

# **Jobs for Arkansas' Graduates**

## Curriculum Content Frameworks

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# Curriculum Content Framework

## Jobs for Arkansas' Graduates

**Grade Level:** 11, 12  
**Course Code:** 493780 and 493790

Course Description: Jobs for Arkansas' Graduates can be utilized in any program of study and can count as credit toward a student's vocational career focus/major. The program's goal is to ensure student graduation (or GED) and prepare students for workplace success whether their career begins immediately upon high school graduation, entry into military service, or requires them to complete postsecondary education/training.

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## Unit 1: Career Development

**Terminology:** Abilities, Aptitudes, Career, Career outlook, Career pathways, Clerical perception, Color discrimination, Competency, Dictionary of Occupational Titles, Eye-hand coordination, Finger dexterity, General learning ability, Interests, Job, Lifestyles, Motor coordination, Numerical aptitude, Occupational interests, Occupational Outlook Handbook, Rotating shift, Skills, Values, Verbal aptitude

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
1.1 Define occupational interests, aptitudes, and abilities (A.1)	1.1.1 Identify personal interests, aptitudes and skills (A.1-1 & A.1-2)	Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability
	1.1.2 Identify careers that may be of interest (A.1-3)	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities
	1.1.3 Provide information regarding individual aptitudes (A.1-6)	Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability
	1.1.4 Read with comprehension {Reading, (A.1)}	Foundation	Reading	Comprehends written information for main ideas
	1.1.5 Demonstrate ability to read a graph {Math (A. 11)}	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings

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1.2 Illustrate the relationship of interests, aptitudes, and abilities to appropriate occupations (A. 2)	1.2.1 Utilize career reference resources (A.2-1, A.2-2 & A.2-3)	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information
	1.2.2 Demonstrate writing skills by relating interests, aptitudes, and abilities to career choices (A.2-4)	Foundation	Writing	Presents own opinion in written form in a clear, concise manner
	1.2.3 Demonstrate recall and retention {Reading (A.2)}	Foundation	Reading	Comprehends written information for main ideas
	1.2.4 Use basic principles of algebra and arithmetic {Math (A.2)}	Foundation	Arithmetic/ Mathematics	Uses basic algebraic symbols, terms, principles
1.3 Discuss how values change and affect job choices (A. 3)	1.3.1 Define values	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	1.3.2 Identify desired lifestyle, and relate to selected occupations	Personal Management Skills	Career Awareness	Analyzes impact of work on individual and family life
	1.3.3 Discuss how people, institutions, and other external things affect values and behavior	Personal Management Skills	Career Awareness	Identifies continuing changes in male/female roles at home and work
	1.3.4 Select a job description that aligns with various values	Personal Management Skills	Career Awareness	Develops skills to locate, evaluate, and interpret career information
	1.3.5 Give solutions to problems when conflicts in values occur	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem

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1.4 Identify jobs that represent all career pathways (A. 4)	1.4.1 Link interests to a specific career pathway (A.4-1, A.4-2 & A.4-3)	Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability
	1.4.2 Demonstrate recall, retention, inferences, and conclusions {Reading (A.4)}	Foundation	Reading	Draws conclusions from what is read
	1.4.3 Manipulate employment data to compare units of measure as they relate to time and wages {Math (A.4)}	Foundation	Arithmetic/ Mathematics	Uses quantitative data to construct logical explanations for real world situations
1.5 Relate interests, values, and skills to selected jobs (A.5)	1.5.1 Interview people in various careers (A.5-5)	Foundation	Speaking	Asks questions to obtain information
	1.5.2 Discuss individual career choices (A.5-6)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	1.5.3 Read for comprehension and recall {Reading (A.5)}	Foundation	Reading	Comprehends written information for main ideas
	1.5.4 Place items in numerical order {Math (A.5)}	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations

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1.6 Identify conditions and specifications of various jobs (A. 6)	1.6.1 Express career considerations (A.6-1)	Personal Management	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/career goals (short-term and long-term)
	1.6.2 Gather information about jobs in which students are interested (A.6-3)	Personal Management	Career Awareness, Development and Mobility	Develops skills to locate, evaluate, and interpret career information
	1.6.3 Recognize commonly stated job qualifications (A.6-2)	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals
	1.6.4 Gather information for an opportunity to shadow a worker in order to identify job competencies (A.6-4)	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities
	1.6.5 Utilize several sources of information to investigate job competencies (A.6-5)	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities
	1.6.6 Apply the information learned (A.6-6)	Personal Management	Career Awareness, Development, and Mobility	Monitors progress toward goal attainment
	1.6.7 Read with comprehension {Reading (A.6)}	Foundation	Reading	Comprehends written information for main ideas
	1.6.8 Calculate and convert units of measure {Math (A.6)}	Foundation	Arithmetic/ Mathematics	Calculates measurements taken from measuring

## Unit 2: Job Attainment

**Terminology:** Body language, Chronological resume, Classified ad, Cooperative, Date of birth (DOB), Education, Employer, Employment agency, Family, Former Employer, Initiative, Job leads, Letter of application/Cover letter, Military classification, N/A, Negative attitude, Networking, Online application, Personal information, Positive attitude, Private employment agency, Probation, Public employment agency, Qualities, Reference, Resume, Skills/Functional resume, WPM

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<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
2.1 Identify the general rules when writing a resume (B.7)	2.1.1 Define <i>resume</i> , and identify its chief functions (B.7-1)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	2.1.2 Identify the standard resume format and its components (B.7-1)	Thinking Skills	Decision Making	Comprehends ideas and concepts related to writing a resume
	2.1.3 Identify errors on a resume, and state why they are errors (B.7-2)	Thinking Skills	Decision Making	Identifies pros and cons to assist in decision making
	2.1.4 Write a resume using standard chronological format (B.7-1)	Foundation	Writing	Organizes information in an appropriate format
	2.1.5 Read for comprehension {Reading (B.7)}	Foundation	Reading	Comprehends written information and applies it to a task
	2.1.6 Practice working with time {Math (B.7)}	Foundation	Arithmetic/ Mathematics	Applies computation skills related to working with time

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<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
2.2 Identify the components of the job search process (B.8)	2.2.1 Identify sources to look for job leads (B.8-1, B.8-2, & B.8-5)	Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve existing skills
	2.2.2 Read and understand the abbreviations in want ads (B.8-3)	Foundation	Reading	Analyzes and applies what has been read to a specific task
	2.2.3 Read and interpret want ads (B.8-4)	Thinking	Problem Solving	Draws conclusions from what is read, and gives possible solutions
	2.2.4 Read for comprehension {Reading (B.8)}	Foundation	Reading	Comprehends written information, and applies knowledge to a task
	2.2.5 Practice multiplication and division {Math (B.8)}	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations
2.3 Explain the purposes and components of a letter of application	2.3.1 Explain the purpose of a letter of application (B.9-5)	Thinking	Reasoning	Comprehends ideas and concepts related to letters of application
	2.3.2 Identify the components in a letter of application (B.9-3 & B.9-5)	Foundation	Reading	Identifies relevant details, facts, and specifications
	2.3.3 Compose a letter of application (B.9-1, B.9-2, B.9-3, B.9-4, & B.9-5)	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience
	2.3.4 Address an envelope (B.9-4)	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience
	2.3.5 Read with comprehension and recall {Reading (B.9)}	Foundation	Reading	Comprehends written information and applies knowledge to a task
	2.3.6 Solve multiplication, division and weigh problems {Math (B.9)}	Foundation	Arithmetic/ Mathematics	Uses basic numerical concepts in practical situations

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<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
2.4 Identify proper procedures in using a telephone (B.10)	2.4.1 Discuss reasons for good telephone skills when conducting a job search	Thinking	Creative Thinking	Forms opinions
	2.4.2 Inquire about a job, and acquire an interview (B.10-1, B.10-2, B.10-3, & B.10-4)	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners
	2.4.3 Utilizing the telephone, follow up on an interview, and accept a job (B.10-4)	Foundation	Speaking	Participates in conversation, discussion, and group presentations
	2.4.4 Read for comprehension and recall {Reading (B.10)}	Foundation	Reading	Comprehends written information, and applies it to a task
	2.4.5 Use a diagram, {Math (B.10)}	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to using a diagram

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2.5 Discuss reasons and procedures in completing an application (B.11)	2.5.1 Understand words commonly used on an application form (B.11-1)	Foundation	Reading	Applies/Understands technical words that pertain to subject
	2.5.2 Identify errors on an application, and correct them	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions
	2.5.3 Identify the sections of an application form (B.11-1)	Foundation	Reading	Comprehends written information, and applies it to a task
	2.5.4 Complete an application form (B.11-2 & B.11-3)	Foundation	Writing	Prepares a complex document in a concise manner
	2.5.5 Read for comprehension and recall {Reading (B.11)}	Foundation	Reading	Comprehends written information, and applies it to a task
	2.5.6 Practice multiplication, division, and percentages {Math (B.11)}	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations

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2.6 Discuss reasons why employment tests are given (B.12)	2.6.1 Identify types of employment tests (B.12-1, B.12-2, B.12-3, & B.12-4)	Thinking	Decision Making	Comprehends ideas and concepts related to employment testing
	2.6.2 Complete various types of employment tests (B.12-1, B.12-2, B.12-3, & B.12-4)	Thinking	Knowing how to Learn	Processes new information as related to workplace
	2.6.3 Read for comprehension and recall {Reading (B.12)}	Foundation	Reading	Comprehends written information, and applies it to a task
	2.6.4 Demonstrate the ability to read a table and perform addition, subtraction, and multiplication {Math (B.12)}	Thinking	Reasoning	Uses logic to draw conclusions from available information

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<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>	
2.7 Discuss the purposes of job interviews (B.13)	2.7.1 Discuss how to prepare for the interview (B.13-1)	Thinking	Reasoning	Applies rules and principles to a new situation	
	2.7.2 Discuss stages of the interview process	Thinking	Reasoning	Comprehends ideas and concepts related to the job interview	
	2.7.3 Identify common interviewing mistakes	Thinking	Problem Solving	Identifies possible reasons for problem	
	2.7.4 Demonstrate proper body language for an interview (B.13-3)	Personal Management	Self-esteem	Presents positive image of personal attitudes and abilities	
	2.7.5 Answer questions frequently asked in an interview (B.13-2, B.13-4)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form	
	2.7.6 Identify questions applicant should ask employer during the interview (B.13-4)	Foundation	Speaking	Asks questions to obtain information	
	2.7.7 Discuss ethical issues related to interviewing	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies	
	2.7.8 Role-play an interview for a job (B.13-5)	Foundation	Speaking	Participates in conversation, discussion, and group presentations	
	2.7.9 Identify components of a post-interview followup letter (B.13-6)	Foundation	Writing	Prepares a complex document in a concise manner	

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2.7 Cont.	2.7.9 Read for comprehension and recall {Reading (B.13)}	Foundation	Reading	Comprehends written information, and applies it to a task
	2.7.10 Place items in numerical order {Math (B.13)}	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to job interview

## Unit 3: Job Survival

**Terminology:** Accessories, Appearance, Attitude, Bold, Business casual, Competent, Comprehension, Corporate culture, Counter offer, Courteous, Culture, Customer relations, Disloyalty, Employee, Employer, Exit interview, Expectations, First impression, Gossip, Grooming, Human relations, Hygiene, Initiative, Interpersonal skills, Interview, Letter of resignation, Listening, Manners, Optimistic, Orientation, Personality, Pessimistic, Policies, Probationary period, Professional appearance, Reliable, Resignation, Respectful, Self-centered, Supervisor, Teamwork, Thoughtful, Time management

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
3.1 Identify what is meant by appropriate appearance (C.14)	3.1.1 State why appearance is important when looking for a job	Personal Management	Integrity/ Honesty/Work Ethic	Describes desirable worker characteristics
	3.1.2 Describe appropriate dress for a job interview (C.14.2 & C-14-3)	Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics
	3.1.3 State why appropriate appearance and dress are important once you have the job (C.14.2 & C.14-3)	Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization
	3.1.4 Describe the types of dress appropriate for different positions {Reading (C.14)}	Foundation	Reading	Follows written directions

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<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
3.1 Cont.	3.1.5 Calculate percentages, and demonstrate proficiency in adding and subtracting monetary amounts {Math (C.14)}	Foundation	Arithmetic/ Mathematics	Converts percentages to dollar amounts

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
3.2 Identify qualities and characteristics that employers expect of employees (C.15)	3.2.1 Name qualities that employers expect from their employees (C.15-3 & C.15-4)	Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization
	3.2.2 Discuss what a person can expect from an employer (C.15-5)	Personal Management	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation
	3.2.3 Name reasons workers lose their jobs (C.15-2)	Personal Management	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethic
	3.2.4 Demonstrate retention and recall {Reading (C.15)}	Foundation	Reading	Comprehends written information, and applies it to a task
	3.2.5 Arrive at a verifiable rule or set of rules to handle all addition situations with signed numbers {Math (C.15)}	Foundation	Arithmetic/Mathematics	Applies a mathematical formula to solve a problem

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<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
3.3 Identify problems of new employees (C.16)	3.3.1 Identify problems that new employees might encounter on the job (C.16-2, C.16-4, & C.16-5)	Thinking	Problem Solving	Recognizes/Defines problem
	3.3.2 Discuss solutions to the problems that new employees might encounter on the job (C.16-2 & C.16-5)	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem
	3.3.3 Read for comprehension and recall {Reading (C.16)}	Foundation	Reading	Comprehends written information, and applies it to a task
	3.3.4 Practice reading a ruler and adding and subtracting fractions {Math (C.16)}	Foundation	Arithmetic	Calculates different units of measurement

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<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
3.4 Identify ways to manage time (C.17)	3.4.1 Identify strategies for time management (C.17-5)	Personal Management	Responsibility	Comprehends ideas and concepts related to personal time management
	3.4.2 Practice effective time management strategies (C.17-6)	Personal Management	Responsibility	Pays close attention to details
	3.4.3 Determine how to improve time management (C.17-1, C.17-2, & C.17-3)	Thinking	Reasoning	Uses logic to draw conclusions from available information
	3.4.4 Discuss ways to utilize time to accomplish goals (C.17-4 & C.17-5)	Thinking	Decision Making	Evaluates information/data to make best decision
	3.4.5 Read for comprehension and recall {Reading (C.17)}	Foundation	Reading	Comprehends written information and applies it to a task
	3.4.6 Read a schedule, and discuss how to perform basic time calculations {Math (C.17)}	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings

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3.5 Identify the reasons for following directions (C.18)	3.5.1 Discuss why it is important to follow directions (C.18-1 & C.18-4)	Foundation	Listening	Comprehends ideas and concepts related to following directions
	3.5.2 Follow verbal directions (C.18-2 & C.18-3)	Foundation	Listening	Receives and interprets verbal messages
	3.5.3 Give directions using a map (C.18-6)	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners
	3.5.4 Demonstrate recall and retention {Reading (C.18)}	Foundation	Reading	Comprehends written information, and applies it to a task
	3.5.5 Devise a method to calculate distance {Math (C.18)}	Foundation	Arithmetic/ Mathematics	Applies a mathematical formula to solve a problem

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3.6 Identify ways to demonstrate effective human relations (C.19)	3.6.1 Identify factors important for getting along with others (C.19-1, C.19-2, & C.19-3)	Thinking	Reasoning	Comprehends ideas and concepts related to human relations
	3.6.2 Identify solutions to problems on the job	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions
	3.6.3 Demonstrate actions and behaviors of effective human relations (C.19-4 & C.19-5)	Interpersonal	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings
	3.6.4 Read for comprehension and recall {Reading (C.19)}	Foundation	Reading	Comprehends written information, and applies it to a task
	3.6.5 Practice addition, subtraction, multiplication, and division {Math (C.19)}	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations

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3.7 Discuss appropriate techniques for leaving a job (C.20)	3.7.1 Identify how an employee should resign from a job (C.20-2 & C.20-3)	Thinking	Problem Solving	Devises and implements a plan of action to resolve problem
	3.7.2 Demonstrate the appropriate technique for resigning orally from a job (C.20-1)	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners
	3.7.3 Write a letter of resignation (C.20-4)	Foundation	Writing	Composes and creates document—letters, manuals, reports, proposals, graphs, flow charts
	3.7.4 Read with comprehension {Reading (C.20)}	Foundation	Reading	Comprehends written information, and applies it to a task
	3.7.5 Practice percentages {Math (C.20)}	Foundation	Arithmetic/ Mathematics	Calculates percentages, ratios, proportions, decimals, and common fractions

## Unit 4: Basic Competencies

**Terminology:** Angle, Area, Cause and effect, Circumference, Communication, Compare, Complete sentence, Comprehension, Contract, Coordinates, Entertain, Enunciation, Feedback, Fragment, Generalization, Inference, Inflection, Inform, Inspire, Message, Perimeter, Persuade, Prefixes, Pronunciation, Pythagorean theorem, Receiver, Right triangle, Sender, Suffixes, Summary

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
4.1 Describe verbal communication (D.21)	4.1.1 Name elements that complete the communication process (D.21-1 & D.21-2)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	4.1.2 Diagram the communication cycle	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	4.1.3 Give reasons why listening is important on the job (D.21-3 & D.21-4)	Thinking	Decision Making	Comprehends ideas and concepts related to listening
	4.1.4 Show understanding of verbal instructions	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form

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4.2 Describe written communication (D.22)	4.2.1 Read for comprehension and recall (D.22-1)	Foundation	Reading	Comprehends written information, and applies it to a task	
	4.2.1 Make inferences, and draw conclusions (D.22-2)	Foundation	Reading	Draws conclusions from what is read	
	4.2.2 Make generalizations	Foundation	Reading	Draws conclusions from what is read	
	4.2.3 Summarize a reading passage (D.22-3)	Foundation	Reading	Draws conclusions from what is read	
	4.2.4 Identify cause-and-effect relationships in a passage (D.22-4 & D.22-5)	Foundation	Reading	Identifies relevant details, facts, and specifications	

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
4.3 Illustrate written communication (D.23)	4.3.1 Discuss preparation and organization of materials to be used in written communication (D.23-1)	Foundation	Writing	Organizes information in an appropriate format
	4.3.2 Create a rough draft (D.23-2 & D.23-3)	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience
	4.3.3 Edit a rough draft (D.23-4)	Foundation	Writing	Applies rules of grammar, punctuation, capitalization, and spelling
	4.3.4 Write the final copy, and compare it to your rough draft (D.23-5)	Foundation	Writing	Produces neat, legible document from typewriter or computer
	4.3.5 Compose a “compare-and-contrast”—two-part writing (D.23-6)	Foundation	Writing	Composes and creates document—letters, manuals, reports, proposals, graphs, flow charts

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
4.4 Illustrate verbal communication (D.24)	4.4.1 Determine the purpose of public speaking (D.24-1 & D.24-2)	Thinking	Creative Thinking	Uses imagination to create something new
	4.4.2 Identify speech characteristics (D.24-4)	Thinking	Decision Making	Identifies pros and cons to assist in decision-making process
	4.4.3 Identify nonverbal qualities that affect a spoken message (D.24-5)	Foundation	Speaking	Interprets nonverbal cues, such as eye contact, posture, and gestures, for meaning
	4.4.4 Organize the message (D.24-3)	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
4.5 Demonstrate mathematical calculations (D.25)	4.5.1 Perform basic math problems involving addition, subtraction, multiplication, division, and percentages (D.25-1, D.25-2, & D.25-3)	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations
	4.5.2 Calculate circumference and area	Foundation	Arithmetic/ Mathematics	Computes using a formula
	4.5.3 Calculate angles utilizing Pythagorean theorem (D.25-4)	Foundation	Arithmetic/ Mathematics	Uses basic geometric symbols, terms, principles, and formulas
	4.5.4 Convert different units of measure (D.25-5)	Foundation	Arithmetic/ Mathematics	Converts different units of measurement
	4.5.5 Utilize charts and graphs (D.25-6 & D.25-7)	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings
	4.5.6 Solve algebraic equations (D.25-8)	Foundation	Arithmetic/ Mathematics	Uses basic algebraic symbols, terms, principles, and formulas

## Unit 5: Leadership & Self-Development Competencies

**Terminology:** Absenteeism, Autocratic leader, Classroom arrangement style, Commitment, Competing, Conference style, Conflict resolution skills, Contributor, Coordinator, Democratic leader, Dependable, Energizer, Enunciate, Evaluator/Critic, Feedback skills, Group consensus skills, Incentives, Information giver, Information seeker, Initiator, Integrity, Interpersonal, Involvement, Laissez-faire leader, Leader, Listening skills, Loyalty, Maturity, Media, Monotone, Motivation, Opinion giver, Presentation, Problem-solving skills, Recorder, Resources, Responsibilities, Rhetorical, Round table style, SCANS, Self-esteem, Self-management, Sociability, Team, Team leader, Team “maintenance” skills, Technician, Technology, Theater style, Time management, Time manager, Win/Lose, Win/Win

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>	
5.1 Describe the strengths that a team possesses when all members are actively involved (E.26)	5.1.1 Demonstrate a sense of teamwork and the importance of effective communication skills (E.26-1)	Interpersonal	Teamwork	Works effectively with others to reach a common goal	
	5.1.2 Provide students with an opportunity to share what they think being a member of a team means (E.26-2)	Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions	
	5.1.3 Emphasize the importance of team membership skills in the world of work (E.26-4)	Interpersonal	Leadership	Organizes group in planning and performing a specific task	

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
5.1 Cont.	5.1.4 Demonstrate group consensus principles (E.26-5)	Thinking	Decision Making	Identifies pros and cons to assist in decision-making process
	5.1.5 Demonstrate team membership	Thinking	Decision Making	Demonstrates decision-making skills
	5.1.6 Demonstrate recall and retention, and apply main points and principles {Reading (E.26)}	Foundation	Reading	Comprehends written information for main ideas
	5.1.7 Calculate addition, subtraction, multiplication, division, percentages, and decimals {Math (E.26)}	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
5.2 Identify levels of team leadership (E.27)	5.2.1 Demonstrate leadership skills through team competition (E.27-1)	Thinking	Decision Making	Demonstrates decision-making skills
	5.2.2 Determine leadership styles (E.27-2)	Personal Management	Self-esteem	Identifies personality assets
	5.2.3 Identify a leadership role model (E.27-3)	Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization
	5.2.4 Explore leadership activities that could be conducted through our career and technical student associations (E.27-5)	Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization
	5.2.5 Identify careers that require leadership skills (E. 27-6)	Personal Management	Career Awareness, Development, and Mobility	Analyzes own knowledge, skills, and ability

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
5.2 Cont.	5.2.6 Illustrate team leadership	Foundation	Reading	Comprehends written information for main ideas
	5.2.7 Discover qualities needed for team membership and leadership {Reading (E.27)}	Interpersonal Skills	Leadership	Organizes group planning and performing a specific task
	5.2.8 Review the basic math operations of addition, subtraction, multiplication, and division to create a mathematical expression equal to 24 {Math (E.27)}	Foundation	Arithmetic/ Mathematics	Demonstrates mathematical calculation

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
5.3 Demonstrate presentation techniques (E.28)	5.3.1 Develop a creative topic presentation title (E.28-1)	Thinking	Creative Thinking	Uses imagination to create something new
	5.3.2 Develop skills in giving an effective presentation (E.28-2)	Thinking	Creative Thinking	Combines ideas or information in a new way
	5.3.3 Develop a presentation outline (E.28-3)	Thinking	Creative Thinking	Creates new design by applying criteria specified in information sheet
	5.3.4 Develop a presentation media (E.28-4)	Thinking	Creative Thinking	Develops visual aids to create audience interest
	5.3.5 Develop and present a personal introduction (E.28-5)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	5.3.6 Develop and present a topic introduction (E.28-6)	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners
	5.3.7 Deliver an effective presentation (E.28-7)	Foundation	Speaking	Participates in conversation, discussion, and group presentations

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
5.3 Cont.	5.3.8 Demonstrate recall and retention {Reading (E.28)}	Foundation	Reading	Comprehends written information for main ideas
	5.3.9 Collect, organize, and arrange information in a pictograph; create a survey, and administer it to the class; find the range, mode, median, and mean of a set of data; create a pie, bar, and line graph on a computer {Math (E.28)}	Foundation	Arithmetic/ Mathematics	Creates tables, graphs, diagrams, and charts to convey quantitative data

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
5.4 Demonstrate the characteristics of a gracious winner and a gracious loser (E.29-4)	5.4.1 Identify the feelings of being a winner and loser (E.29-1)	Personal Management	Self-esteem	Comprehends the importance of a positive self-concept
	5.4.2 Identify characteristics of winners (E.29-2 & 3)	Personal Management	Self-esteem	Comprehends the importance of a positive self-concept
	5.4.3 Demonstrate the steps in the win/win approach to conflict resolution (E.29-5)	Interpersonal	Teamwork	Works effectively with others to reach a common goal
	5.4.4 Read with comprehension {Reading (E.29)}	Foundation	Reading	Comprehends written information for main ideas
	5.4.5 Communicate information using graphs and charts {Math (E.29)}	Foundation	Arithmetic/ Mathematics	Uses quantitative data to construct logical explanations for real-world situation

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
5.5 Identify ways to demonstrate commitment to an organization (E.30)	5.5.1 State ways of displaying commitment (E.30-1)	Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics
	5.5.2 Formulate solutions on demonstrating commitment (E.30-2)	Thinking	Creative Thinking	Forms opinions
	5.5.3 Evaluate attendance and punctuality (E.30-3)	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies
	5.5.4 Demonstrate commitment to a student association (E.30-4)	Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice
	5.5.5 Demonstrate recall and retention {Reading (E.30)}	Foundation	Reading	Comprehends written information for main ideas
	5.5.6 Calculate ups and downs of the stock market {Math (E.30)}	Foundation	Arithmetic/Mathematics	Comprehends the role of chance in the occurrence and prediction of events

## Unit 6: Personal Skills

**Terminology:** Consequences, Decision, Decision making, Goals, Self-concept, Self-confidence, Values

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
6.1 Identify the dimensions of human growth and development (F.31)	6.1.1 Define maturity (F.31-1)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	6.1.2 Identify Maslow's Hierarchy of Needs	Thinking	Reasoning	Comprehends ideas and concepts of Maslow's Hierarchy of Needs
	6.1.3 Read for comprehension and recall {Reading (F.31)}	Foundation	Reading	Comprehends written information, and applies knowledge to a task
	6.1.4 Practice addition and multiplication {Math (F.31)}	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, multiplication, and division to real-world situations

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
6.2 Identify characteristics of a value system (F.32)	6.2.1 Define values (F.32-1, F.32-2)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	6.2.2 Identify sources of values (F.32-3)	Thinking	Reasoning	Comprehends ideas and concepts related to values
	6.2.3 Identify basic, general, and personal values (F.32-4 & F.32-5)	Thinking	Reasoning	Comprehends ideas and concepts related to values
	6.2.4 Identify “work” values (F.32-6)	Thinking	Reasoning	Comprehends ideas and concepts related to values
	6.2.5 Read for comprehension and recall {Reading (F.32)}	Foundation	Reading	Comprehends written information, and applies knowledge to a task
	6.2.6 Retrieve and manipulate data from a chart {Math (F.32)}	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
6.3 Describe how decisions can be based on values and goals (F.33)	6.3.1 Define goals	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	6.3.2 Identify guidelines for setting goals	Thinking	Decision Making	Evaluates information/data to make best decision
	6.3.3 Read with comprehension, and determine inferences and generalizations {Reading (F.33)}	Foundation	Reading	Interprets charts, tables, graphs, and working drawings
	6.3.4 Determine and express statistical data from charts and graphs {Math (F.33)}	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings
6.4 Identify the process of decision making (F.34)	6.4.1 Define <i>decision</i> and <i>decision making</i> (F.34-1 & F.34-2)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	6.4.2 Identify the key steps in a decision-making process (F.34-3 & F.34-4)	Thinking	Decision Making	Comprehends ideas and concepts related to decision making
	6.4.3 Identify alternatives to utilizing a decision-making process	Thinking	Decision Making	Generates options/alternatives
	6.4.4 Read with comprehension and recall {Reading (F.34)}	Foundation	Reading	Comprehends written information for main ideas
	6.4.5 Calculate cost per unit {Math (F.34)}	Foundation	Arithmetic/ Mathematics	Performs basic computations

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
6.5 Evaluate alternatives to consequences for actions and decisions (F.35)	6.5.1 Define responsibility and consequences (F.35-1 & F.35-2)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	6.5.2 Develop a list of “tips” for assuming responsibilities	Personal Management	Responsibility	Comprehends ideas and concepts related to responsibility
	6.5.3 Read for comprehension and recall {Reading (F.35)}	Foundation	Reading	Comprehends written information, and applies it to a task
	6.5.4 Practice working with dollars and cents {Math (F.35)}	Foundation	Arithmetic/ Mathematics	Calculates dollar amounts
6.6 Identify the characteristics of a positive attitude (F.36)	6.6.1 Define <i>attitude</i> (F.36-1)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	6.6.2 List influences to a person’s attitude (F.36-2)	Personal Management	Responsibility	Comprehends ideas and concepts related to attitude
	6.6.3 Identify ways a person can improve his/her attitude (F.36-3, F.36-4, & F.36-5)	Personal Management	Self-esteem	Develops/Initiates a plan for self-improvement
	6.6.4 Read with comprehension and to determine cause and effect {Reading (F.36)}	Foundation	Reading	Identifies relevant details, facts, and specifications
	6.6.5 Calculate money using addition, subtraction, multiplication, and percentages {Math (F.36)}	Foundation	Arithmetic/ Mathematics	Calculates dollar amounts

<b>CAREER AND TECHNICAL SKILLS</b> What the Student Should Be Able to Do		<b>ACADEMIC AND WORKPLACE SKILLS</b> What the Instruction Should Reinforce		
<b>Knowledge</b>	<b>Application</b>	<b>Skill group</b>	<b>Skill</b>	<b>Description</b>
6.7 Identify the elements of a healthy self-concept for home, school, and work (F.37)	6.7.1 Define <i>self-concept</i> , <i>self-confidence</i> , and <i>self-esteem</i> (F.37-1 & F.37-2)	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form
	6.7.2 List techniques that build confidence (F.37-3, F.37-4, & F.37.5)	Personal Management	Self-esteem	Develops self-confidence by creating a resume that promotes personal strengths/abilities
	6.7.3 Read for comprehension and recall {Reading (F.37)}	Foundation	Reading	Comprehends written information for main ideas
	6.7.4 Practice addition, subtraction, multiplication, and division of metric numbers {Math (F.37)}	Foundation	Arithmetic/ Mathematics	Calculates/Estimates metric numbers

## Unit 1: CAREER DEVELOPMENT

1. Abilities—an already developed skill
2. Aptitudes—a natural tendency to perform certain tasks
3. Career—related jobs built on a foundation of interest, knowledge, training, and experience
4. Career outlook—future availability of a career pathway
5. Career pathways—clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths
6. Clerical perception—ability to learn and perform secretarial procedures
7. Color discrimination—noticing differences and similarities between colors
8. Competency—general description of the abilities needed to perform a role
9. Dictionary of Occupational Titles—lists more than 20,000 job titles, and describes them by physical demands, working conditions, interests, educational requirements, and vocational preparation
10. Eye-hand coordination—moving eyes and hands together accurately
11. Finger dexterity—moving fingers quickly and accurately to work with small objects
12. General learning ability—understanding facts, ideas, and opinions related to things learned
13. Interests—things you enjoy doing
14. Job—a collection of tasks and responsibilities that an employee is responsible to perform
15. Lifestyles—the way people use their time, energy, and resources
16. Motor coordination—moving eyes, hands, and fingers together to do a job

17. Numerical aptitude—the ability to perform math problems with speed and accuracy
18. Occupational interests—interests that relate to careers
19. Occupational Outlook Handbook—describes the type of work, the training and education required, and the future outlook for hundreds of careers
20. Rotating shift—a work schedule that changes from day shift to evening shift to night shift
21. Skills—things one learns to do well
22. Values—principles that a person lives by and believes are important
23. Verbal aptitude—understanding words and their meanings

## Unit 2: JOB ATTAINMENT

1. Body language—body movement that sends a message
2. Chronological resume—lists the job seeker’s experience in time order with most recent job first
3. Classified ad—an advertisement listed by category, usually published in a newspaper
4. Cooperative—willing to work with others
5. DOB—date of birth
6. Education—information included on a resume that lists schools attended and diplomas or degrees received
7. Employer—a person or business that provides or creates jobs for other people
8. Employment agency—an agency that matches job seekers with job openings
9. Family—people related by blood or marriage
10. Former employer—a person or business that an employee previously worked for
11. Initiative—a willingness to do what is necessary without having to be told to do it
12. Job leads—networking, employment agencies, and classified ads can all be sources
13. Letter of application/Cover letter—a letter that accompanies a resume, showing intent to apply for a job opening
14. Military classification—current or previous military experience
15. N/A—abbreviation for *not applicable*
16. Negative attitude—expecting the worst in situations
17. Networking—communicating with others to share information and advice

18. Online application—an application completed electronically on the Web
19. Personal information—information on a resume that includes name, address, and telephone number
20. Positive attitude—looking on the bright side of things
21. Private employment agency—an agency that will help job seekers find employment for a fee
22. Probation—trial period of employment
23. Public employment agency—an agency that provides free assistance for job seekers
24. Qualities—characteristics or attributes
25. Reference—people who will recommend applicant to an employer
26. Resume—brief summary of a job seeker’s personal information, education, skills, work experience, activities, and interests
27. Skills/Functional resume—organizes the job seeker’s skills and accomplishments
28. WPM—words per minute

## Unit 3: JOB SURVIVAL

1. Accessories—extras, such as a scarf, jewelry, or tie that goes with and adds to the overall effect of something
2. Appearance—the way a person looks
3. Attitude—a person’s basic outlook; a feeling or emotion
4. Bold—taking undue liberties; pushy
5. Business casual—relaxed office dress
6. Competent—capable of performing a task successfully
7. Comprehension—ability to understand
8. Corporate culture—thoughts, feelings, manners, and sense of good taste each business or organization develops
9. Counter offer—reply with changes to the initial employment offer
10. Courteous—considerate toward others; gracious; polite
11. Culture—the way of life in a society
12. Customer relations—u of communication skills to meet the needs of business customers or clients
13. Disloyalty—deliberately breaking of faith, pledges, or promises on which others rely
14. Employee—a person who works for another person, business, or corporation in return for wages or a salary
15. Employer—a person, business, or corporation that employs people for wages or a salary
16. Exit interview—an interview to determine reasons for job change
17. Expectations—looking forward to the occurrence of something

18. First impression—the initial reaction received when someone is met; often based on appearance
19. Gossip—trivial talk, often involving rumors of a personal or sensational nature
20. Grooming—maintaining a neat, attractive appearance
21. Human relations—interactions among people
22. Hygiene—keeping one’s body clean and healthy
23. Initiative—the readiness and ability to take the first steps in a project
24. Interpersonal skills—the ability to get along and communicate with others
25. Interview—a formal meeting in which a job seeker and an employer meet face-to-face to discuss possible employment
26. Letter of resignation—a letter by an employee notifying an employer of intent to quit a job
27. Listening—to pay attention; give heed
28. Manners—socially proper behavior
29. Optimistic—taking a hopeful view of a situation
30. Orientation—a program to introduce employees to a company’s policies, procedures, and benefits
31. Personality—combination of an individual’s attitudes, behaviors, and characteristics
32. Pessimistic—taking gloomiest possible view of a situation
33. Policies—rules established to serve an organization’s unique needs, purposes, and management system
34. Probationary period—specific period of time in which a new employee is expected to prove his or her ability to perform on the job
35. Professional appearance—the proper attire and grooming for the workplace
36. Reliable—dependable

37. Resignation—the act of giving up, leaving, or retiring from a position
38. Respectful—showing consideration for others
39. Self-centered—concerned only with one’s own needs and interests; selfish
40. Supervisor—one who gives directions and orders and oversees the work of others
41. Teamwork—cooperative effort to achieve a common goal
42. Thoughtful—showing regard for others
43. Time management—ability to use time wisely

## Unit 4: BASIC COMPETENCIES

1. Angle—formed by two lines with a common endpoint
2. Area—the ground covered; height multiplied by its width
3. Cause and effect—that which is responsible for an event and the end result
4. Circumference—the perimeter of a circle
5. Communication—sharing information
6. Compare—to check values of two data items to determine whether one is greater than, less than, or equal to another
7. Complete sentence—having a subject and a verb
8. Comprehension—the ability to understand
9. Contract—a binding agreement between two or more parties
10. Coordinates—any set of numbers used in specifying the location of a point on a line or surface or in space
11. Entertain—to have in mind
12. Enunciation—to pronounce distinctly
13. Feedback—reaction or information relating to a given action; return of updated, corrected, or evaluated information
14. Fragment—missing either the subject or the verb; run-on sentences; a sentence containing a comma flaw
15. Generalization—a general statement, law, or preposition
16. Inference—to derive a conclusion from facts or premises
17. Inflection—a change in the pitch of a person's voice

18. Inform—to give information
19. Inspire—to move or to guide
20. Message—the information shared
21. Perimeter—the distance around
22. Persuade—to win over
23. Prefixes—to place in front of
24. Pronunciation—the act of saying or speaking correctly
25. Pythagorean theorem—a theorem in geometry that states that the square of the length of the hypotenuse of a right triangle equals the sum of the squares of the lengths of the other two sides
26. Receiver—the one getting the message
27. Right triangle—a triangle whose angle measures 90 degrees
28. Sender—the one giving the message
29. Suffixes—to place in back of
30. Summary—the totals represented and interpreted in large volumes of data

## UNIT 5: LEADERSHIP & SELF-DEVELOPMENT COMPETENCIES

1. Absenteeism—person who is missing, as from work
2. Autocratic leader—a leader who has absolute power and makes all the decisions for the team
3. Classroom arrangement style—a presentation room used for media and handout presentations
4. Commitment—a promise or pledge
5. Competing—to rival
6. Conference style—a presentation room used for small-group presentations
7. Conflict resolution skills—the ability to solve differences and continue to work together to complete a task
8. Contributor—someone who suggests an approach to solve a problem
9. Coordinator—someone who clarifies the team goal and matches duties with the abilities of team members
10. Democratic leader—a leader who gets all the team members involved in decision making and considers the opinions of others
11. Dependable—a characteristic that shows a commitment to an organization
12. Energizer—a team member who tries to motivate the team to work toward the goal
13. Enunciate—to pronounce a word
14. Evaluator/Critic—a team member who helps judge the product or conclusions that are produced
15. Feedback skills—the art of telling people how they performed a task
16. Group consensus skills—the ability of team members to exchange different views and reach a common goal
17. Incentives—things that motivate a person

18. Information giver—someone who provides information that may help solve a problem
19. Information seeker—someone who asks for information that may help solve a problem
20. Initiator—a person who takes the lead in organizing a problem-solving task
21. Integrity—quality of a person who chooses ethical courses of action
22. Interpersonal—relationships between different people
23. Involvement—working with and being part of a team
24. Laissez-faire leader—a leader who allows team members to do their own thing most of the time
25. Leader—a person who has the ability to inspire confidence and loyalty so others follow willingly in order to achieve a desired goal
26. Listening skills—the way a person understands what is being said to him/her
27. Loyalty—faithfulness
28. Maturity—fully developed in body and mind
29. Media—means of communication, such as newspaper, radio, etc.
30. Monotone—saying successive words without a change of pitch or key
31. Motivation—providing someone with the desire to complete a task
32. Opinion giver—a team member who offers beliefs about the task to be accomplished
33. Presentation—the act of presenting a speech or project for the benefit of others
34. Problem-solving skills—the ability to complete a task using a process
35. Recorder—a team member who keeps records of a team’s progress in completing a task
36. Resources—something that can be drawn upon for help or assistance

37. Responsibilities—duties or obligations
38. Rhetorical—ability one has to use words effectively
39. Round table style—a presentation room that allows interaction and discussion-type presentations
40. SCANS--Secretary's Commission on Achieving Necessary Skills
41. Self-esteem—believing in one's own self-worth and maintaining a positive view of self
42. Self-management—assessing oneself accurately, setting personal goals, monitoring progress, and exhibiting self-control
43. Sociability—characteristic of a person who demonstrates understanding, friendliness, adaptability, and empathy
44. Team—a group of people who work together toward a common goal or purpose
45. Team leader—a person who has the ability to inspire confidence and loyalty as others follow willingly to achieve a desired goal
46. Team “maintenance” skills—keeping communication channels open within the team while completing a task
47. Technician—a person whose occupation requires training in a specific technical area
48. Technology—science of the practical or industrial arts
49. Theater style—a presentation room that can accommodate a large audience
50. Time management—the ability to use time wisely
51. Time manager—someone who keeps the team on schedule
52. Win/Lose—an authoritarian approach: “I get my way; you don't get yours”
53. Win/Win—all parties feel good about the decision and are committed to the action plan

## Unit 6 Glossary

1. Consequences—the outcome of our actions or decisions
2. Decision—reaching a conclusion; finding an answer to a difficult problem; making up your mind to do something or not to do something; making a choice
3. Decision making—the process that individuals go through when making a choice
4. Goals—something we want to be, do, or have
5. Self-concept—a view, an opinion, or an idea you have about yourself
6. Self-confidence—faith in one’s ability; reliance on one’s own powers and resources; the belief that you are competent to handle a task or a situation
7. Values—standards that guide actions, attitudes, and judgments; things that a person believes to be right, good, and important