**Area of Learning: Applied Design, Skills, and Technologies — Family and Society Grade 10**

**BIG IDEAS**

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| People’s needs and wants inform effective problem solving. |  | Social, ethical, and sustainability considerations impact **service design** for individuals, families, and groups. |  | Different technologies and tools are required at different stages of creation and communication. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*Applied DesignUnderstanding context* Engage in a period of **research** and **empathetic observation**

Defining* Choose a service design challenge that affects families
* Identify needs and wants of people involved
* Identify criteria for success, intended **valued impact**, and **constraints**

Ideating* Take creative risks in generating ideas and add to others’ ideas in ways that enhance them
* Screen ideas against criteria and constraints
* Analyze competing **factors** to meet individual, family, and community needs for preferred futures
* Identify and use **sources of inspiration** and **information**

Prototyping* Develop a product **plan** and/or **service plan** that includes key stages and resources
* Evaluate strategies for effective use and possible individual, familial, and community **impacts**
 | *Students are expected to know the following:** **service design opportunities** for individuals and families across their lifespan
* **cultural factors** used to define the term “family”
* societal **influences and impacts** on families
* family and relationship **dynamics**, **challenges** families face, both locally and internationally, including strategies for taking action, special caregiving issues, and access to resources
* **social factors** involved in **interpersonal relationships** in families
* the role of children in families and society, including the **rights** of children locally and globally
* variety of **living arrangements** and **housing options** for individuals and families
* **service strategies** for individuals, families, and/or groups
* cultural sensitivity and etiquette, including ethics of **cultural appropriation**
* problem-solving models
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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Testing* Identify and access **sources of feedback**
* Consult with people involved
* Use consultation data and feedback to make appropriate changes
* Identify and use **appropriate strategies**
* Make a step-by-step plan for implementation and carry it out, making changes as needed

Sharing* Decide on how and with whom to **share** ideas and strategies
* Demonstrate their **product or service** to potential users, providing a rationale
* 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
* Critically reflect on their plans and the processes they used, their ability to work effectively both as individuals and collaboratively in a group, and their ability to share and maintain an efficient collaborative workspace

Applied Skills* Demonstrate an awareness of precautionary, safe, and supportive interpersonal strategies and communications, both face-to-face and digital
* Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them
* Critically reflect on cultural sensitivity and etiquette
* Demonstrate **interviewing and consultation etiquette**

Applied Technologies* Choose, adapt, and if necessary learn more about appropriate tools and **technologies** to use for tasks
* Evaluate **impacts**, including unintended negative consequences, of choices made about technology use
* Evaluate the influences of social, cultural, and **environmental** conditions on the development and use of tools and technologies
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