p> <p>⇒ <i>for example, land, natural resources</i></p>

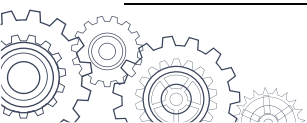




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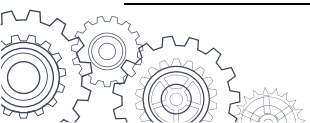
Family and Society 10 (continued)

	Explicit	Implicit
Content		<p>cultural factors used to define the term “family”</p> <p>⇒ <i>may include roles; levels of influence; community context; First Nations, Métis, and Inuit family structures; values; beliefs; language; how cultural definitions change over time</i></p> <p>societal influences and impacts on families</p> <p>⇒ <i>for example, residential schools, economic crises, war and displacement, migration</i></p> <p>the role of children in families and society, including the rights of children locally and globally</p> <p>⇒ <i>for example, United Nations Convention on the Rights of the Child, United Nations Declaration on the Rights of Indigenous Peoples, criminal and civil laws</i></p> <p>variety of living arrangements and housing options for individuals and families</p> <p>⇒ <i>for example, with immediate or multi-generational family/families, on-reserve or off-reserve, alone, foster home, with friends, homeless, with partner</i></p> <p>⇒ <i>physical living spaces, including apartments, houses, co-ops</i></p> <p>cultural sensitivity and etiquette, including ethics of cultural appropriation</p> <p>⇒ <i>use of a cultural motif, theme, “voice”, image, knowledge, story, or recipe shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p> <p>food products available locally via agriculture, fishing, and foraging, and their culinary properties</p>



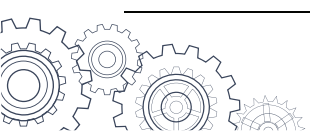


	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		Choose an idea to pursue, using sources of inspiration and information <i>⇒ sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, and people, including consumers and professionals</i> <i>⇒ information: may include First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities; food science and food security</i> Identify sources of feedback <i>⇒ may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, consumers, and professionals</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content	First Peoples food protocols, including land stewardship, harvesting/gathering, food preparation and/or preservation, ways of celebrating, and cultural ownership <i>⇒ will vary depending on the traditions and practices of local First Peoples</i>	elements of meal preparation, including principles of meal planning and eating practices <i>⇒ for example, social and cultural considerations; serving amounts, budget, resources, timing, skill level required; seasonality and accessibility of foods; food presentation</i> <i>⇒ with whom, what, when, how, why, where food is consumed in a variety of situations (e.g., informal, formal, special occasions and cultural etiquette)</i> ethics of cultural appropriation <i>⇒ use of a cultural motif, theme, “voice”, image, knowledge, story, or recipe shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>



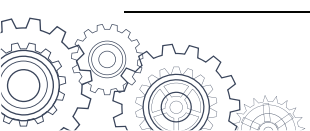


	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		Identify and use sources of inspiration and information <i>⇒ sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, users and experts</i> <i>⇒ information: may include First Nations, Métis, or Inuit community experts; sewists, tailors, weavers; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i> Identify feedback most needed and sources of that feedback <i>⇒ may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other textiles specialists</i> Evaluate impacts, including unintended negative consequences, of choices made about technology use <i>⇒ personal, social, and environmental</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content	First Peoples traditional and current textile knowledge and practices	environmental factors and ethical factors that influence textile choices and the impact of those choices on local and global communities <i>⇒ for example, harvesting of raw materials, sustainable growing methods, dyeing and processing of textiles, disposal of textiles</i> <i>⇒ production of raw materials; workers' rights; cultural appropriation, such as use of a cultural motif, theme, "voice", image, knowledge, or story, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>



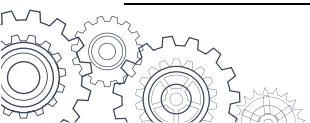


	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability issues are influenced by design.
Curricular Competencies		Engage in a period of research and empathetic observation <i>⇒ research: seeking knowledge from other people as experts, secondary sources, and collective pools of knowledge in communities and collaborative atmospheres both online and offline</i> <i>⇒ empathetic observation: may include experiences and people, including users, experts, and thought leaders</i> Critically analyze and prioritize competing factors to meet community needs for preferred futures <i>⇒ including social, ethical, and sustainability</i> Identify and use sources of inspiration and information <i>⇒ sources of inspiration: may include personal experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land and its natural resources and analogous settings; cultural influences; people, including users, experts, and thought leaders</i> Identify sources of feedback <i>⇒ may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content		ethical considerations of technology use, including cultural appropriation and environmental sustainability <i>⇒ cultural appropriation: use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>





	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design choices.
Curricular Competencies		Engage in a period of research and empathetic observation ⇒ <i>research: may include traditional cultural knowledge and approaches of First Peoples and others, secondary sources, collective pools of knowledge in communities and collaborative atmospheres, both online and offline</i> ⇒ <i>empathetic observation: may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders</i> Engage in reciprocal relationships throughout the design process ⇒ <i>communicate with knowledge keepers for greater understanding of perspectives and history within the community, such as seniors, Elders, chiefs, First Nations tribal or band councils, and later career professionals</i> Critically analyze and prioritize competing factors to meet community needs for preferred futures ⇒ <i>including social, ethical, and sustainability</i> Recognize community needs for balanced futures ⇒ <i>consideration of long-term impacts to ensure healthy and sustainable outcomes</i> Identify and apply sources of inspiration and information ⇒ <i>may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users and experts</i> Identify and communicate with sources of feedback ⇒ <i>may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content	specific features and purposes of media artworks, past and present, to explore multiple viewpoints and to explore the perspectives of First Peoples history of design: local, indigenous, regional, and global	ethical, moral, and legal considerations, and ethics of cultural appropriation ⇒ <i>cultural appropriation: use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>

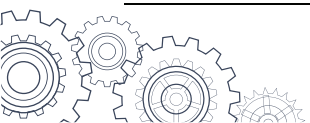




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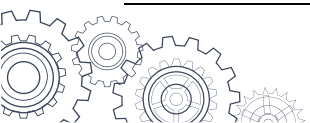
Web Development 10

	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations influence design.
Curricular Competencies		Engage in a period of research and empathetic observation <i>⇒ research: may include traditional cultural knowledge and approaches of First Peoples and others, secondary sources, collective pools of knowledge in communities and collaborative atmospheres, both online and offline</i> <i>⇒ empathetic observation: may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders</i> Identify and use sources of inspiration and information <i>⇒ may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users and experts</i> Identify sources of feedback <i>⇒ may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i>
Content		copyright, Creative Commons, fair use protocols for media and content, and ethics of cultural appropriation <i>⇒ use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>





	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		Engage in a period of research and empathetic observation ⇒ <i>may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders</i> Critically analyze and prioritize competing factors to meet community needs for preferred futures ⇒ <i>including social, ethical, and sustainability</i> Identify sources of feedback ⇒ <i>may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content		

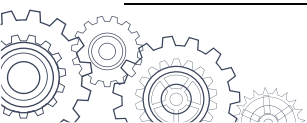




ADST

Electronics and Robotics 10

	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		Engage in a period of research and empathetic observation ⇒ <i>may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders</i> Critically analyze and prioritize competing factors to meet community needs for preferred futures ⇒ <i>including social, ethical, and sustainability</i> Identify sources of feedback ⇒ <i>may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content		

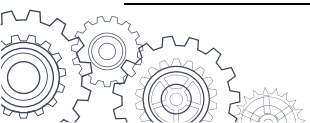




ADST

Metalwork 10

	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		Engage in a period of research and empathetic observation ⇒ <i>may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders</i> Critically analyze and prioritize competing factors to meet community needs for preferred futures ⇒ <i>including social, ethical, and sustainability</i> Identify sources of feedback ⇒ <i>may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content		ethics of cultural appropriation in design process ⇒ <i>use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>

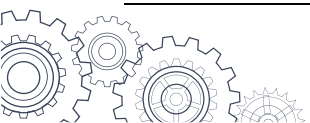




ADST

Power Technology 10

	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		Engage in a period of research and empathetic observation <i>⇒ research: may include traditional cultural knowledge and approaches of First Peoples and others, secondary sources, collective pools of knowledge in communities and collaborative atmospheres</i> <i>⇒ empathetic observation: may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders</i> Critically analyze and prioritize competing factors to meet community needs for preferred futures <i>⇒ including social, ethical, and sustainability</i> Identify sources of feedback <i>⇒ may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content		

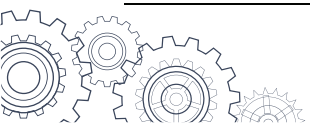




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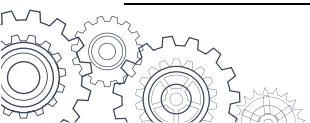
Technology Explorations 10

	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		Engage in a period of research and empathetic observation <i>⇒ research: may include traditional cultural knowledge and approaches of First Peoples and others, secondary sources, collective pools of knowledge in communities and collaborative atmospheres</i> <i>⇒ empathetic observation: may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders</i> Critically analyze and prioritize competing factors to meet community needs for preferred futures <i>⇒ including social, ethical, and sustainability</i> Identify sources of feedback <i>⇒ may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content		ethics of cultural appropriation in design process (Woodwork 10, Metalwork 10) <i>⇒ use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>





	Explicit	Implicit
Big Ideas		Social, ethical, and sustainability considerations impact design.
Curricular Competencies		Engage in a period of research and empathetic observation ⇒ <i>may include experiences; traditional cultural knowledge and approaches of First Peoples and those of other cultures; places, including the land and its natural resources and analogous settings; people, including users, experts, and thought leaders</i> Identify and use sources of inspiration ⇒ <i>may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, users and experts</i> Critically analyze and prioritize competing factors to meet community needs for preferred futures ⇒ <i>including social, ethical, and sustainability</i> Identify sources of feedback ⇒ <i>may include First Nations, Métis, or Inuit community experts; keepers of other traditional cultural knowledge and approaches; peers, users, and other experts</i> Evaluate the influences of land, natural resources, and culture on the development and use of tools and technologies
Content	importance of woodwork in historical and current cultural contexts of First Nations, Métis, or Inuit communities, and other cultural contexts	ethics of cultural appropriation in design process ⇒ <i>use of a cultural motif, theme, “voice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>





ADST

Accounting 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		Identify and use a variety of sources of inspiration and information ⇒ <i>may include experiences, users, experts, thought leaders</i>
Content		

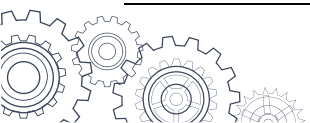




ADST

Marketing and Promotion 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Identify and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change</p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content		<p>marketing and promotion opportunities within the local community</p> <p>social marketing and ethical marketing, including the ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>



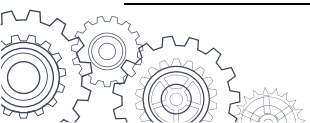


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in consumer-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Identify and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including consumers, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change</p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content	<p>First Peoples tourism and the local/provincial market and economy</p> <p>⇒ <i>tourism businesses that are majority-owned and operated by First Nations, Métis, or Inuit and that demonstrate a connection and responsibility to the local First Peoples community and traditional territory where the operation resides</i></p>	<p>local factors in the evolution of tourism over time</p> <p>⇒ <i>local factors: for example, political, environmental, economic, social, technological</i></p> <p>⇒ <i>evolution: for example, ancient times, Grand Tours, organized travel, rail travel, steam boats, automobiles, air travel, jet age, mass tourism, technological shift, sustainability</i></p> <p>cultural sensitivity and etiquette, including ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>



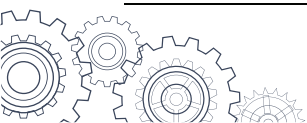


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Examine how culinary decisions impact social, ethical, and sustainability considerations</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, consumers and professionals</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts</i></p> <p>Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies</p>
Content		<p>diverse cuisine, and the ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice”, image, knowledge, story, recipe, or practice without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p> <p>B.C. agricultural practices</p> <p>ethical, social, and environmental considerations related to commercial waste management and recycling</p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content	<p>First Peoples food guides</p> <p>⇒ <i>for example, Canada’s Food Guide for First Nations, Inuit, and Métis</i></p>	<p>ethics of cultural appropriation</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, recipe, or practice without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

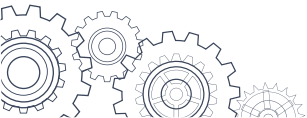




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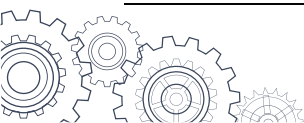
Interpersonal and Family Relationships 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in research and empathetic observation to determine service design opportunities and barriers</p> <ul style="list-style-type: none">⇒ <i>research: seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities</i>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i> <p>Analyze potential competing factors to meet individual, family, and community needs for preferred futures</p> <ul style="list-style-type: none">⇒ <i>social, ethical, and sustainable</i> <p>Identify, prioritize, and apply sources of inspiration and information, and include people involved when possible</p> <ul style="list-style-type: none">⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres (such as family structures and cohorts)</i> <p>Identify and access sources of feedback</p> <ul style="list-style-type: none">⇒ <i>may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals</i> <p>Identify and use appropriate strategies</p> <ul style="list-style-type: none">⇒ <i>considering others' perspectives, ethical issues, and cultural factors</i> <p>Critically assess the success of their product or service plan and explain how the ideas contribute to the individual, family, community, or environment</p> <p>Apply audience-appropriate interviewing and consultation etiquette</p> <ul style="list-style-type: none">⇒ <i>protocols for requesting and conducting interviews, including consideration of confidentiality, tone, and informed consent; may require knowledge of cultural protocols, such as that of local First Peoples or recent immigrant communities</i> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content		<p>cultural sensitivity and etiquette, including ethics of cultural appropriation</p> <ul style="list-style-type: none">⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in user-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i></p> <p>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Critically evaluate the impact of competing social, ethical, economic, and sustainability considerations on the availability of textile items</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content		<p>symbolism and use of symbols in textile prints and designs, including ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

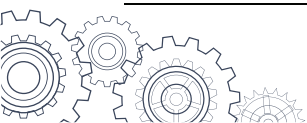




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Computer Information Systems 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i></p> <p>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Identify most appropriate feedback and possible sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		

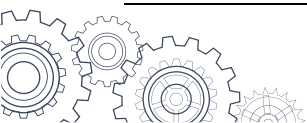




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Computer Programming 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs for preferred futures</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include experiences, users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals as experts, secondary sources, collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify feedback most needed and possible sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content		

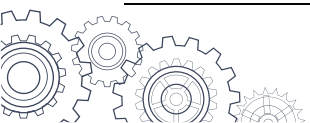




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Digital Communications 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically analyze how competing social, ethical, and community considerations may impact design</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include digital communications professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify feedback most needed and possible sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content		<p>ethics and legalities in digital communication, including ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

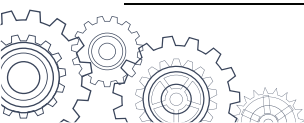




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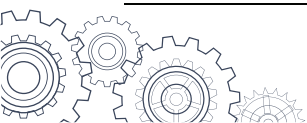
Graphic Production 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify feedback most needed and possible sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content		<p>intellectual property use and its ethical, moral, and legal considerations, including ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p> <p>influences on culture through graphic production</p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in user-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and community factors may impact design</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include media design professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content	<p>key characteristics and artistic styling in media artworks to explore multiple viewpoints and to explore the First Peoples perspectives in Canada</p> <p>⇒ <i>will vary depending on the traditions and practices of local First Peoples and individual's views</i></p>	<p>ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

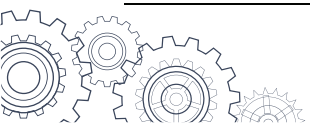




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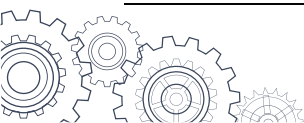
Automotive Technology 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions
Content		



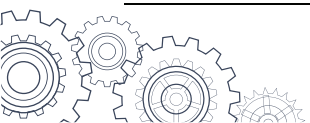


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		<p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		

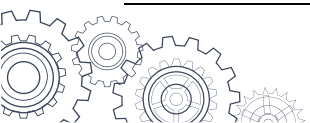




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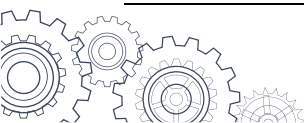
Engineering 11

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		



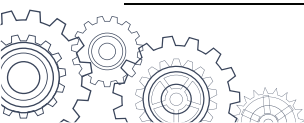


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design</p> <p>Identify and apply sources of inspiration</p> <p>⇒ <i>may include personal experiences, First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		<p>ethics of cultural appropriation in design process</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practices without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>



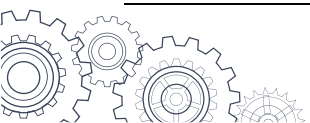


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people – may include traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design</p> <p>Identify and apply sources of inspiration</p> <p>⇒ <i>may include personal experiences, First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		<p>ethics of cultural appropriation in design process</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practices without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

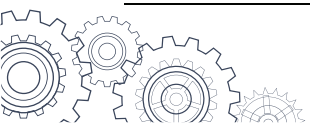




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Accounting 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		Identify, critique, and use a variety of sources of inspiration and information ⇒ <i>sources of inspiration: may include experiences, users, experts, thought leaders</i> ⇒ <i>information: may include industry best practices, professionals, experts, secondary sources, collective pools of knowledge in communities and collaborative atmospheres both online and offline</i>
Content		

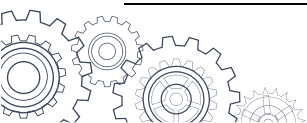




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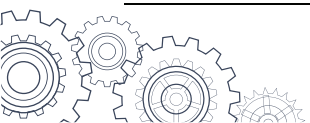
Business Computer Applications 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		
Content		



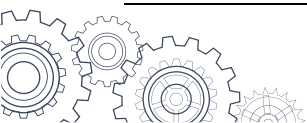


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically analyze how competing social, ethical, and sustainability factors impact designed solutions to meet global needs for preferred futures</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include aesthetic experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include media-design professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Obtain and evaluate critical feedback from multiple sources, both initially and over time</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine and analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content		<p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>cultural appropriation: use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically analyze how competing social, ethical, and sustainability factors impact designed solutions to meet global needs for preferred futures</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include aesthetic experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Obtain and evaluate critical feedback from multiple sources, both initially and over time</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine and analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content		

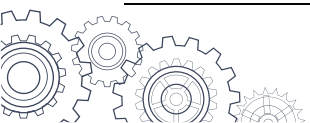


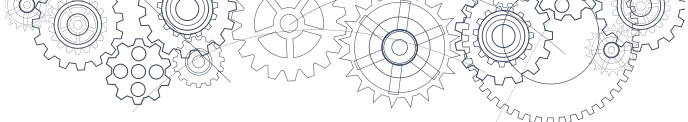


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Entrepreneurship 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically analyze how competing social, ethical, and sustainability factors impact designed solutions to meet global needs for preferred futures</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Obtain and evaluate critical feedback from multiple sources, both initially and over time</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine and analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content		<p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

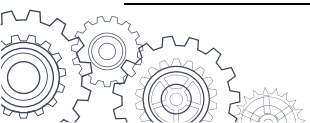




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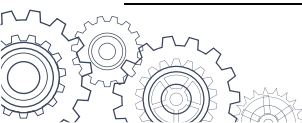
Financial Accounting 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		Identify, critique, and use a variety of sources of inspiration and information ⇒ <i>sources of inspiration: may include experiences, users, experts, thought leaders</i> ⇒ <i>information: may include industry best practices, professionals, experts, secondary sources, collective pools of knowledge in communities and collaborative atmospheres both online and offline</i>
Content		



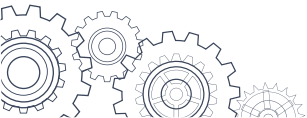


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in consumer-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically evaluate how competing social, ethical, economic, and sustainability factors impact tourism locally, nationally, and globally</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences; First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including consumers, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Obtain and evaluate critical feedback from multiple sources, both initially and over time</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content	<p>emerging trends in the tourism industry, such as leisure innovation and First Peoples tourism</p> <p>⇒ <i>First Peoples tourism: tourism businesses that are majority-owned and operated by First Nations, Métis, or Inuit and that demonstrate a connection and responsibility to the local First Peoples community and traditional territory where the operation resides</i></p>	<p>cultural sensitivity and etiquette, including ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in research and empathetic observation to determine service design opportunities and barriers</p> <ul style="list-style-type: none">⇒ <i>research: seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities</i>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i> <p>Analyze potential competing factors to meet individual, family, and community needs for preferred futures</p> <ul style="list-style-type: none">⇒ <i>competing factors: social, ethical, and sustainable</i> <p>Identify, prioritize, and apply sources of inspiration and information, and include people involved when possible</p> <ul style="list-style-type: none">⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres (such as family structures and cohorts)</i> <p>Identify and access sources of feedback</p> <ul style="list-style-type: none">⇒ <i>may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals</i> <p>Identify and use appropriate strategies</p> <ul style="list-style-type: none">⇒ <i>considering others' perspectives, ethical issues, and cultural factors</i> <p>Critically reflect on cultural sensitivity and etiquette skills, and develop specific plans to learn or refine them over time</p> <p>Apply audience-appropriate interviewing and consultation etiquette</p> <ul style="list-style-type: none">⇒ <i>protocols for requesting and conducting interviews, including consideration of confidentiality, tone, and informed consent; may require knowledge of cultural protocols, such as that of local First Peoples or recent immigrant communities</i> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>

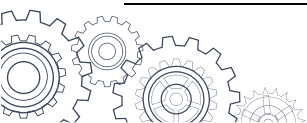




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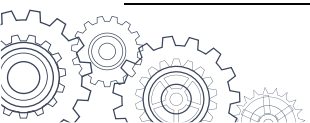
Child Development and Caregiving 12 (continued)

	Explicit	Implicit
Content		<p>theories of child development, including cultural influences, and how and why theories change over time</p> <p>⇒ <i>cultural influences: for example, how view of the child has changed over time; different and potentially competing beliefs about parenting and discipline; First Nations, Métis, and Inuit family structures; own childhood experiences versus contrasting values as an adult; expectations for success at school</i></p> <p>cultural sensitivity and etiquette, including ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>



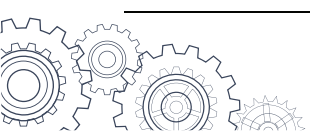


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Examine and critically evaluate how culinary decisions impact social, ethical, and sustainability considerations</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers, consumers, and culinary experts</i></p> <p>Analyze and evaluate how land, natural resources, and culture influence the development and use of culinary ingredients, tools, and technologies</p>
Content	diverse cuisine and cooking methodologies, including ethnic, multicultural, and First Peoples	<p>ethics of cultural appropriation</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, recipe, or practice without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>



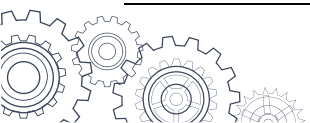


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in user-centred research and empathetic observation to determine design opportunities and barriers</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i></p> <p>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Critically evaluate the impacts of competing social, ethical, economic, and environmental considerations on fashion locally, nationally, and globally</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content		<p>social and cultural influences on clothing design and choices</p> <p>⇒ <i>for example:</i></p> <ul style="list-style-type: none">– <i>reciprocal influences on social norms and representations, such as gender, size, and age</i>– <i>social media</i>– <i>cultural traditions</i> <p>ethical and environmental considerations in the production and marketing of fashion, including cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i></p> <p>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content	<p>perspectives in indigenous food sovereignty</p> <p>⇒ <i>right of indigenous peoples from around the world to determine food and land-use policies with respect to the growing, gathering, hunting, and harvesting of food</i></p>	<p>ethics of cultural appropriation</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, recipe, or practice without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

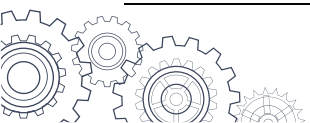




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Housing and Living Environments 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in research and empathetic observation to determine service design opportunities and barriers</p> <ul style="list-style-type: none">⇒ <i>research: seeking knowledge from other people as experts, interviewing people involved, finding secondary sources and collective pools of knowledge in communities and collaborative atmospheres, learning the appropriate protocols for approaching local First Peoples communities</i>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i> <p>Analyze potential competing factors to meet individual, family, and community needs for preferred futures</p> <ul style="list-style-type: none">⇒ <i>social, ethical, and sustainable</i> <p>Identify, prioritize, and apply sources of inspiration and information, and include people involved when possible</p> <ul style="list-style-type: none">⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i> <p>Identify and access sources of feedback</p> <ul style="list-style-type: none">⇒ <i>may include people involved; First Nations, Métis, or Inuit community members; keepers of other traditional cultural knowledge and approaches; peers and professionals</i> <p>Identify and use appropriate strategies</p> <ul style="list-style-type: none">⇒ <i>considering others' perspectives, ethical issues, and cultural factors</i> <p>Critically reflect on the success of product or service plan and explain how the ideas contribute to the individual, family, or community</p> <p>Apply audience-appropriate interviewing and consultation etiquette</p> <ul style="list-style-type: none">⇒ <i>protocols for requesting and conducting interviews, including consideration of confidentiality, tone, and informed consent; may require knowledge of cultural protocols, such as that of local First Peoples or recent immigrant communities</i> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>

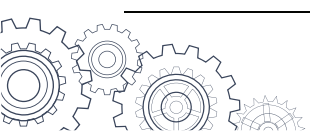




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Housing and Living Environments 12 (continued)

	Explicit	Implicit
Content	<p>traditional and contemporary First Peoples living arrangements and housing options and the importance of sense of place</p> <p>⇒ <i>will vary depending on the traditions and practices of local First Peoples; also consider on-reserve and off-reserve housing</i></p>	<p>considerations for individual and family needs with respect to living space</p> <p>⇒ <i>spiritual, physical, social, emotional, economic, location, sense of place, environmental, mobility</i></p> <p>cultural sensitivity and etiquette, including ethics of cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

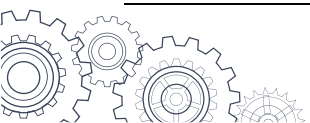




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Specialized Studies in Food 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically evaluate how competing social, ethical, economic, and sustainability considerations impact choices of food products, techniques, and equipment</p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i></p> <p>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content		<p>social, economic, ethical, and environmental effects of food production, purchasing, preparation, and disposal</p> <p>ethics of cultural appropriation</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, practices, or recipes without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in user-centred research and empathetic observation to determine design opportunities and barriers</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Identify, critique, and use a variety of sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include personal experiences, exploration of First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, professionals</i></p> <p>⇒ <i>information: for example, professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres</i></p> <p>Critically evaluate the impacts of competing social, ethical, economic, and environmental considerations on the availability of textile items locally, nationally, and globally</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level</p>
Content	First Peoples historical and current textile knowledge and practices	<p>ethical and environmental issues in the production and marketing of textile items, including cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practice without permission, without appropriate context, or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

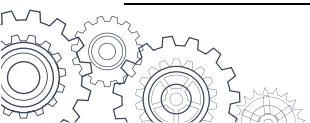




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Computer and Information Systems 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs for preferred futures</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include experiences, users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals as experts, secondary sources, collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify feedback most needed and possible sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		

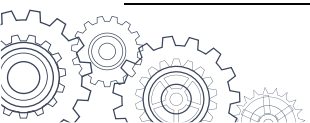




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Computer Programming 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs for preferred futures</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include experiences, users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals as experts, secondary sources, collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify feedback most needed and possible sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content		

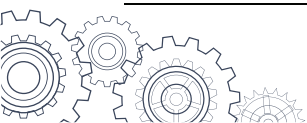


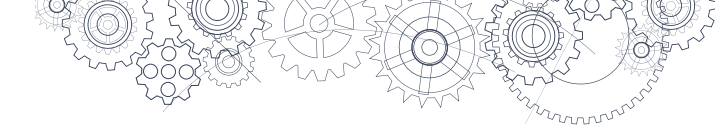


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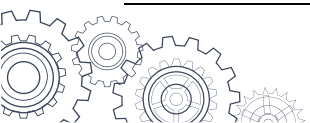
Digital Media Development 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Critically analyze how competing social, ethical, and community factors may impact design</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content		<p>ethics of cultural appropriation</p> <p>⇒ <i>using and sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>



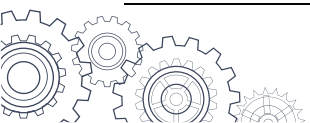


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centered research and empathetic observation</p> <p>⇒ <i>empathetic observation: may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders</i></p> <p>Participate in reciprocal relationships throughout the design and production process</p> <p>⇒ <i>communicate with knowledge keepers for greater understanding of perspectives and history within the community, such as seniors, Elders, chiefs, First Nations tribal or band councils, and later career professionals</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design solutions to meet global needs</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify feedback most needed and possible sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content		<p>intellectual property use and its ethical, moral, and legal considerations, including cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centered research and empathetic observation</p> <p>⇒ <i>empathetic observation: may include experiences; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; users, experts, and thought leaders</i></p> <p>Participate in reciprocal relationships throughout the design process</p> <p>⇒ <i>communicate with knowledge keepers for greater understanding of perspectives and history within the community, such as seniors, Elders, chiefs, First Nations tribal or band councils, and later career professionals</i></p> <p>Critically analyze how competing social, ethical, and community factors may impact design</p> <p>Identify and apply sources of inspiration and information</p> <p>⇒ <i>sources of inspiration: may include aesthetic experiences; exploration of First Peoples perspectives and knowledge; the natural environment and places, including the land, its natural resources, and analogous settings; people, including users, experts, and thought leaders</i></p> <p>⇒ <i>information: may include media design professionals; First Nations, Métis, or Inuit community experts; secondary sources; collective pools of knowledge in communities and collaborative atmospheres both online and offline</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p> <p>Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies</p>
Content	<p>media use for social advocacy and for exploration of First Peoples perspectives in Canada</p> <p>⇒ <i>will vary depending on the traditions and practices of local First Peoples and individual's views</i></p>	<p>development, maintenance, and evolution of voice in storytelling</p> <p>ethical, moral, and legal considerations associated with using media arts technology for image, video, and sound development, including cultural appropriation</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, “voice,” image, knowledge, story, song, or drama without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p> <p>ways in which content and form influence and are influenced by historical, social, and cultural contexts</p>

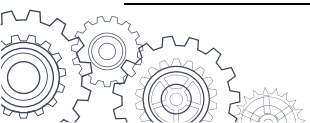


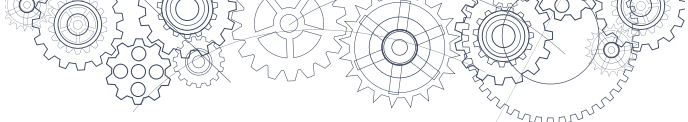


ADST

Art Metal and Jewellery 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centered research and empathetic observation</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Identify, critique, and use a variety of sources of inspiration</p> <p>⇒ <i>sources of inspiration: may include personal experiences, First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		<p>traditional and modern techniques in jewellery design and creation</p> <p>ethics of cultural appropriation in design process</p> <p>⇒ <i>cultural appropriation: using or sharing a cultural motif, theme, "voice", image, knowledge, story, or practices without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

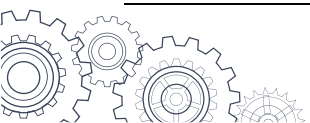




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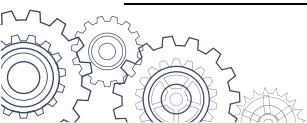
Automotive Technology 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions
Content		



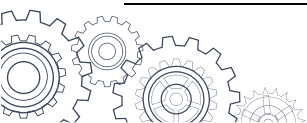


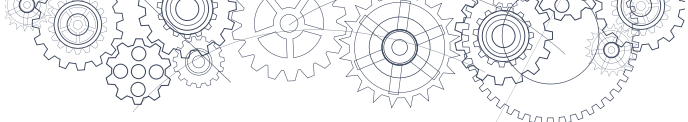
	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		<p>ethics of cultural appropriation and plagiarism</p> <p>⇒ <i>use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze impacts of competing social, ethical, and sustainability considerations on design</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		

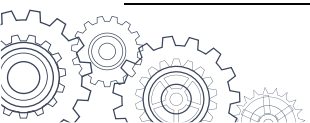




ADST

Engine and Drivetrain 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions
Content		

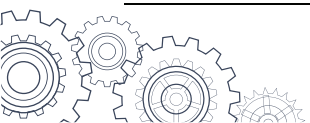




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Engineering 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		

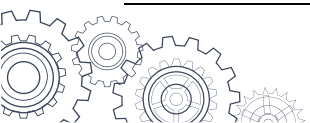




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Furniture and Cabinetry 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design</p> <p>Identify, critique, and use a variety of sources of inspiration</p> <p>⇒ <i>may include personal experiences, First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		<p>ethics of cultural appropriation in design process</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practices without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

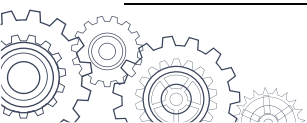




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Industrial Coding and Design 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		

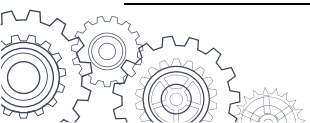




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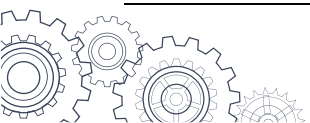
Machining and Welding 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design and development solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		



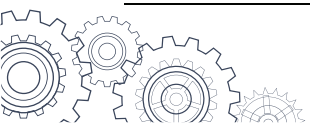


	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design</p> <p>Identify, critique, and use a variety of sources of inspiration</p> <p>⇒ <i>may include personal experiences, First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		<p>ethics of cultural appropriation in design process</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practices without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

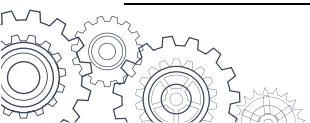




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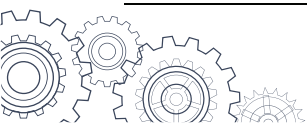
Remotely Operated Vehicles and Drones 12

	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact creation and development of solutions</p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		





	Explicit	Implicit
Big Ideas		
Curricular Competencies		<p>Engage in a period of user-centred research and empathetic observation to understand design opportunities</p> <p>⇒ <i>empathetic observation: aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people; may be informed by experiences of people involved; traditional cultural knowledge and approaches; First Peoples worldviews, perspectives, knowledge, and practices; places, including the land and its natural resources and analogous settings; experts and thought leaders</i></p> <p>Critically analyze how competing social, ethical, and sustainability considerations impact design</p> <p>Identify, critique, and use a variety of sources of inspiration</p> <p>⇒ <i>may include personal experiences, First Peoples perspectives and knowledge, the natural environment, places, cultural influences, social media, and professionals</i></p> <p>Identify and communicate with sources of feedback</p> <p>⇒ <i>may include peers; users; First Nations, Métis, or Inuit community experts; other experts and professionals both online and offline</i></p>
Content		<p>ethics of cultural appropriation in design process</p> <p>⇒ <i>using or sharing a cultural motif, theme, “voice,” image, knowledge, story, or practices without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn</i></p>

