

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>Applied Design</p> <p><i>Understanding context</i></p> <ul style="list-style-type: none"> Engage in a period of research and empathetic observation <p><i>Defining</i></p> <ul style="list-style-type: none"> Choose a service design challenge that affects families Identify needs and wants of people involved Identify criteria for success, intended valued impact, and constraints <p><i>Ideating</i></p> <ul style="list-style-type: none"> 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 <p><i>Prototyping</i></p> <ul style="list-style-type: none"> 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 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Testing</p> <ul style="list-style-type: none"> • 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 <p>Sharing</p> <ul style="list-style-type: none"> • 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 <p>Applied Skills</p> <ul style="list-style-type: none"> • 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 <p>Applied Technologies</p> <ul style="list-style-type: none"> • 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 	