

---

# Applied Skills 11

(Two Credits)

## Draft Learning Outcomes



Province of British Columbia  
Ministry of Education

---

---

# Table of Contents

Introduction	1
• Graduation Requirements	
Nature of Applied Skills	2
• Rationale	
Curriculum Organizers	4
Learning Outcomes of Applied Skills 11	5

---

---

# Introduction

To ensure that students receive a well-rounded education program, the new graduation requirements state that students must earn two credits in Applied Skills 11. The knowledge, skills, and attitudes developed in Applied Skills 11 will help students develop an active, healthy lifestyle, and function effectively in a changing technological environment.

Applied Skills 11 is a two-credit provincial course curriculum. It has been designed in partnership with the four provincial specialist associations (Technology Education, Business Education, Home Economics, and Physical Education), British Columbia Institute of Technology, Technology Alliance of British Columbia, and the British Columbia Council for the Family. The course is an alternative to the currently available four-credit applied skills courses. This course can be delivered by focusing on one or a combination of Technology Education, Business Education, Home Economics, and Physical Education. Using technologies where appropriate, this course should develop several of the following: technology-based problem-solving skills (identifying, designing, testing, producing, evaluating); understanding of human needs such as food, shelter, clothing, and interpersonal relationships; the use of applications from marketing, accounting, or office systems in solving problems; and understanding of health and well-being and their impact on lifestyles. The Integrated Resources Package (IRP) that will be available in April 1995 will contain several examples of how this course may be delivered.

## Graduation Requirements

**For more details refer to Policy Circular No: 95-01 – Graduation Requirements**

To satisfy the requirement for two credits of Applied Skills 11, students must select one of the following options:

1. An existing four-credit provincial course listed under Applied Skills 11. Upon successful completion of the course, two credits are used by students to satisfy the Foundation Studies requirement and two credits are used to satisfy the Selected Studies requirement.
2. Offer this new Applied Skills 11 course (two credits).
3. Offer one of the approved four-credit provincial applied skills courses that satisfies the requirement for both Fine Arts 11 and Applied Skills 11 by being restructured to ensure that it addresses the outcomes of this Applied Skills 11 course.

*Note: The Learning Outcomes listed in this document must be addressed if either option 2 or 3 is selected or if two-credit courses are structured from existing Provincial Applied Skills four-credit courses*

---

# Nature of Applied Skills

Changes in the workplace have made it necessary to understand how theories and concepts can be applied in practice. Applied skills allow students an opportunity to bring relevance to their learning. This can be achieved through a variety of meaningful experiences focusing on hands-on activities

and applied problem solving. By using problem-solving strategies, the concepts, skills, and processes from Business Education, Home Economics, Technology Education, and Physical Education may be applied to "real world experiences" in a practical and meaningful way.

## Rationale: Why Applied Skills in B.C. Schools?

The aim of Applied Skills 11 (two credits) is for students to use concepts, skills, and processes from Business Education, Home Economics, Technology Education, and Physical Education in meaningful, practical, problem-solving activities.

British Columbia is moving from a resource-based economy to a knowledge-based economy. Rapid and evolving technological changes have an impact on our families, our education system, our workplace, our community, and our environment. We are challenged daily with the possibilities and limitations that rapid change brings. The skills required for living and working in our world are not only changing but also evolving. By engaging in applied problem-solving strategies, students will have opportunities to enhance their personal career choices. Students will be able to

understand their options and limitations, make confident choices, act responsibly, and value their personal well-being.

Applied Skills 11 will provide students with opportunities to evaluate how applied problem-solving contributes to their education and future career plans.

These important aspects of the applied skills experience form the basis of the curriculum organizers for Applied Skills 11 (two credit) course.

---

# Curriculum Organizers

The learning outcomes for Applied Skills 11 (two credits) curriculum are grouped by the following four curriculum organizers.

- Applied Problem-Solving
- Communication
- Technology
- Self and Society

Curriculum organizers are used to categorize the learning outcomes for the Applied Skills 11 (two credit) course and provide a framework for organizing course content.

## **Applied Problem-Solving**

Students will:

- Develop abilities to solve problems independently, interdependently, and co-operatively.
- Use problem-solving strategies and critical thinking skills to integrate concepts, skills, processes, and applications from the areas of Business Education, Home Economics, Technology Education, and Physical Education.
- Participate in practical, project-based, hands-on activities.

The applied skills curriculum provides opportunities for students to explore their ideas and gain practical experiences through applied problem-solving activities. Applied problem-solving can include: identifying

problems, determining parameters, research, generating solutions, choosing and implementing solutions, testing/evaluating, and redesigning/refining. It utilizes the concepts, skills, and processes from Business Education, Home Economics, Technology Education, and Physical Education to provide real world experiences. Problem-solving can be used in a variety of contexts, such as the design of useful products, services, or systems.

## **Communication**

Students will:

- Communicate effectively by being able to identify a problem, communicate the essence of the problem, work with others in the solution process, and seek information and strategies to communicate and evaluate possible solutions.

Effective interaction requires competency in all aspects of communication: reading, writing, speaking, listening, using electronically stored and transmitted communications.

---

## **Technology**

Students will:

- Develop technology-based problem-solving skills.
- Explore ideas and gain practical experience in a safe and supportive environment.

This curriculum organizer provides students opportunities to bring a technological perspective to practical problems and issues. Students use tools appropriate to an applied skills subject in ways that allow them to explore their world. They develop and apply technological skills in managing their learning.

## **Self and Society**

Students will:

- Acquire knowledge, skills, and attitudes needed to understand and respond effectively to economic changes.

Self and society focuses on the development of individual and social responsibility. This curriculum organizer includes the fundamental principles of motivation and personal meaning, attitude and empowerment, individual and group learning, lifestyles, careers, and ethics.



## Learning Outcomes

Applied Problem-Solving	Communication
<p>It is expected that students will:</p> <ul style="list-style-type: none"><li>• select and use a problem-solving model in the design and production of a product or program</li><li>• demonstrate an ability to manage limited resources (e.g., build products in a controlled budget environment; co-ordinate family member skills in meeting nutritional needs)</li><li>• demonstrate an ability to be innovative and creative when responding to change (e.g., modify or adapt a design or product to meet new requirements)</li></ul>	<p>It is expected that students will:</p> <ul style="list-style-type: none"><li>• select and apply appropriate methods of communication when designing, investigating, and presenting information (e.g., interview a person for whom a product or service is to be designed to ensure clarification of needs and problem parameters)</li><li>• use appropriate information-gathering and communication tools to solve problems related to applied skills areas.</li><li>• use effective communication skills when planning, implementing, and evaluating projects (e.g., communicate and demonstrate how the project has met identified needs)</li></ul>

## Learning Outcomes

Technology	Self in Society
<p data-bbox="151 394 570 430">It is expected that students will:</p> <ul data-bbox="151 470 781 1031" style="list-style-type: none"><li data-bbox="151 470 781 541">• select and use appropriate technologies in a variety of settings</li><li data-bbox="151 581 781 730">• identify the relationship between technology and the way problems are solved and work is done (e.g., relate the implications of technological change to specific careers)</li><li data-bbox="151 770 781 919">• use multi-media and information technology in presentations. (e.g., present a product or service to a group of prospective users or buyers)</li><li data-bbox="151 959 781 1031">• maintain an orderly and safe environment within a problem-solving context</li></ul>	<p data-bbox="857 394 1276 430">It is expected that students will:</p> <ul data-bbox="857 470 1487 1255" style="list-style-type: none"><li data-bbox="857 470 1487 653">• identify implications of applied skills areas for their own career choices. (e.g., explain how technologies and business acumen contribute to self employment as a commercial artist)</li><li data-bbox="857 693 1487 875">• evaluate health, fitness and safety as they relate to self and others (e.g., evaluate safety in the home and work environments, the contribution of health to successful careers)</li><li data-bbox="857 915 1487 987">• develop self-esteem and a positive attitude toward lifelong health and well-being</li><li data-bbox="857 1026 1487 1255">• seek opportunities for providing services, products, or processes in a career or voluntary setting (e.g., determine, organize, and deliver a service need to rest home residents such as a luncheon with entertainment)</li></ul>



---

Queen's Printer for British Columbia ©  
Victoria, 1995

