

Shielded Metal Arc Welding

Curriculum Content Frameworks

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

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Curriculum Content Frameworks

Shielded Metal Arc Welding

Grade Levels: 9-12
Course Code: 495580

Prerequisite: None

Course Description: This instructional program prepares individuals to apply technical knowledge and skills to unite or separate metal parts by heating, using a variety of techniques and equipment. Emphasis of this course will be the use of shielded metal arc welders.

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Unit 1: Practicing Occupational Orientation

Hours: 18

Terminology: Assembly drawing, AWS, Combustible, EPA (Environmental Protection Agency), Fumes, Lens, OSHA (Occupational Safety and Health Administration), Shield, Ventilation

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terminology related to standard occupational orientation	1.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to shielded metal arc welding [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
1.2 Outline standard safety work practices	1.2.1 Demonstrate proper use of eye and ear safety protection	Foundation	Listening	Listens to follow directions [1.2.6]	
	1.2.2 Show the ability to follow standard safety precautions when operating equipment		Reading	Comprehends written information, and applies it to a task [1.3.8] Reads and follows instructions to operate technical equipment [1.3.19]	
	1.2.3 Demonstrate the usage, storage, and disposal of hazardous welding materials, following EPA, OSHA, and AWS regulations and requirements		Speaking	Asks questions to clarify information [1.5.3] Asks questions to obtain information [1.5.4]	
	1.2.4 Apply correct applications, training, and penalties associated with each of the EPA, OSHA, and AWS regulations and requirements		Personal Management	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2] Follows established rules, regulations, and policies [3.2.5]
		Thinking	Reasoning	Extracts rules or principles from written information [4.5.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.3 Describe time or job cards, reports, or records and the importance of good record keeping	1.3.1 Prepare and maintain accurate, clear, legible, and concise records or job cards	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, and division to real-world situations [1.1.1]
	1.3.2 Justify why it is important to file documents in a timely manner for the benefit of common shop business and planning operations		Reading	Evaluates written information for accuracy, appropriateness, and style [1.3.14]
			Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
		Personal Management		Records data [1.6.16]
			Integrity/Honesty/ Work Ethic	Describes/Explains significance of integrity, honesty, and work ethic [3.2.4]
			Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
1.4 Identify basic housekeeping duties related to welding	1.4.1 Perform proper organization of the shop (e.g., tools, work area, and storage) on a daily basis, according to customer service standards and customer and worker safety standards	Foundation	Arithmetic/ Mathematics	Applies addition, subtraction, and division to real-world situations [1.1.1]
	1.4.2 Manage supplies and inventory in a logical and orderly fashion			Adds and multiplies to prepare an inventory [1.1.40]
		Interpersonal	Customer Service	Adds and subtracts to determine inventory [1.1.41]
				Responsibility
		Personal Management		Accepts responsibility for position [3.4.1]

Unit 2: Interpreting Drawing and Welding Symbols

Hours: 35

Terminology: Base metal, Centerline, Detail drawing, Dimension lines, Fillet weld, Hidden edge line, Lap joint, Leader line, Object line, Orthographic projection, Plug weld, Print, Root opening, Welding Procedure Specification (WPS), Working drawings

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology related to interpreting drawing and welding symbols	2.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to shielded metal arc welding [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
2.2 Identify examples of standard elements used on a drawing or sketch	2.2.1 Apply basic elements of a sketch or drawing: line development, dimensions, and materials	Foundation	Arithmetic/ Mathematics	Interprets charts, tables, graphs, and working drawings [1.1.25]	
	2.2.2 Demonstrate welding skills using the Welding Procedure Specification (WPS)	Thinking	Reading Seeing Things in the Mind's Eye	Locates pertinent information in documents – such as manuals, graphs, and schedules – to perform tasks [1.3.18] Organizes and processes images – symbols, pictures, graphs, objects, etc. [4.6.2]	
2.3 Match welding symbols to information on drawings	2.3.1 Apply basic welding symbols (e.g., fillet weld, plug weld, and lap weld) to welding project	Foundation	Reading	Applies/Understands technical words that pertain to shielded metal arc welding [1.3.6] Comprehends written information, and applies it to a task [1.3.8]	
		Thinking	Seeing Things in the Mind's Eye	Organizes and processes images – symbols, pictures, graphs, objects, etc. [4.6.2]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.4 Describe how to fabricate simple parts from a drawing or sketch	2.4.1 Perform basic fabrication of simple parts using standard components (e.g., materials, dimensions, and machine application)	Foundation	Reading	Locates pertinent information in documents – such as manuals, graphs, and schedules – to perform tasks [1.3.18] Uses appropriate materials and techniques as specified [1.3.20]	
			Science	Applies knowledge to complete a practical task [1.4.3] Follows safety guidelines [1.4.15]	
		Personal Management	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]	

Unit 3: Demonstrating Shielded Metal Arc Welding (SMAW)

Hours: 55

Terminology: AC, Automatic welding, Collett, Conductivity, Contact tube, DC, DCEP, Deoxidizer, Downhill, Electrode lead, Flux, Groove weld, Horizontal position, Hydrogen embrittlement, Nozzle, Preflow, Postflow, Silicon-controlled rectifier, Sinusoidal wave, SMAW, Stepdown transformer, Tack weld, Tensile strength, Torch, Vertical position, Welding rod, Weld pass, Workpiece

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define terminology related to shielded metal arc welding (SMAW)	3.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to shielded metal arc welding [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]
3.2 Identify the theoretical principles of SMAW	3.2.1 Apply the theory behind SMAW	Thinking	Knowing how to Learn	Uses available resources to apply new skills [4.3.6]
3.3 Outline steps to perform safety inspections of equipment and accessories	3.3.1 Perform a visual inspection of equipment (welding leads, including ground and electrode cable) and accessories (clothing, hand tools, base metal) on a daily basis	Foundation	Reading	Follows written directions [1.3.13]
3.4 Identify minor external repairs to equipment and accessories	3.4.1 Identify accessories, including ground lead and electrode holder, used in shielded metal arc welding	Thinking	Seeing	Organizes and processes images – symbols, pictures, graphs, objects, etc. [4.6.2]
	3.4.2 Perform repairs to SMAW made in accordance with manufacturer's recommendations and school policy			Visualizes a system's operation from schematics [4.6.3]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.5 Describe setup details for shielded metal arc welding operations and base metal preparation on carbon steel, aluminum, and stainless steel	3.5.1 Apply oral or written instructions to class assignments	Foundation	Listening	Evaluates oral information/presentation [1.2.2]	
	3.5.2 Demonstrate proper protective clothing and accessories			Receives and interprets verbal messages [1.2.8]	
	3.5.3 Demonstrate use of proper electrode, adjusting to polarity and current		Reading	Comprehends written specifications, and applies them to a task [1.3.9]	
	3.5.4 Apply correct SMAW principles of operation			Reads and follows instructions to operate technical equipment [1.3.19]	
3.6 Outline how to safely use SMAW equipment	3.6.1 Demonstrate proper operation of SMAW equipment	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
	3.6.2 Demonstrate how to select correct electrodes for a specific job and correctly adjust polarity and current to SMAW standards			Comprehends written information, and applies it to a task [1.3.8]	
3.7 Label steps to perform single pass fillet welds, all positions, on carbon steel	3.7.1 Perform a pass fillet weld in all positions; include electrode identification and material preparation	Foundation	Reading	Complies with safety and health rules in a given work environment [3.2.2]	
	3.7.2 Use proper equipment and hand tools			Follows established rules, regulations, and policies [3.2.5]	
3.8 Identify V-groove welds, including all positions on carbon steel	3.8.1 Show how to perform V-groove welds by adhering to welding techniques in all positions; include electrode identification, electrode angle, and material preparation	Foundation	Reading	Analyzes and applies what has been read to a specific task [1.3.2]	
	3.8.2 Use proper equipment and hand tools			Comprehends written information, and applies it to a task [1.3.8]	
				Comprehends written specifications, and applies them to a task [1.3.9]	

Unit 4: Career and Technical Student Organizations (SkillsUSA/HOSA)

Hours: 12

Terminology: Assess, Assessment, Behavior, Business meeting, Career, Competency, Critique, Cultural diversity, Customer, Equity issue, Expectation, Government, Image, Interview, Job application, Journal, Management, Mentor, Organizational chart, Parliamentary procedure, Portfolio, Presentation, Professional organization, Résumé, Self-motivation, Short-term goals, Stress, Task, Trade union

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.1 Define terminology related to student organizations	4.1.1 Use terms appropriately in context	Foundation	Reading	Applies/Understands technical words that pertain to student organizations [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4] Uses words appropriately [1.6.21]	
4.2 Outline a self-assessment, and identify individual learning styles	4.2.1 Show individual strengths	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]	
	4.2.2 Show areas in need of improvement	Thinking	Problem Solving	Identifies possible reasons for problem [4.4.6]	
4.3 Describe self-motivation techniques, and establish short-term goals	4.3.1 Prepare a list of short-term goals	Personal Management	Self-esteem	Develops/Initiates a plan for self-improvement [3.5.4]	
	4.3.2 Discuss ways to change or improve lifestyle, appearance, and behavior	Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]	
4.4 Give examples of individual time-management skills	4.4.1 Prepare and maintain a time journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]	
	4.4.2 Outline ways to improve time-management skills	Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3] Recognizes/Defines a problem [4.4.8]	
4.5 Predict future occupations	4.5.1 Research the Internet to explore career opportunities within specified fields of study	Foundation	Reading	Draws conclusions from what is read [1.3.12]	
			Writing	Summarizes written information [1.6.17]	
	4.5.2 Prepare a presentation on a specified career area	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]	
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, and surveys [4.1.10]	

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
4.6 Identify the customer	4.6.1 Differentiate between external and internal customers		Interpersonal	Customer Service	Recognizes effects of positive/negative attitudes on customers [2.3.7]
	4.6.2 Identify factors that contribute to poor customer relationships				Shows initiative and courtesy in meeting and working with customers [2.3.8]
4.7 Identify the benefits of doing a community service project	4.7.1 Outline ways to become involved in the community		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
	4.7.2 Develop a community service project				Organizes ideas, and communicates oral messages to listeners [1.5.7]
4.8 Describe effective communication with others	4.7.2 Develop a community service project		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
	4.8.1 Note personal barriers to listening				Recognizes/Defines a problem [4.4.8]
4.9 Give locations for a shadowing activity	4.8.2 Relate a personal plan to overcome barriers to listening		Thinking	Problem Solving	Revises plan of action indicated by findings [4.4.9]
	4.9.1 Summarize and relate an experience of job shadowing				Encourages/Motivates members of a group or team [2.4.6]
4.10 Identify the components of an employment portfolio	4.10.1 Present parts of a portfolio		Interpersonal	Leadership	Encourages/Motivates members of a group or team [2.4.6]
	4.10.1 Compile a personal employment portfolio for an interview				Completes form accurately [1.6.7]
4.11 List proficiency in program competencies	4.11.1 Construct an interpersonal competency assessment		Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
4.12 Describe how to measure/modify short-term goals	4.12.1 Discuss how to pursue short-term goals		Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
4.13 Identify stress sources	4.13.1 Prepare a list of personal stress sources		Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]
	4.13.2 Outline techniques to cope with individual sources of stress				Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
4.14 Identify characteristics of a positive image	4.14.1 List behaviors and traits that lead to a positive image	Foundation	Reading	Determines what information is needed [1.3.10]	
	4.14.2 Note behaviors and traits that lead to a negative image	Personal Management	Self-esteem	Comprehends the importance of a positive self-concept [3.5.1] Develops/Initiates a plan for self-improvement [3.5.4]	
		Thinking	Decision Making	Identifies pros and cons to assist in the decision-making process [4.2.7]	
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
4.15 Describe how team skills can be applied to a group project	4.15.1 Form a team to develop a class project	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]	
4.16 Outline how to observe and critique a meeting	4.16.1 Attend a formal meeting held in the community	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8]	
	4.16.2 Prepare a critique of the meeting attended	Interpersonal	Customer Service	Shows initiative and courtesy in meeting and working with customers [2.3.8]	
4.17 List business meeting skills	4.17.1 Relate the basic rules required to ensure an orderly and business-like meeting	Foundation	Speaking	Organizes ideas, and communicates oral messages to listeners [1.5.7]	
	4.17.2 Demonstrate with role-playing appropriate meeting skills	Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3] Influences group behavior [2.4.8]	
4.18.2 Outline a survey for employment opportunities	4.18.1 Compile information on a particular employment opportunity of interest	Foundation	Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]	
	4.18.2 Perform an Internet search of a specific career area	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]	
4.19 Select a professional journal for review and develop a three- to five-minute presentation	4.19.1 Prepare a presentation on the content, purpose, and distribution of a particular professional journal	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.20 Identify customer expectations	4.20.1 List customer expectations 4.20.2 Discover the consequences of unmet customer expectations	Interpersonal	Customer Service	Applies human relations skills in real-life situations [2.3.1] Recognizes effects of positive/negative attitudes on customers [2.3.7] Works with customers to satisfy their expectations [2.3.9]
4.21 List the parts of a job application	4.21.1 Prepare a job application from various businesses in the community 4.21.2 Demonstrate a mock job interview	Foundation	Reading Speaking Writing	Determines what information is needed [1.3.10] Communicates a thought, idea, or fact in spoken form [1.5.5] Uses verbal language and other cues, such as body language, appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14] Completes form accurately [1.6.7]
4.22 Outline your employment portfolio	4.22.1 Construct a personal employment portfolio	Foundation	Writing	Composes and creates documents – letters, manuals, reports, proposals, graphs, flow charts, etc. [1.6.8] Produces neat, legible document from typewriter or computer [1.6.15] Summarizes written information [1.6.17] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
4.23 Identify supervisory and management roles in an organization	4.23.1 Prepare an organizational chart 4.23.2 Outline the responsibilities of managers and supervisors	Foundation Interpersonal Thinking	Writing Leadership Creative Thinking	Produces neat, legible document from typewriter or computer [1.6.15] Helps an individual or group challenge existing procedures, policies, or authority [2.4.7] Develops visual aids to create audience interest [4.1.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.24 Outline safety issues	4.24.1 Research safety issues in a given career area	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Follows safety guidelines [1.4.15]
		Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]

Glossary

Unit 1: Practicing Occupational Orientation

1. Assembly drawing – a drawing that shows a product completely assembled with all sub-assemblies and parts
2. AWS – American Welding Society
3. Combustible – flammable, easily ignited
4. EPA (Environmental Protection Agency) – leads the nation's environmental science, research, education, and assessment efforts; works to develop and enforce regulations that implement environmental laws enacted by Congress; responsible for researching and setting national standards for a variety of environmental programs, and delegates to states and tribes the responsibility for issuing permits and monitoring and enforcing compliance; where national standards are not met, issues sanctions and takes other steps to assist the states and tribes in reaching the desired levels of environmental quality
5. Fumes – vapor, gas, or smoke
6. Lens – specially treated glass or plastic through which a welder may look at an intense flame without being injured by the harmful rays or glare
7. OSHA (Occupational Safety and Health Administration) – a government agency in the Department of Labor that maintains a safe and healthy work environment
8. Shield – an eye and face protector; enables a person to look directly at the electric arc through a special lens without being harmed
9. Ventilation – the admission of fresh air flow

Unit 2: Interpreting Drawing and Welding Symbols

1. Base metal – metal to be welded, cut, or brazed
2. Centerline – the center of a radius, circle, or cylinder
3. Detail drawing – shows the shape and size of each small part of an assembly
4. Dimension lines – lines placed about .5" away from the outer edge of the object; a long, thin arrowhead appears at each end of a dimension line
5. Fillet weld – metal fused into a corner formed by two pieces of metal whose welded surfaces are approximately 90 degrees to each other
6. Hidden edge line – lines hidden from view by material in front of them; made up of a series of 1/8" dashes; usually about .02" thick
7. Lap joint – a joint in which the edges of the two metals to be joined overlap
8. Leader line – the size of a corner radius or size for a hole is given by using a line that points to the edge of the circle and leads the reader out to a clear area on the drawing where a diameter or dimension is given
9. Object line – the solid black outline of the object
10. Orthographic projection – a method of making a working drawing and projecting the size from one view to another
11. Plug weld – a weld made through and in a round hole that has been cut into one piece of metal that is lapped over another piece
12. Print – a copy of a drawing or plan; previously referred to as a *blueprint*
13. Root opening – the space at the bottom of the joint between the pieces being welded
14. Welding Procedure Specification (WPS) – a document that lists all the variables and procedures required to perform a specific weld; ensures the acceptable repeatability of the weld when performed by trained and qualified professional welders
15. Working drawings – detail and assembly drawings used to produce a part or product

Unit 3: Demonstrating Shielded Metal Arc Welding (SMAW)

1. AC – alternating current
2. Automatic welding – welding with equipment that needs only occasional or no monitoring and no manual adjustments during the process
3. Collett – part used to hold an electrode in the torch body
4. Conductivity – the ability of a conductor to carry current
5. Contact tube – the part of the welding gun that transfers the electrical current from the welding gun to the electrode wire
6. DC – direct current
7. DCEP – direct current that flows from the electrode to the work
8. Deoxidizer – a substance that, when added to molten metal, removes either free or combined oxygen
9. Downhill – welding with a downward progression
10. Electrode lead – electrical conductor between the welding machine and the electrode holder
11. Flux – material used to prevent, dissolve, or help remove oxide and other undesirable surface substances
12. Groove weld – welding rod fused into a joint that has the base metal removed to form a V, U, or J trough at the edge of the metals to be joined
13. Horizontal position – weld performed on a horizontal seam that is at least partially on a vertical surface
14. Hydrogen embrittlement – a low-ductility condition that occurs in metals due to absorption of hydrogen
15. Nozzle – device that directs a shielding medium or gas
16. Preflow – the flow of shielding gas that begins before the arc is struck
17. Postflow – the timed flow of shielding gas after the arc is extinguished; protects the hot electrode and weld area from oxidation
18. Silicon-controlled rectifier – a semiconductor device with three terminals that can be switched from conducting through the use of signals controlled by logic gates
19. Sinusoidal wave – in alternating current, a plot of time against amperage flow; an ac sine wave pattern
20. SMAW – shielded metal arc welding
21. Stepdown transformer – a device used to reduce a higher voltage to a lower voltage; as the voltage decreases, amperage increases and vice versa

22. Tack weld - small weld used to temporarily hold components together
23. Tensile strength – maximum pull stress in pounds per square inch or megapascals that a specimen will withstand
24. Torch – mechanical device that a welder holds during gas welding and cutting and from which issue the gases that are burned to produce heat; the device held during some arc welding processes
25. Vertical position – type of weld in which the welding is done in a vertical seam and on a vertical surface
26. Welding rod – metal rod that is melted into the weld metal
27. Weld pass – single progression of a weld or surfacing operation; the result of a pass is a bead, layer, or spray deposit
28. Workpiece – the part that is to be welded, brazed, cut, or surfaced

Unit 4: Career and Technical Student Organizations (SkillsUSA/HOSA)

1. Assess – to determine the value, significance, or extent; to judge
2. Assessment – a tool used to determine value, significance, or extent
3. Behavior – the actions one takes; how one conducts oneself
4. Business meeting – planned gathering of individuals (occupational, work, trade, or organizational) that is methodical and systematic; the meeting is for a common purpose
5. Career – a chosen pursuit; the general course of progression of one's working life
6. Competency – the knowledge that enables one to comprehend and complete a task
7. Critique – a critical review or commentary
8. Cultural diversity – integrated existence of ethnic groups based on their values, beliefs, and behavior patterns (social, educational, economic, religious, and artistic values)
9. Customer – one who buys goods or services
10. Equity issue – a point of matter affecting the justice and fairness for all concerned
11. Expectation – eager anticipation; to look forward to the probable occurrence or appearance of something
12. Government – the agency or apparatus through which a governing individual or body functions and exercises authority
13. Image – the public's opinion or concept of something
14. Interview – a formal, in-person meeting in which the assessment of the qualifications of an applicant are demonstrated/determined
15. Job application – a form or document used by an employer when hiring prospective employees
16. Journal – a personal record of occurrences, experiences, or reflections kept on a regular basis
17. Management – the person or people who control or direct a business or other enterprise
18. Mentor – a wise or trusted counselor or teacher
19. Organizational chart – reflects the structure through which individuals cooperate systematically to conduct business
20. Parliamentary procedure – a body of rules governing a meeting

21. Portfolio – a portable case for holding materials – such as photographs, drawings, or other materials – that represent a person's work
22. Presentation – a performance; a formal introduction; the process of offering for consideration or display
23. Professional organization – a service provider utilizing a business relationship that allows outsourcing of human resources tasks, mainly for small to mid-sized businesses that do not have the need or resources for a dedicated human resources department; the concept is virtually unknown outside the United States
24. Résumé – a brief account of one's professional or work experience and qualifications often submitted with a job application
25. Self-motivation – to take action, move forward of one's own volition
26. Short-term goals – goals or targets that are reachable within a short or brief period of time
27. Stress – an extreme pressure, strain, or difficulty
28. Task – a function to be performed
29. Trade union – a labor union, especially one limited in membership to people in the same trade