

Into the Shark Tank: Design



Mission:

Use your smarts to figure out a better way to create something you either need or want. The “better way” must have a positive effect, on balance, on the systems of which you’re a member so that you can be creative *with a conscience*.

Tasks:

1. Brainstorm and research *several* (i.e. three or more) possible solutions that are *creative* and *innovative* to remedy the hazard(s) and to create a better product.
2. Create a graphic organizer containing the following information:
 - explanations of each of the possible solutions;
 - an evaluation of each potential solution against the design specifications (how does each solution meet - or not meet- the list of requirements you created in the investigation phase).
3. Select the one solution out of the possibilities generate that you have evaluated to be the most effective, and create a graphic organizer containing the following information:
 - the design brief (a short statement of what you are going to make for a solution, why you are going to make it, and for whom you are making it – i.e. the target audience);
 - a cost-benefit analysis of the solution to illustrate how the effects are truly positive, on balance, with your proposed solution;
 - cited sources for all references used to determine the above information.

Assessment: Criterion B: Design

You are expected to generate several feasible designs that meet the design specification, develop a design brief and evaluate these against the design specification.

You are then expected to select one design, justify your choice and evaluate this in detail against the design specification.

See reverse side for a detailed rubric.

	0	Minimal	Basic	Proficient	Advanced
Criterion B: Design	The student does not reach a standard described by any of the descriptors given and/or he/she has not submitted any evidence.	<p>The student generates one design.</p> <p>He/she does not make an attempt to justify this choice against the design specification.</p>	<p>The student generates one design.</p> <p>He/she makes some attempt to justify this choice against the design specification.</p>	<p>The student generates a few designs.</p> <p>He/she justifies the choice of one design over the others.</p> <p>He/she fully evaluates this choice against the design specification.</p>	<p>The student generates a range of feasible designs.</p> <p>Each design has been evaluated against the design specification.</p> <p>The student justifies the chosen design.</p> <p>He/she evaluates it fully and critically against the design specification.</p>