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

**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
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