**Area of Learning: Applied Design, Skills, and Technologies — Graphic Production Grade 11**

**BIG IDEAS**

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| Design for the life cycle includes consideration  of social and **environmental** **impacts**. |  | Design choices require the evaluation and refinement of skills. |  | Tools and technologies  can be adapted for specific purposes. |

**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 **user-centered** **research** and **empathetic observation** * Participate in **reciprocal relationships** throughout the design and  production process   Defining   * Establish a point of view for a chosen design opportunity * Identify potential users, intended impact, and possible unintended negative consequences * Make inferences about premises and **constraints** that define the design  and production   Ideating   * Generate ideas and add to others’ ideas to create possibilities, and prioritize them for prototyping * Critically analyze how competing social, ethical, and sustainability considerations impact designed solutions to meet global needs * Work with users throughout the design process | *Students are expected to know the following:*   * design and production opportunities * **technologies for image development** in **prepress**  through post-production environments * **elements** and **principles of design** as communication tools * **design for the life cycle** * intellectual property use and its **ethical, moral, and legal considerations**, including **cultural** **appropriation** * **standards** of production and **limitations** of chosen materials for efficient output * **standards-compliant** technology * balance of form and function * influences on culture through **graphic production** * graphic design through various stages of project * use of **typography** to communicate a message or idea * materials organization, planning, and time frame * role of manufacturing in meeting consumer needs and wants * design presentation skills for potential clients * appropriate use of technology, including digital citizenship, etiquette, and literacy |

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**Learning Standards (continued)**

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| **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 design processes and production * 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 and collaboration * Decide on how and with whom to share or promote 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 |  |

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**Learning Standards (continued)**

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| **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 and production interests,  and develop specific plans to learn or refine them over time * Develop competency and proficiency in task-specific skills involving manual dexterity and software processes   Applied Technologies   * Explore existing, new, and emerging tools, **technologies**, and systems to evaluate suitability for their design and production 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 |  |