

## BIG IDEAS

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

| Curricular Competencies   | Content  |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p><b>Applied Design</b></p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> <li>Engage in a period of <b>research</b> and <b>empathetic observation</b></li> </ul> <p><i>Defining</i></p> <ul style="list-style-type: none"> <li>Choose a service design challenge that affects families</li> <li>Identify needs and wants of people involved</li> <li>Identify criteria for success, intended <b>valued impact</b>, and <b>constraints</b></li> </ul> <p><i>Ideating</i></p> <ul style="list-style-type: none"> <li>Take creative risks in generating ideas and add to others' ideas in ways that enhance them</li> <li>Screen ideas against criteria and constraints</li> <li>Analyze competing <b>factors</b> to meet individual, family, and community needs for preferred futures</li> <li>Identify and use <b>sources of inspiration</b> and <b>information</b></li> </ul> <p><i>Prototyping</i></p> <ul style="list-style-type: none"> <li>Develop a product <b>plan</b> and/or <b>service plan</b> that includes key stages and resources</li> <li>Evaluate strategies for effective use and possible individual, familial, and community <b>impacts</b></li> </ul> | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>service design opportunities</b> for individuals and families across their lifespan</li> <li><b>cultural factors</b> used to define the term “family”</li> <li>societal <b>influences and impacts</b> on families</li> <li>family and relationship <b>dynamics, challenges</b> families face, both locally and internationally, including strategies for taking action, special caregiving issues, and access to resources</li> <li><b>social factors</b> involved in <b>interpersonal relationships</b> in families</li> <li>the role of children in families and society, including the <b>rights</b> of children locally and globally</li> <li>variety of <b>living arrangements</b> and <b>housing options</b> for individuals and families</li> <li><b>service strategies</b> for individuals, families, and/or groups</li> <li>cultural sensitivity and etiquette, including ethics of <b>cultural appropriation</b></li> <li>problem-solving models</li> </ul> |

Learning Standards (continued)

| Curricular Competencies  | Content |
|--|---------|
| <p><b>Testing</b></p> <ul style="list-style-type: none"> <li>• Identify and access <b>sources of feedback</b></li> <li>• Consult with people involved</li> <li>• Use consultation data and feedback to make appropriate changes</li> <li>• Identify and use <b>appropriate strategies</b></li> <li>• Make a step-by-step plan for implementation and carry it out, making changes as needed</li> </ul> <p><b>Sharing</b></p> <ul style="list-style-type: none"> <li>• Decide on how and with whom to <b>share</b> ideas and strategies</li> <li>• Demonstrate their <b>product or service</b> to potential users, providing a rationale</li> <li>• 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</li> <li>• 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</li> </ul> <p><b>Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an awareness of precautionary, safe, and supportive interpersonal strategies and communications, both face-to-face and digital</li> <li>• Identify the skills needed, individually or collaboratively, in relation to specific projects, and develop and refine them</li> <li>• Critically reflect on cultural sensitivity and etiquette</li> <li>• Demonstrate <b>interviewing and consultation etiquette</b></li> </ul> <p><b>Applied Technologies</b></p> <ul style="list-style-type: none"> <li>• Choose, adapt, and if necessary learn more about appropriate tools and <b>technologies</b> to use for tasks</li> <li>• Evaluate <b>impacts</b>, including unintended negative consequences, of choices made about technology use</li> <li>• Evaluate the influences of social, cultural, and <b>environmental</b> conditions on the development and use of tools and technologies</li> </ul> |         |