BIG IDEAS

The **design cycle** is an ongoing reflective process.	Personal design choices require self-exploration, collaboration, and evaluation and refinement of skills.	Design and content can influence the lives of others.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following:	*Students are expected to know the following:*
Applied Design	• design opportunities
Understanding context	• design cycle
• Conduct **user-centred research** to understand design opportunities and barriers	• **digital tools** to communicate and **solicit** information
Defining	• **impacts of social media** in global communications
• Establish a point of view for a chosen design opportunity	• **impacts on language use** of online technology
• Identify potential users, intended impact, and possible unintended negative consequences	• **issues** in digital communication
• Make inferences about premises and **constraints** that define the design space	• digital communication **risks**
Ideating	• **ethics and legalities** in digital communication, including ethics of **cultural appropriation**
• Identify gaps to explore a design space	• influences of **digital marketing** in online content creation and curation
• Generate ideas and add to others' ideas to create possibilities, and prioritize them for prototyping	• **changes** in journalism and reporting
• Critically analyze how competing social, ethical, and community considerations may impact design	• **persuasive writing** for the web
• Work with users throughout the design process	• **critical evaluation** of online resources
	• **sociological impacts** of digital communication tools
	• **technology to support collaboration** and interaction with others

Learning Standards (continued)

Curricular Competencies	Content
Prototyping • Identify and apply **sources of inspiration** and **information** • Choose an appropriate form, scale, and level of detail for prototyping, and plan procedures for prototyping multiple ideas • Analyze the design for the life cycle and evaluate its **impacts** • Construct prototypes, making changes to tools, materials, and procedures as needed • Record **iterations** of prototyping ***Testing*** • Identify feedback most needed and possible **sources of feedback** • Develop an **appropriate test** of the prototype • Collect feedback to critically evaluate design and make changes to product design or processes • Iterate the prototype or abandon the design idea ***Making*** • Identify appropriate tools, technologies, materials, processes, and time needed for production • Use **project management processes** when working individually or collaboratively to coordinate production ***Sharing*** • **Share** progress while creating to increase opportunities for feedback • Decide on how and with whom to share or promote their product, creativity, and, if applicable, **intellectual property** • Consider how others might build upon the design concept • Critically reflect on their design thinking and processes, and identify new design goals • Assess ability to work effectively both as individuals and collaboratively while implementing project management processes	• strategies for developing a **digital dossier** • **career opportunities** in digital communications • appropriate use of technology, including digital citizenship, etiquette, and literacy

Learning Standards (continued)

Curricular Competencies	Content
Applied Skills • Apply safety procedures for themselves, co-workers, and users in both physical and digital environments • Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time **Applied Technologies** • Explore existing, new, and emerging tools, **technologies**, and systems and evaluate their suitability for their design interests • Evaluate impacts, including unintended negative consequences, of choices made about technology use • Analyze the role technologies play in societal change • Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies	