**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 Design  Understanding 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 |  |