**Area of Learning: Applied Design, Skills, and Technologies — Entrepreneurship Grade 12**

**BIG IDEAS**

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| Design for the life cycle includes consideration of social and **environmental** **impacts**. |  | Services and products can be designed through consultation and collaboration. |  | 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   * Conduct **user-centred research** to understand opportunities and barriers   Defining   * Establish a point of view for a chosen design opportunity * Identify potential users, intended impact, and possible unintended negative consequences * Make decisions about premises and **constraints** that define the design space   Ideating   * Identify and analyze gaps to explore possibilities for innovation * Take creative risks * Generate ideas and enhance others’ ideas to create a range of possibilities,  and prioritize the possibilities for prototyping * Critically analyze how competing social, ethical, and sustainability factors  impact designed solutions to meet global needs for preferred futures * Work with users throughout the design process | *Students are expected to know the following:*   * recognition of entrepreneurial **opportunities** * types of business ventures and **social entrepreneurship** * factors that can promote innovation and entrepreneurial success, including networking, product/service knowledge, and market analysis * characteristics of the global market and local economic trends * components of starting a small business, including registration and **financial considerations** * **ways to protect** intellectual property * **design for the life cycle** * **interpersonal and presentation skills** to promote products and/or services and to interact with clients * emerging career options for young entrepreneurs * ethics of **cultural appropriation** and plagiarism |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Prototyping   * Identify, critique, and use a variety of **sources of inspiration** and **information** * Choose an appropriate form and level of detail for prototyping * 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   * Obtain and evaluate critical feedback from multiple **sources**, both initially  and over time * Develop an **appropriate test** of the prototype * Based on feedback received and evaluated, make changes to product  and/or service plan or processes as needed   Making   * Identify tools, technologies, materials, processes, cost implications,  and time needed for development and implementation * Use **project management processes** when working individually  or collaboratively to coordinate or create processes or products * **Share** progress to increase opportunities for feedback, collaboration,  and, if applicable, marketing   Sharing   * Decide on how and with whom to share or promote their **product or service**, their creativity, and, if applicable, their **intellectual property** * Critically reflect on their design thinking and processes, and identify  new design goals, including how they or others might build on their concept * Critically evaluate their ability to work effectively, both individually  and collaboratively |  |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Applied Skills   * Evaluate **safety issues** for themselves, co-workers, and users in both physical and digital environments * Identify and critically assess skills needed related to the project(s) or design interests, and develop specific plans to learn or refine skills over time * Evaluate and apply a framework for problem solving   Applied Technologies   * Explore existing, new, and emerging tools, technologies, and systems  and evaluate their suitability for design and production interests * Evaluate impacts, including unintended negative consequences, of choices  made about technology use * Analyze the role and personal, interpersonal, social, and environmental impacts of technologies in societal change * Examine how cultural beliefs, values, and ethical positions affect the development and use of technologies on a national and global level |  |