

# **CT INTRO BASED CAREER ORIENTATION**

## Curriculum Content Frameworks

**Please note: All assessment questions will be taken from the knowledge portion of these frameworks.**

*Prepared by*

Sharla Hartzell, Dover  
Shantele Raper, Osceola  
Julia Candland, Pea Ridge  
Rhonda Jacobs, Hector  
Samantha Prince, Pottsville

*Facilitated by*

Karen Chisholm, Education and Instruction Manager  
Lesia Edwards, Education and Instruction Coordinator  
Office of Assessment and Curriculum  
Arkansas Department of Career Education

*Edited by*

Ray Henson, Education and Instruction Manager  
Office of Career Guidance, Exploration, and Preparation  
Ginger Fisher, Education and Instruction Coordinator  
Office of Business & Marketing Technology  
Arkansas Department of Career Education

*Disseminated by*

Career and Technical Education  
Office of Assessment and Curriculum  
Arkansas Department of Career Education

# Curriculum Content Frameworks

## CT Intro Based Career Orientation

Grade Levels: 7-8  
Course Code: 399280

Prerequisite: Keyboarding Skills

Course Description: Technology Based Career Orientation is a one semester elective designed to combine Career Orientation and Computer Technology. This course will allow schools to meet the requirements for introducing students to hardware and application software of a computer with applications in career planning, preparation, exploration and development. Students will be knowledgeable about the world of work, career options, and the personal skills, aptitudes, and expectation to complete the education and training to enter into a future career.

### Table of Contents

	Page
Unit 1: Technology Foundations	1
Unit 2: Self-Awareness	2
Unit 3: Career Exploration	4
#REF!	6
Unit 5: World of Work	8
Unit 6: Employment Skills	10
Glossary	11

# Unit 1: Technology Foundations

## Hours: 5

**Terminology:** Application software, Byte, Central Processing Unit (CPU), Computer, File extension, Filename, Folder, Hardware, Hertz, Input devices, Mainframe computers, Microcomputer, Minicomputer, Motherboard, Output devices, Random Access Memory (RAM), Read-Only Memory (ROM), Supercomputers, Universal Serial Bus (USB)

<b>CAREER and TECHNICAL SKILLS</b>	
What the Student Should Know	What the Student Should be Able to Demonstrate
<b>Knowledge</b>	<b>Application</b>
1.1 Describe the function of computer hardware components	1.1.1 Identify input, output, and storage devices 1.1.2 Locate the motherboard with the CPU, memory, power supply, expansion slots, ports, 1.1.3 Compare storage devices and their uses
1.2 Discuss types of computers and how they relate to personal and professional use	1.2.1 Compare categories of computers based on their size, power and purpose 1.2.2 Identify the role of the CPU including speed and how it is measured 1.2.3 Explain the difference between memory and storage including RAM, ROM, and other
1.3 Discuss different types of software and their uses	1.3.1 Identify fundamental concepts and common uses relating to word processing, spreadsheets, databases, graphics and multimedia, and presentation software 1.3.2 Identify how to select appropriate applications for a particular purpose
1.4 Discuss file management	1.4.1 Identify elements of the operating system desktop 1.4.2 Manipulate the features of an operating system <ul style="list-style-type: none"> <li>• Shut down, logoff and restart the computer</li> <li>• Start Menu and taskbar</li> <li>• Desktop folders and icons</li> <li>• Using the file manager, manage files</li> </ul>
1.5 Discuss the factors that go into an individual or organizational decision on how to purchase computer equipment	1.5.1 Identify the criteria for selecting a personal computer 1.5.2 Identify factors that affect computer performance 1.5.3 Identify hardware and software considerations when purchasing a computer including 1.5.4 Identify how hardware and software interact 1.5.5 Identify issues relating to software upgrades, such as pros and cons and methods to upgrade

## Unit 2: Self-Awareness

**Hours: 16**

Terminology: Alignment, Aptitude, Arkansas Works College and Career Planning System (Kuder Navigator), Assessment, Career clusters, Career portfolio, Clipart, Clipboard, Copy, Cut, Default, Delete, Document, Edit, Font, Footer, Grammar checker, Header, Interest, Interest inventory I-beam, Learning style, Orientation, Overtyping mode, Paste, Personality, Procrastinator, Save, Scroll, Skill, Spell checker, Thesaurus, Values, View, Word processing, Word wrap

<b>CAREER and TECHNICAL SKILLS</b>	
What the Student Should Know	What the Student Should be Able to Demonstrate
<b>Knowledge</b>	<b>Application</b>
2.1 Identify personal characteristics	2.1.1 Create a personal characteristic document utilizing word processing skills <ul style="list-style-type: none"> <li>• Create and save a document</li> <li>• Proofread and edit (insert, cut, copy, move, undo, redo, repeat, find/replace, spell check, insert/modify pictures)</li> <li>• Format for printing</li> <li>• Preview before printing</li> <li>• Print, specifying common print options</li> <li>• Manage printing and print jobs</li> <li>• Identify and solve common problems associated with printing</li> </ul>
2.2 Create an electronic portfolio	2.2.1 Demonstrate how to use the computer and the Internet safely, legally, and responsibly  2.2.2 Create a personal account in the Arkansas Works College and Career Planning System ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> ), enter demographic information, access/update account information, and save information to electronic portfolio  2.2.3 Research identity protection for all Internet access and describe ways to protect privacy and personal files  2.2.4 Demonstrate safe procedures for uploading and downloading files
2.3 Assess personal interests, skills, and values	2.3.1 Determine an interest-based career path by using the Arkansas Works College and Career Planning System to analyze highest areas of interest in the 16 career clusters  2.3.2 Determine a skill-based career path by using the Arkansas Works College and Career Planning System to analyze highest skill area in the 16 career clusters  2.3.3 Determine a values-based career path by using the Arkansas Works College and Career Planning System to analyze most important work values  2.3.4 Analyze the Arkansas Works College and Career Planning System Interest and  2.3.5 Evaluate how interests, abilities and achievement relate to attaining personal, social, academic and career goals

**CAREER and TECHNICAL SKILLS**

What the Student Should Know

What the Student Should be Able to Demonstrate

<b>Knowledge</b>		<b>Application</b>	
2.4	Recognize how career choices affect lifestyle	2.4.1	Utilize Real-Life Arkansas ( <a href="http://www.real-life.arkansas.gov">www.real-life.arkansas.gov</a> ) to evaluate how career choices affect lifestyle
2.5	Discuss the importance of a positive attitude	2.5.1	Demonstrate a positive attitude towards work
		2.5.2	Review and assess personal responsibility toward success
2.6	Recognize the relationship between a career choice and their personal identity	2.6.1	Define personal identity in relation to the world of work
		2.6.2	Demonstrate how work ethic effects outcome and reaching goals in a timely and efficient manner

## Unit 3: Career Exploration

### Hours: 12

**Terminology:** ArkOscar, Crop, Database, Desktop publishing, Field, Font, Formulas, Graphics, Labor Market Information (LMI), Occupational Outlook Handbook (OOH), Occupational Information Network (O\*Net), Presentations, Preview, Query, Record, Report, Responsibility, Sizing handles, Slide design, Slide layout, Slide master, Template, Trends

<b>CAREER and TECHNICAL SKILLS</b>	
What the Student Should Know	What the Student Should be Able to Demonstrate
<b>Knowledge</b>	<b>Application</b>
3.1 Explain and utilize database resources to research career cluster information	3.1.1 Research Career Clusters based upon personal career match using the Arkansas Works College and Career Planning System ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> )  3.1.2 Research and evaluate career opportunities using the Occupational Outlook Handbook on-line ( <a href="http://www.bls.gov/oco/">http://www.bls.gov/oco/</a> )  3.1.3 Research and evaluate career opportunities using the O*Net ( <a href="http://onetcenter.org">http://onetcenter.org</a> )  3.1.4 Research and explore career opportunities using ArkOscar ( <a href="http://www.ioscar.org/ar/">http://www.ioscar.org/ar/</a> )  3.1.5 Research and evaluate career opportunities using Career One Stop ( <a href="http://acinet.org">http://acinet.org</a> )  3.1.6 Evaluate on-line career research websites for practical use for all age groups ( <a href="http://ace.arkansas.gov/careerclusters/careerclusters.htm">http://ace.arkansas.gov/careerclusters/careerclusters.htm</a> )
3.2 Evaluate career information	3.2.1 Explore occupation based upon interests in the 16 Career Clusters using the results from the Arkansas Works College and Career Planning System ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> )  3.2.2 Review current Labor Market Information (LMI) and employment trends ( <a href="http://www.discoverarkansas.net/">http://www.discoverarkansas.net/</a> )  3.2.3 Predict employment trends in local economy using Labor Market Information (LMI)  3.2.4 Assess and determine the most appropriate tentative career pathway  3.2.5 Determine top three career choices and save to favorites in an electronic portfolio ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> )

**CAREER and TECHNICAL SKILLS**

What the Student Should Know

What the Student Should be Able to Demonstrate

<b>Knowledge</b>		<b>Application</b>	
3.3	Explore work environment, conditions, job duties and work responsibilities	3.3.1	Examine career opportunities through <ul style="list-style-type: none"> <li>• On-line career videos in personal career focus area</li> <li>• Job shadow using Internet based virtual shadowing job shadow</li> <li>• Explore job responsibilities via virtual industry tours</li> <li>• Explore job responsibilities via actual industry tours</li> <li>• Informational interviews</li> </ul>
		3.3.2	Explore opportunities in non-traditional careers of interest
3.4	Investigate resources and opportunities in Arkansas via on-line career publications and websites	3.4.1	Review the annual publication of Arkansas Career Watch magazine on-line ( <a href="http://www.discoverarkansas.net/">http://www.discoverarkansas.net/</a> )
		3.4.2	Review articles from the annual Arkansas Next Publication ( <a href="http://www.inarkansas.com/publications/arkansas-next">http://www.inarkansas.com/publications/arkansas-next</a> )
		3.4.3	Review articles from the Arkansas Future Focus Magazine
		3.4.4	Utilize Arkansas Job Links to research career opportunities, labor market information and find jobs ( <a href="https://www.arjoblink.arkansas.gov">https://www.arjoblink.arkansas.gov</a> )
3.5	Exhibit knowledge of a chosen occupation through multimedia application software	3.5.1	Develop a multimedia presentation highlighting a career of interest including work environment and conditions, education and training requirements, income and benefits, skills needed, job description, and opportunities for employment <ul style="list-style-type: none"> <li>• Identify effective design principles for simple presentations</li> <li>• Create and format a simple presentation</li> <li>• Insert and delete a slide</li> <li>• Change slide view</li> <li>• Modify a slide background</li> <li>• Apply transitions to slides</li> <li>• Print presentation using various output elements (speaker's notes, handouts, etc.)</li> <li>• Present presentation to peers</li> </ul>

## Unit 4: Develop a Career Plan

### Hours: 8

Terminology: Articulation credit, Associate's degree, Bachelor's degree, Career action plan, Concurrent credit, Credit, Education plan, Elective, Financial aid, Goal, Graduation requirement, Grant, Internship, On-the-job training, Opportunity cost, Postsecondary education, Prerequisite, Scholarship, Tentative decision, Tuition

<b>CAREER and TECHNICAL SKILLS</b>	
What the Student Should Know	What the Student Should be Able to Demonstrate
<b>Knowledge</b>	<b>Application</b>
4.1 Develop a personal career portfolio	4.1.1 Create and express self through a personal career development portfolio
	4.1.2 Assemble assessments relating education
	4.1.3 Define qualities that are unique to each individual
4.2 Assess the value of education required for a personal career goal	4.2.1 Determine the cost to complete the education and training required for the personal
	4.2.2 Determine optimum education and training plan to reach personal career goals
	4.2.3 Predict life time earnings based upon career plans and educational attainment
	4.2.4 Identify educational strengths and weaknesses and assess the affect on the personal education plan
	4.2.5 Research schools based upon career interests using the Arkansas Works College and Career Planning System
	4.2.6 Evaluate available scholarship information
	4.2.7 Identify extended learning opportunities through student organizations internships and volunteer groups
	4.2.8 Identify concurrent credit and articulated coursework
	4.2.9 Identify industry certifications as they relate to personal career goals
4.3 Create an education and training plan related to personal and professional career goals	4.3.1 Develop a tentative education and training plan to complete high school
	4.3.2 Develop a tentative education and training plan for at least two years following high
	4.3.3 Evaluate the relationship between the career goal and high school education plan

**CAREER and TECHNICAL SKILLS**

What the Student Should Know

What the Student Should be Able to Demonstrate

**Knowledge****Application**

4.4	Set personal, professional, and educational goals	4.4.1	Define personal, educational, financial and career short, medium and long term goals using the College and Career Planning System
4.5	Demonstrate the understanding of the relationship between the decision-making process and meeting future career goals	4.5.1	Apply critical thinking skills in the seven-step decision-making process to evaluate the education plan
		4.5.2	Evaluate consequences for making poor career decisions
		4.5.3	Comprehend the necessity to make a career plan with a back up plan

## Unit 5: World of Work

**Hours: 8**

**Terminology:** Active cell, Attitude, Career, Cell, Chart, Column, Demographics, Discrimination, Employee rights, Ethnic, Formulas, Function, Global economy, Goal, Gridlines, Label, Job, Mathematical functions, Merge, Orientation, Outsourcing, Row, Spreadsheet, Table, Transferable skills, Value, Work, Workbook, Workforce diversity, Workplace ethics, Worksheet

<b>CAREER and TECHNICAL SKILLS</b>	
What the Student Should Know	What the Student Should be Able to Demonstrate
<b>Knowledge</b>	<b>Application</b>
<p>5.1 Demonstrate the understanding of the changing workplace in relation to the global economy and the necessity to obtain transferable work related skills</p>	<p>5.1.1 Examine the affects of outsourcing in the workforce in a global economy</p> <p>5.1.2 Utilize spreadsheet software to examine the affects</p> <ul style="list-style-type: none"> <li>• Apply basic spreadsheet features and functions to produce a spreadsheet</li> <li>• Create and save a spreadsheet</li> <li>• Retrieve, edit, format, and print a spreadsheet</li> <li>• Create and modify arithmetic formulas</li> <li>• Use common function formulas (e.g. SUM, AUTOSUM, AVERAGE, and COUNT)</li> <li>• Identify common errors made when using formulas and functions</li> <li>• Create a chart from worksheet data</li> <li>• Apply table autoformat</li> <li>• Demonstrate an understanding between absolute and relative formulas</li> </ul>
<p>5.2 Identify 21st century transferrable job skills</p>	<p>5.2.1 Demonstrate how technology is required for a chosen career path including the education and training required to obtain a job in the career field</p> <p>5.2.2 Examine the necessity for transferrable job skills in today's workforce</p> <p>5.2.3 Apply transferrable skills job skills to a classroom project</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Leadership</li> <li>• Taking responsibility</li> <li>• Customer service</li> <li>• Loyalty</li> <li>• Problem Solving</li> <li>• Communication Skills</li> <li>• Critical Thinking Skills</li> <li>• Interpersonal Skills</li> <li>• Technology</li> <li>• Time Management Skills</li> </ul>

**CAREER and TECHNICAL SKILLS**

What the Student Should Know

What the Student Should be Able to Demonstrate

**Knowledge**

**Application**

5.3	Identify appropriate workplace ethics	5.3.1	Demonstrate pride in work and success
		5.3.2	Demonstrate the benefits of diversity in the workplace in a collaborative learning
5.4	Identify employer and employee rights and responsibilities	5.4.1	Explore the relationship rights and responsibilities between employer and employee

## Unit 6: Employment Skills

### Hours: 8

**Terminology:** Applicant, Arkansas Jobs Link, Career goals, Certifications, Employment application, Interview, Letter of application, Letter of recommendation, Recognition, Resume, Reference

<b>CAREER and TECHNICAL SKILLS</b>	
What the Student Should Know	What the Student Should be Able to Demonstrate
<b>Knowledge</b>	<b>Application</b>
6.1 Assemble a personal career development portfolio	6.1.1 Design a personal career portfolio relative to the chosen career field 6.1.2 Upload assessment documents or results into the electronic career portfolio 6.1.3 Upload letters of recommendation, commendations, recognitions, awards, honors, and certifications
6.2 Identify employability skills needed to acquire a job	6.2.1 Generate answers to most asked interview questions 6.2.2 Review and practice employment interviews 6.2.3 Practice on-line employment applications ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> ) 6.2.4 Proofread and critique resume examples ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> ) 6.2.5 Develop a personal resume in the electronic career portfolio ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> ) 6.2.6 Construct a list of eligible references with permission to use on a resume ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> ) 6.2.7 Write and save a letter of application in an e-portfolio ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> ) 6.2.8 Demonstrate sending a secure e-portfolio to a recipient ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> ) 6.2.9 Complete an on-line employment application ( <a href="http://arworks.arkansas.gov">http://arworks.arkansas.gov</a> ) 6.2.10 Use Arkansas Job Links to locate job openings in the area for personal career goal ( <a href="https://www.arjoblink.arkansas.gov">https://www.arjoblink.arkansas.gov</a> )
6.3 Utilize technology skills to design a creative and comprehensive project to showcase personal career aspirations	6.3.1 Design, create, and demonstrate a career project which aligns qualifications to personal career choice with <ul style="list-style-type: none"> <li>• Brochure</li> <li>• Flyer</li> </ul>

# Glossary

## Unit 1: Technology Foundations

1. Application software – also called productivity software; helps you perform a specific task, such as word processing or spreadsheets
2. Byte – a unit of computer information or data-storage capacity that consists of a group of eight bits and that is used especially to represent an alphanumeric character
3. Central Processing Unit (CPU) – also known as the microprocessor; the brains of the computer
4. Computer – electronic device that receives data, processes data, stores data, and produces a result
5. File extension – the part of a file name that comes after the period called a “dot”
6. File name – the name assigned for identification
7. Folder – a way to organize files into manageable groups
8. Hardware – the tangible, physical equipment that can be seen and touched
9. Hertz – a unit of frequency equal to one cycle per second
10. Input devices – enable the user to input data and commands into the computer
11. Mainframe computers – large, powerful computers that are used for centralized storage, processing, and management of very large amounts of data
12. Microcomputer – sometimes called a personal computer; used at home or at the office by one person; can fit on top of or under a desk
13. Minicomputer – type of computer that is designed to serve multiple users and process significant amounts of data; larger than a microcomputer, but smaller
14. Motherboard – a circuit board that contains all of the computer system’s main components
15. Output devices – enable the computer to give you the results of the processed data
16. Random Access Memory (RAM) – where instructions and data are stored on a temporary basis; this memory is volatile
17. Read-Only Memory (ROM) – permanent storage; instructions are burned onto chips by the manufacturer
18. Supercomputers – largest and fastest computers, capable of storing and processing tremendous volumes of data
19. Universal Serial Bus (USB) – standard for computer ports that support data transfer rates of up to 12 million bits per second

## Unit 2: Self-Awareness

1. Alignment – describes how text is positioned between the left and right margins on a page - left, center, right, or justified
2. Aptitude – the natural ability or potential for learning new skills
3. Arkansas Works College and Career Planning System (Kuder Navigator) – an Internet-based tool that helps students achieve their educational and career planning goals by providing interests, skills, and work values assessments, portfolio development, and career exploration
4. Assessment – a personal evaluation
5. Career clusters – jobs or occupations grouped together because of similar knowledge or skills
6. Career portfolio – collection of information about oneself
7. Clipart – prepared pictures and other artwork you can insert into a document
8. Clipboard – a temporary storage area for text and/or graphics that are to be cut or copied and then pasted to another location
9. Copy – to duplicate a selection, files, folder, etc. so that you can place it in another position or location
10. Cut – to remove text or graphics from a document, and place it on the clipboard
11. Default – a setting that is automatically used unless another option is chosen
12. Delete – remove the character from the right of the insertion point
13. Document – a data file in a software application
14. Edit – to change an existing document
15. Font – the general shape and style of a set of characters
16. Footer – text and/or graphics appearing at the bottom of each page of a document
17. Grammar checker – checks each sentence in the document, and points out grammatical errors, such as subject and verb agreement, sentence fragments, sentence structure, sentence length, and punctuation
18. Header – text and/or graphics appearing at the top of each page of a document
19. Interest – a thing a person enjoys doing or thinking about
20. Interest inventory – an assessment that helps people identify their interest areas
21. I-beam – the shape the mouse pointer takes when it is positioned on text in a document

22. Learning style – natural method or way one thinks or learns
23. Orientation – determines whether your document will be lengthwise or crosswise on a sheet of paper
24. Overtyping mode – in this mode, new text replaces existing characters
25. Paste – to place text or graphics from the clipboard into a document
26. Personality – the combination of attitude, values, interests, and behaviors that identify a person
27. Procrastinator – one who puts off doing things or making decisions
28. Save – to store a document file on a disk or other storage medium
29. Scroll – to move (using scroll boxes or scroll arrows) through a list, a block of text, a document, or any display larger than the current window or screen
30. Skill – the ability to perform a certain activity well
31. Spell checker – the process of checking the spelling of words in a document against a dictionary of known words and offering advice on how to make corrections
32. Thesaurus – a feature in word processing software that allows you to quickly find alternative words or synonyms for a word in your document
33. Values – personal standards by which one lives
34. View – example normal view, print layout view, web layout view, reading layout, and outline view
35. Word processing – software you use to prepare text documents such as letters, reports, flyers, brochures, and books
36. Word wrap – text automatically moves to the next line when it reaches the right margin

## Unit 3: Career Exploration

1. ArkOscar – a computerized career information delivery system
3. Crop – to trim a graphic
4. Database – a collection of related information organized for rapid search and retrieval
5. Desktop publishing – the process of using a computer to combine text and graphics to create an attractive document
6. Field – a single piece of information in a database
7. Font – the general shape and style of a set of characters
8. Formulas – equations used to calculate values in a spreadsheet cell
9. Graphics – items other than text including photos, clip art, and drawing objects
10. Labor Market Information (LMI) – information includes employment statistics, job forecast, wages, and demographic characteristics
11. Occupational Outlook Handbook (OOH) – publication by the United States Department of Labor's Bureau of Labor Statistics that includes detailed information about the nature of work, working conditions, training and education, earnings, and job outlook for hundreds of different occupations
12. Occupational Information Network (O\*Net) – primary source of occupational information for the United States compiled by the Department of Labor
13. Presentations – slide shows created using special graphics application software that can be displayed on screen or projected using a projector attached to a computer
14. Preview – allows the document to be viewed in full page format to check the layout prior to printing
15. Query – enables you to locate multiple records matching specified criteria in a single action
16. Record – a group of fields in a database
17. Report – a database object that allows you to organize, summarize, and print all or a portion of the data in a database
18. Responsibility – being answerable or accountable, as for something within one's power, control, or management
19. Sizing handles – small squares or circles surrounding a graphic or object, indicating that it is selected
20. Slide design – specifies a color scheme, text format, background, bullet style, and graphics for all the slides in a presentation
21. Slide layout – the way text and objects are arranged on a presentation slide

22. Slide master – a template used to make uniform changes to slide characteristics such as background color, repeated graphics or text, font, and text color
23. Template – a file that contains formatting and text that you can customize to create a new document similar to, but slightly different from, the original
24. Trends – to tend to take a particular direction

## #REF!

1. Articulation credit – provides students with the opportunity to acquire college credit for course work completed in high school in order to facilitate transition into a college program without requiring duplication of previous course work
2. Associate's degree – a certificate of completion awarded to a person after completing a program of study in a particular area, usually lasting two years
3. Bachelor's degree – a certificate of completion awarded to a person after successfully completing a required set of college courses in both general and specific areas, usually lasting four years
4. Career action plan – a comprehensive plan to provide students with skills and background to make decisions about his/her education and career
5. Concurrent credit – allows students to take college courses while in high school for both credit toward graduation and college program
6. Credit – unit of measurement that schools use to determine whether students are progressing toward graduation
7. Education plan – plan which outlines the courses to be completed in high school in order successfully obtain a high school diploma, 6-yr plans also incorporate post-secondary education goals
8. Elective – a course that is not required but can be chosen by students according to their interests and/or career focus
9. Financial aid – methods of paying for education/training, such as grants, scholarships, etc.
10. Goal – an objective that a person wants to obtain and works to achieve
11. Graduation requirement – courses students are expected to complete in order to earn a high school diploma
12. Grant – monetary aid for continuing education that does not have to be repaid by the student
13. Internship – a temporary paid or unpaid position that involves direct work experience in a career field
14. On-the-job training – learning on the job
15. Opportunity cost – the value of your next best option; what you are giving up
16. Postsecondary education – refers to any education or training following high school
17. Prerequisite – a course that is required before another course can be taken
18. Scholarship – financial aid provided to a student on the basis of academic merit
19. Tentative decision – the best plan one can make at that point in time
20. Tuition – the fee that colleges charge to take their classes

## Unit 5: World of Work

1. Active cell – a selected cell in a worksheet
2. Attitude – a person's outlook on life, usually positive or negative
3. Career – the work done over a period of years in one area of interest
4. Cell – the intersection of a single row and a single column
5. Chart – a graphical representation of the worksheet or table data
6. Column – in a worksheet, columns run down the screen vertically and are identified by a letter across the top of the grid
7. Demographics – characteristics or makeup of a population
8. Discrimination – unfair treatment of a person, racial group, minority, etc; action based on prejudice
9. Employee rights – employees also have the right to a fair wage, fair hours and freedom from discrimination while they hold a job, and during the interview process. Employees have the right to complain about unsafe working conditions without running the risk of losing their job
10. Ethnic – relating to races or groups of people with common customs
11. Formulas – equations used to calculate values in a spreadsheet cell
12. Function – built in equations used to calculate values in a spreadsheet cell
13. Global economy – economic system of world; the interdependent economies of the world's nations, regarded as a single economic system
14. Goal – an object that a person wants to obtain and works to achieve
15. Gridlines – nonprinting lines that display on the screen to show the boundary lines of a table
16. Label – a single piece of alphabetic data used in a cell
17. Job – work that a person does for pay
18. Mathematical functions – perform calculations that you could do using a scientific calculator
19. Merge – to combine multiple cells into a single cell, usually to create a title or informational text for the worksheet
20. Orientation – determine whether your document will be lengthwise or crosswise on a sheet of paper; acquaint or become familiar with a new situation
21. Outsourcing – utilizing external resources

22. Row – in a worksheet, rows across the screen horizontally and are identified by numbers at the left of the grid
23. Spreadsheet – an organized table of financial or other numerical information
24. Table – information arranged in rows and columns so readers can easily understand information
25. Transferable skills – skills that can be used from one job to another job; a skill that is not limited to a specific academic discipline, area of knowledge, job, or task and is useful in any work situation, e.g. communication or organizational skills
26. Value – a single piece of numeric data used in the calculations of a worksheet
27. Work – a productive activity resulting in something useful
28. Workbook – a collection of related worksheets
29. Workforce diversity – a wide variety of workers with different backgrounds, experiences, idea, and skills in the workplace
30. Workplace ethics – a system of moral principles governing the appropriate conduct for a person or group on the job
31. Worksheet – a grid of rows and columns containing numbers, text, and formulas

## Unit 6: Employment Skills

1. Applicant – a person applying for a job
2. Arkansas Job Links – site where job seekers, employers, and others can use labor exchange functions and find labor market information about Arkansas
3. Career goals – goals that you set for your career path
4. Certifications – a designation earned by a person to assure qualification to perform a job or task
5. Employment application – the tool employers use to find out basic information about job applicants
6. Interview – a formal meeting between an employer and job applicant about a job opening
7. Letter of application – a document sent with your resume to provide additional information on your skills and experience; also known as cover letter
8. Letter of recommendation – a letter in which the writer assesses the qualities, characteristics, and capabilities of the person being recommended
9. Recognition – formal acknowledgement of an achievement
10. Résumé – a short, written description of an applicant's personal data, education, and experience related to a job
11. Reference – a person who will give a favorable report of a job applicant to the employer