

# **INTRODUCTION TO CAREER COMMUNICATIONS**

## Curriculum Content Frameworks

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

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

# INTRODUCTION TO CAREER COMMUNICATIONS

## Curriculum Content Frameworks

Grade Levels: 9, 10, 11, 12

Prerequisite: None

Course Code: 493720

Course Description: This is a core course for a career major in the program of study called Career Communications. It is a one-semester course that addresses the foundation skills required of all careers classified under the Arts A/V Technology and Communications cluster. It will cover topics such as careers in journalism, writing processes, planning a production, and ethics and legal issues. When students complete this course, they will have the necessary knowledge and skills to participate in the production of local media releases including videos, papers, magazines, and annuals.

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## Unit 1: Foundation Skills

**Hours: 20**

Terminology: Body language, Brainstorming, Conflict resolution, Copyright, Credibility, Database, Diversity, Ergonomics, Ethics, Fair use, FCC, Feedback, Formal, Globalization, Informal, Interpersonal, Intrapersonal, Libel, Mass communication, Nonverbal, OSHA, Plagiarism, Propaganda, Public domain, Slander, Stereotype, Symbols, Teleconferencing, Verbal, Visual communication, Word processing

<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		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terms related to the Arts, Audio/Visual Technology and Communications Cluster (AAVTC)	1.1.1 Apply terminology appropriately in context	Foundation	Listening	Comprehends ideas and concepts related to Arts, Audio/Visual Technology and Communications Cluster (AAVTC) [1.2.1]
		Foundation	Reading	Applies/Understands technical words that pertain to AAVTC [1.3.6]
1.2 Explain academic foundation skills required for success in the Arts A/V Technology & Communication cluster	1.2.1 Apply language arts knowledge and skills	Foundation	Arithmetic/ Mathematics	Performs basic computations [1.1.31]
	1.2.2 Apply mathematics knowledge and skills	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
	1.2.3 Apply science knowledge and skills	Foundation	Science	Acquires and processes scientific data [1.4.1]
1.3 Examine elements of communications	1.3.1 Locate, organize and reference written information from various sources	Foundation	Arithmetic/ Mathematics	Creates tables, graphs, diagrams, and charts to convey quantitative information [1.1.18]
	1.3.2 Analyze formal and informal presentations	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
	1.3.3 Interpret verbal and non-verbal cues and behaviors	Foundation	Reading	Determines what information is needed [1.3.10]
	1.3.4 Apply active listening skills to obtain and clarify information	Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
	1.3.5 Develop charts, tables and figures to support written and oral communications	Thinking	Speaking	Interprets non-verbal cues such as eye contact, posture, and gestures for meaning [1.5.6]

<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>
1.4 Examine information technology applications commonly used in the Arts A/V Tech & Communication cluster	1.4.1	Use personal information management applications	Foundation	Reading	Comprehends written specifications and applies them to a task [1.3.9]
	1.4.2	Use electronic mail applications	Foundation	Writing	Uses appropriate materials and techniques as specified [1.3.20]
	1.4.3	Use Internet applications	Foundation	Writing	Organizes information into an appropriate format [1.6.10]
	1.4.4	Use writing/publishing applications	Foundation	Writing	Prepares a complex document in a concise manner [1.6.12]
	1.4.5	Use presentation applications	Personal Management	Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]
	1.4.6	Use spreadsheet and database applications	Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
	1.4.7	Use computer operation applications to manage communication	Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]
1.5 Identify technical skills related to the AAVTC cluster	1.5.1	Hypothesize the interrelated use of technical knowledge and skills to generate productions and media	Thinking	Creative Thinking	Creates new design by applying criteria specified in information sheet [4.1.3]
	1.5.2	Research the impact of new technology advancements on AAVTC careers	Thinking	Decision Making	Make connections between seemingly unrelated ideas [4.1.6]
	1.5.3	Use computer based peripheral equipment (cameras, scanner, printer)	Thinking	Knowing How to Learn	Processes new information as related to workplace [4.3.5]

<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>	
1.6 Discuss safety, health and environmental issues for the AAVTC cluster	1.6.1 Analyze responsibility for developing and maintaining a safe and healthy work environment	Personal Management	Responsibility	Comprehends ideas and concepts related to maintaining a safe and healthy work environment [3.4.2]	
	1.6.2 Apply safety procedures in commonly used operating equipment	Personal Management	Integrity/Honesty/Work Ethic	Complies with safety and health rules in a given work environment [3.2.2]	
	1.6.3 Analyze lifestyle choices and preparation for physically demanding work activities related to the AAVTC cluster	Foundation	Science	Applies scientific principles related to lifestyle choices and preparation for physically demanding work activities [1.4.5]	
	1.6.4 Examine personal safety issues related to pathways in the AAVTC cluster	Thinking	Reasoning	Comprehends ideas and concepts related to personal safety issues [4.5.2]	
1.7 Explain how leadership and teamwork skills are critical to success in the AAVTC careers	1.7.1 Apply leadership knowledge and skills to achieve group goals and consensus	Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]	
	1.7.2 Apply teamwork skills to group situations to achieve collective goals	Interpersonal	Negotiation	Assists in reaching a settlement/conclusion through compromise [2.5.1]	
1.8 Discuss ethics and legal responsibilities associated with the AAVTC career cluster	1.8.1 Cite examples of ethical/unethical conduct in writing, creating, printing, broadcasting and performing	Personal Management	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]	
	1.8.2 Apply research and knowledge of laws affecting the AAVTC cluster (copyright contracts, permits, liability, FCC rules, 1st amendment, oversight agencies)	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations and policies [3.2.5]	

## Unit 2: AAVTC Pathways

**Hours: 30**

Terminology: Advertising design, Audio and video technology, By-line, Career ladder, Career pathways, Freelance, Graphic arts, Headline, Lead, Multi-media, Occupational outlook, Performing arts, Photojournalism, Print, Public relations, Telecommunications, Visual arts, Work conditions

<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>	
2.1 Define terms related to the AAVTC pathways	2.1.1 Apply terminology appropriately in context	Foundation	Listening	Comprehends ideas and concepts related to appropriate terminology [1.2.1]	
			Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
			Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
2.2 Identify careers in Printing Technology	2.2.1 Research job opportunities and projections in Printing Technology	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]	
			Thinking	Knowing How to Learn	Processes new information as related to workplace [4.3.5]
	2.2.2 Analyze responsibilities and work environment associated with graphic communications	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate and interpret career information [3.1.4]	
			Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]	
	2.2.3 Analyze education and training requirements for a career in Printing Technology	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
Thinking			Creative Thinking	Uses imagination to create something new [4.1.1] Prepares presentation based on subject research, interviews, surveys [4.1.10]	
	2.2.4 Produce a graphic presentation or document	Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]	

<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>	
2.3 Identify careers in Journalism and Broadcasting	2.3.1 Research job opportunities and projections in radio and television broadcasting and journalism	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]	
	2.3.2 Analyze responsibilities and work environment associated with journalism and broadcasting	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate and interpret career information [3.1.4]	
	2.3.3 Analyze education and training requirements for a career in radio and/or television broadcasting and journalism	Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
	2.3.4 Produce a product related to a broadcast or journalism career such as a written and/or oral presentation	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]	
2.4 Identify careers in Audio-Visual Technology and Film	2.4.1 Research job opportunities and projections in Audio-Visual Technology and Film	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]	
	2.4.2 Analyze responsibilities and work environment associated with Audio-Visual Technology and Film careers	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]	
		Thinking	Knowing How to Learn	Processes new information as related to workplace [4.3.5]	
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate and interpret career information [3.1.4]	
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	

<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>
	<p>2.4.3 Analyze education and training requirements for a career in Audio-Visual Technology and Film</p> <p>2.4.4 Produce a product related to an audio/video technology career such as a written, visual, and/or oral presentation</p>	<p>Personal Management</p> <p>Thinking</p>	<p>Career Awareness, Development, and Mobility</p> <p>Creative Thinking</p> <p>Seeing Things in the Mind's Eye</p>	<p>Identifies education and training needed to achieve goals [3.1.8]</p> <p>Uses imagination to create something new [4.1.1]</p> <p>Prepares presentation based on subject research, interviews, surveys [4.1.10 ]</p> <p>Visualizes a finished product [4.6.4]</p>
2.5 Identify careers in telecommunications	<p>2.5.1 Research job opportunities and projections related to telecommunications</p> <p>2.5.2 Analyze responsibilities and work environment associated with telecommunications</p> <p>2.5.3 Analyze education and training requirements for a career in telecommunications</p> <p>2.5.4 Produce a product related to a career in telecommunications in Internet technology, networking, and/or digital communications</p>	<p>Foundation</p> <p>Personal Management</p> <p>Thinking</p> <p>Personal Management</p> <p>Thinking</p>	<p>Reading</p> <p>Career Awareness, Development, and Mobility</p> <p>Reasoning</p> <p>Career Awareness, Development, and Mobility</p> <p>Creative Thinking</p> <p>Seeing Things in the Mind's Eye</p>	<p>Identifies relevant details, facts and specifications [1.3.16]</p> <p>Develops skills to locate, evaluate and interpret career information [3.1.4]</p> <p>See relationship between two or more ideas, objects, or situations [4.5.5]</p> <p>Identifies education and training needed to achieve goals [3.1.8]</p> <p>Uses imagination to create something new [4.1.1]</p> <p>Visualizes a system's operation from schematics [4.6.3]</p>

<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>	
2.6 Identify careers in performing arts	2.6.1 Research job opportunities and projections in performing arts	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]	
		Thinking	Knowing How to Learn	Processes new information as related to workplace [4.3.5]	
	2.6.2 Analyze responsibilities and work environment associated with the performing arts dance, music, and/or theater careers	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate and interpret career information [3.1.4]	
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
	2.6.3 Analyze education and training requirements for a career in performing arts	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]	
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
	2.6.4 Produce a product related to the performing arts such as a written and/or oral presentation	Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]	

<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>
2.7 Identify careers in visual arts	2.7.1 Research job opportunities and projections in visual arts	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]
	2.7.2 Analyze responsibilities and work environment associated with careers in photography and advertising design	Thinking	Knowing How to Learn	Processes new information as related to workplace [4.3.5]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate and interpret career information [3.1.4]
	2.7.3 Analyze education and training requirements for a career in visual arts	Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]
		Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]
2.7.4 Produce a product related to the visual arts such as a painting, sculpture, photograph, and/or graphic art	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]	
		Creative Thinking	Uses imagination to create something new [4.1.1]	
			Seeing Things in the Mind's Eye	Uses senses to perceive things in the mind's eye [4.6.5]

## Unit 3: Basic Workforce Skills

**Hours: 10**

Terminology: Competence, Confidentiality, Constructive criticism, Cover letter, Discrimination, Empathize, Entrepreneur, Etiquette, Follow-up letter, Interview, Orientation, Portfolio, Prejudice, Production skills, Professionalism, Royalties,

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
3.1 Define terms related to basic workforce skills	3.1.1 Apply terminology appropriately in context	Foundation	Listening	Comprehends ideas and concepts related to basic workforce skills [1.2.1]	
			Reading	Applies/Understands technical words that pertain to basic workforce skills [1.3.6]	
			Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
3.2 Explain generally used written organizational policies, rules and procedures that are designed to help employees perform their jobs	3.2.1 Locate general information regarding organizational policies in handbooks and manuals	Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]	
	3.2.2 Discuss how specific organizational policies and rules influence work situations particular to jobs in AAVTC	Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]	
		Personal Management	Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]	

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
<b>Knowledge</b>	<b>Application</b>	<b>Skill Group</b>	<b>Skill</b>	<b>Description</b>	
3.3 Identify positive work behaviors and personal qualities	3.3.1 Discuss how self-discipline, self-worth, and a positive attitude and integrity are important to AAVTC careers	Personal Management	Integrity/Honesty; Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]	
	3.3.2 Demonstrate flexibility and willingness to learn new knowledge and skills related to AAVTC careers	Interpersonal	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]	
			Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings [2.6.3]	
			Career Awareness, Development, and Mobility	Establishes and implements a plan of action [3.1.4]	
3.3.3 Exhibit commitment to a team produced AAVTC project	Interpersonal	Teamwork	Promotes the goals and values of the organization [3.3.8]		
3.3.4 Manage resources in relation to a particular AAVTC assignment	Personal Management	Responsibility	Responsibility	Exhibits enthusiasm in approaching and completing tasks [3.4.3]	
			Teamwork	Works effectively with others to reach a common goal [2.6.6]	
3.4 Identify components of a personal career plan	3.4.1 Develop a career portfolio with goals and objectives	Personal Management	Integrity/Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]	
	3.4.2 Develop strategies to reach objectives	Personal Management	Responsibility	Accepts responsibility for position [3.4.1]	
3.4 Identify components of a personal career plan	3.4.1 Develop a career portfolio with goals and objectives	Personal Management	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/career goals (short-term and long-term) [3.1.11]	
	3.4.2 Develop strategies to reach objectives	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]  Monitors progress toward goal attainment [3.1.10]	

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
3.5 Identify employment resources	3.5.1 Use multiple resources to locate information about job opportunities including Kuder, O*Net and Occupational Outlook Handbook	Personal Management	Career Awareness, Development and Mobility	Develops skills to locate, evaluate and interpret career information [3.1.4]
	3.5.2 Prepare and evaluate sample résumés for various pathways	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Produces neat, legible document from typewriter or computer [1.6.15]
	3.5.3 Demonstrate appropriate interview behaviors	Foundation	Personal Management	Career Awareness, Development, and Mobility
			Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
			Self-Esteem	Creates a positive self-image by selling self in a letter of application [3.5.2]
			Speaking	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]
		Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
				Presents positive personal references of education and work experience [3.5.8]
3.6 Explore advantages and disadvantages of various AAVTC careers	3.6.1 Compare job benefits, opportunities and responsibilities within the AAVTC cluster	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]
		Thinking	Knowing How to Learn	Processes new information as related to workplace [4.3.5]

# Glossary

## Unit 1: Foundation Skills

1. Body language – the gestures, postures, and/or facial expressions by which a person manifests their various physical, mental, or emotional states and communicates nonverbally with others
2. Brainstorming – a method of shared problem solving in which all members of a group spontaneously contribute ideas
3. Conflict resolution – process of cooperatively finding solution(s) to a problem or problems
4. Copyright – the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work
5. Credibility – worthy of belief or confidence; trustworthy
6. Database – a collection of data arranged for ease and speed of search and retrieval
7. Diversity – variety, or a point or respect in which things differ
8. Ergonomics – the study of creating and adjusting work equipment and practices to make workplaces and processes more comfortable and safe
9. Ethics – a set of principals of right conduct; a theory or system of moral values; the rules or standards governing the conduct of a person or the members of a profession
10. Fair use – the conditions under which you can use material that is copyrighted by someone else without paying royalties
11. FCC/Federal Communications Commission – the federal government agency responsible for regulating the communications by radio, television, wire, satellite, and cable
12. Feedback – the return of information about the result of a process or activity; an evaluative response
13. Formal – following or being in accord with accepted forms, conventions or regulations; executed or carried out or done in proper form
14. Globalization – the establishment of worldwide communication links between people and groups
15. Informal – not formal or ceremonious, casual
16. Interpersonal – of or relating to the interaction between individuals

## Unit 1: Foundation Skills (Continued)

17. Intrapersonal – existing or occurring within the individual self or mind
18. Libel – false publication, as in writing, print, signs, or pictures which damage a person's reputation
19. Mass communication – a means of public communication reaching a large audience
20. Nonverbal – not involving words; being other than verbal
21. OSHA (Occupational Safety and Health Administration) – the division of the Department of Labor that sets and enforces occupational health and safety rules
22. Plagiarism – the act of taking without referencing from someone else's writing or speech of intellectual property; to use or pass off the ideas of another as one's own
23. Propaganda – information specially designed to make people feel a particular way or believe a particular thing
24. Public domain – the status of publications, products, and processes which are not protected by someone else without paying royalties
25. Slander – oral communication of false statement injurious to a person's reputation; a false or malicious statement or report about someone
26. Stereotype – one that is regarded as embodying or conforming to a set image or type
27. Symbols – an object that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible
28. Teleconferencing – a conference held among people in different locations by means of telecommunications equipment such as closed circuit television
29. Verbal – expressed in spoken rather than written words
30. Visual communication – information transfer that relies on being seen
31. Word processing – the creation, input, editing, and production of documents and texts by means of computer systems

## Unit 2: AAVTC Pathways

1. Advertising – the activity of attracting public attention to a product or business as by paid announcement or in the print, broadcast or electronic media
2. Audio and video technology – the technology used to display information so that it can be heard and seen
3. By-Line– a line at the head of a newspaper or magazine article carrying the writer's name
4. Career ladder – a visualization of your chosen career path
5. Career pathways – an area of occupational concentration within a career cluster
6. Freelance – the act of a person such as a writer, designer or performer, selling work or services by the hour, day or job, rather than working on a regular salary basis for one employer
7. Graphic Arts – the arts of drawing, painting, or printmaking
8. Headline – the title or caption of a newspaper article, usually set in large type
9. Lead – an introductory line of a story written to entice the reader or listener to continue reading or listening to the whole article or report
10. Multi-media – of or relating to an application that can combine text, graphics, full motion video and sound into an integrated package
11. Occupational outlook – Projected growth or decline for a particular job
12. Performing arts – dance, theater, and music, etc.
13. Photojournalism – journalism in which a news story is presented primarily by photographs and supplementary written copy
14. Print – a publication such as a magazine or newspaper; printed matter
15. Public relations – the methods and activities employed to establish and promote a favorable relationship with the community
16. Telecommunications – the transmission of voice, data, graphics and video communications from one place to another
17. Visual Arts – exhibited rather than performed work; such as painting, sculpture, and photography
18. Work conditions – the physical conditions and/or environment of a particular job

## Unit 3: Basic Workforce Skills

1. Competence – the state or quality of being adequately or well-qualified
2. Confidentiality – containing information the unauthorized disclosure of which violates a trust
3. Constructive criticism – advice that is useful and intended to help or improve something; often with an offer to possible solution
4. Cover letter – sent with other documents to explain more fully or provide more information
5. Discrimination – treatment or consideration based upon class or category rather than individual merit; partiality or prejudice
6. Empathize – to feel or experience understanding of another's situation, feelings, or motives
7. Entrepreneur – a person who assumes the risks associated with starting or leading a new business or enterprise
8. Etiquette – the practices and forms prescribed by social conventions or by authority
9. Follow-up letter – a written correspondence that acknowledges a previous meeting
10. Interview – a formal meeting in person, especially one arranged for the assessment of the qualifications of an applicant
11. Orientation – process of acquainting one with the specific requirements of a particular career, situation, or place
12. Portfolio – a folder or special binder filled with samples of a person's work, such as photographs, drawings, or costume designs
13. Prejudice – an adverse judgment or opinion formed before hand or without knowledge or examination of the facts
14. Production skills – developed proficiency via training or experience necessary to create a completed product
15. Professionalism – status, methods, or standards; the use of paid, full time performers in the arts
16. Royalties – share of profits paid to a writer, composer, inventor or proprietor for the right to use or sale of a performance, invention, or service