

Keystone

Curriculum Content Frameworks

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

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Grade Levels: 9 - 10

Prerequisite: None

Course Code: 493850

Course Description: The Keystone course is designed to help ninth graders successfully navigate high school. Students will receive instruction on study skills, time management, and goal setting strategies. Students will receive guidance in investigating their own interests and aptitudes in relation to possible careers and will begin developing a flexible education plan for both high school and post secondary studies or technical training. This transition course will create a sense of belonging among students by having them become productive citizens of their school and the community.

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Unit 1: Keys to Personal and Academic Success

Hours: 16

Terminology: Accountability, Agenda, Career, College credit, College hour, Date planner, Extracurricular, Goals, Grade Point Average (GPA), Hand held device, Learning styles, Maturity, Paradigm, Technical institutes, Time management, Transcripts, Transition

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
1.1 Define terms related to the Keystone program, personal and academic success	1.1.1 Apply terminology correctly and appropriately	Foundation	Reading Listening Writing Speaking	Applies and understands technical words that pertain to Keystone [1.3.6] Comprehends ideas and concepts related to Keystone Program [1.2.1] Uses words appropriately [1.6.21] Applies/uses technical terms as appropriate to audience [1.5.2]
1.2 Summarize the importance of school policies	1.2.1 Design a personal plan that correlates school goals to personal goals 1.2.2 Evaluate personal goals in relation to community/society needs	Thinking Personal Management Skills	Creative Thinking Responsibility Decision Making	Creates new design by applying specified criteria [4.1.3] Is punctual to class, school meetings, and activities [3.4.6] Evaluates information/data to make best decision [4.2.5]
1.3 Name resources for local school	1.3.1 Determine appropriate resources for specific needs: administrators, counselors, nurse, librarian	Personal Management Skills Thinking	Organizational Effectiveness Knowing How To Learn	Comprehends the organization's modes of operation [3.3.5] Processes new information as related to school resources [4.3.5]
1.4 Describe the benefits of participation in extracurricular activities and CTSO	1.4.1 Investigate available extracurricular activities	Foundation Thinking	Speaking Knowing How To Learn	Organizes ideas and communicates oral information to listeners regarding extracurricular activities [1.5.7] Processes new information as related to extracurricular activities [4.3.5]

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	
	1.4.2	Determine which extracurricular activity is most appropriate	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]	
	1.4.3	Identify the Career Technical Student Organization within your school in relation to Keystone	Personal Management Skills	Problem Solving	Revises plan of action indicated by which activity is chosen [4.4.9]	
	1.4.3	Identify the Career Technical Student Organization within your school in relation to Keystone	Personal Management Skills	Career Awareness, Development, and Mobility	Develop skills to locate, evaluate, and interpret information regarding Career Technical Student Organizations in your school [3.1.4]	
1.5	Discuss the concepts of change and transition	1.5.1	Identify personal change and transitional events: Maturity, Education and Career	Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions and effort [2.6.2]
			Thinking	Decision Making	Comprehends ideas and concepts related to change and transition [4.2.2]	
	1.5.2	Develop adaptation strategies to deal with personal change and transition	Personal Management Skills	Organizational Effectiveness	Adapt to new goals, values, culture, and traditional modes of operation [3.3.1]	
	1.5.3	Visualize yourself transitioning through school, life, career	Personal Management Skills	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]	
1.6	Identify importance of organizational skills	1.6.1	Implement the use of personal organizational systems: agenda, date planner, hand held device, etc.	Thinking	Knowing How To Learn	Uses appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
		1.6.2	Re-organize use of time and activities to promote academic success	Personal Management Skills	Organizational Effectiveness	Applies knowledge to implement school-related system or practice [3.3.4]
			Thinking	Seeing Through the Mind's Eye	Imagines the flow of school activities [4.6.1]	
1.7	Express goals in specific format/terms	1.7.1	Produce individual short, medium, and long-term goals in relation to a career	Personal Management Skills	Career Awareness, Development, and Mobility	Sets well-defined and realistic personal/school goals [3.1.11]
				Responsibility	Sets high standards for self [3.4.9]	
1.8	Review effective study behaviors	1.8.1	Compare the effectiveness of studying in a group vs. studying alone	Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]
		1.8.2	Analyze different note taking strategies	Thinking	Knowing How To Learn	Develops personal learning strategies for note taking skills [4.3.2]

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
1.9 Explain different test taking strategies	1.9.1 Examine the different possible tests: multiple choice, true false, essay, short answer, open response	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		Thinking	Knowing How To Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
	1.9.2 Apply different strategies to the various tests	Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]
	1.10 Describe the different learning styles	1.10.1 Complete learning style assessment	Thinking	Knowing How To Learn
	1.10.2 Generate a plan for utilizing personal learning style most effectively	Thinking	Seeing Through the Mind's Eye	Organizes and processes a plan for personal learning styles [4.6.2]
	1.11 Assess personal aptitudes	1.11.1 Complete aptitude assessment	Thinking	Knowing How To Learn
	1.11.2 Evaluate natural abilities	Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
	1.11.3 Strategize plan to make best use of natural ability/aptitudes	Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]
1.12 Explain the benefits of a positive attitude and personal motivation	1.12.1 Evaluate personal attitude and motivation	Foundation	Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]
		Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
1.13 Assess school goals with personal goals in relation to the overall economy	1.13.1 Evaluate how success with graduation, degrees, industry certification, citizenship and employability affects society	Personal Management Skills	Responsibility	Exerts high level of effort and perseverance towards goal attainment [3.4.4]
		Thinking	Knowing how to Learn	Processes new information as related to personal and school goals [4.3.5]
	1.13.2 Examine one's responsibility to society, school and self	Personal Management	Responsibility	Displays high standards for self [3.4.5]
		Thinking	Seeing things in the Mind's Eye	Visualizes the outcomes of personal responsibility [4.6.4]

Unit 2: Life Skills

Hours: 18 Hours

Terminology: Active listening, Authoritarian, Authoritative, Clique/social group, Conflict resolution, Connotative meaning, Democratic, Empathetic listening, Enjoyment listening, Informative listening, Interpersonal communication, Laissez-faire, Regional dialect, Slang

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
2.1 Define terms related to life skills	2.1.1 Apply terminology correctly and appropriately	Foundation	Reading	Applies and understands technical words that pertain to Life Skills [1.3.6]
			Listening	Comprehends ideas and concepts related to Life Skills [1.2.1]
			Writing	Uses words appropriately [1.6.21]
			Speaking	Applies/uses technical terms as appropriate to audience [1.5.2]
2.2 Identify proper communication strategies in a given situation	2.2.1 Demonstrate effective communication in social introduction	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Personal Management	Responsibility	Maintains a high level of concentration in social communication [3.4.7]
	2.2.2 Model effective communication in interpersonal settings: workplace, school, home, peer group, community	Interpersonal Skills	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
2.3 Identify listening strategies	2.3.1 Demonstrate the ability to remember information	Foundation	Listening	Listens for content [1.2.3]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
	2.3.2 Develop the ability to listen for different purposes: active listening, empathetic listening, informative listening, enjoyment listening	Foundation	Listening	Listens for long-term contexts [1.2.7]
		Thinking	Knowing How To Learn	Develops personal learning strategies related to listening [4.3.2]

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
2.4 Summarize approaches to resolving conflicts	2.4.1 Identify emotions that cause conflict	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
	2.4.2 Identify bias/prejudice that cause conflict	Interpersonal Skills	Teamwork	Recognize effects of negative attitudes on others [2.6.4]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.3]
2.4.3 Implement personal conflict resolution strategies: win/win, agree to disagree, avoidance, intervention		Interpersonal Skills	Negotiation	Works to resolve conflict between two or more individuals [2.5.3]
		Thinking	Knowing How To Learn	Processes new information as related to conflict resolution [4.3.5]
2.5 Identify characteristics of effective leaders	2.5.1 Compare different types of leadership styles: Laissez-Faire, Democratic, Authoritarian, Authoritative	Thinking	Decision Making	Comprehends ideas and concepts related to leadership styles [4.2.2]
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]
	2.5.2 Demonstrate the qualities of effective leaders	Interpersonal Skills	Leadership	Organizes group in planning and performing a specific task [2.4.9]
		Personal Management	Responsibility	Sets high standards for self in completion of a task [3.4.9]
2.6 Identify characteristics and goals of an effective team member	2.6.1 Analyze the different groups to which you belong: small group, classroom, club, school, community, family and workplace	Thinking	Seeing Things in the Mind's Eye	Using your senses to perceive effective leadership [4.6.5]
		Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
		Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
2.6.2 Reflect on individual roles within groups to which you belong	2.6.3 Analyze employer/employee relationship	Thinking	Seeing Things in the Mind's Eye	Visualizes a system's operation from schematics [4.6.3]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a system's operation from schematics [4.6.3]
2.7 Identify local community service and volunteer opportunities	2.7.1 Design a personal or group volunteerism plan	Personal Management	Career Awareness, Development, and Mobility	Establishes and implements a volunteerism plan of action [3.1.5]
		Thinking	Creative Thinking	Reshapes goals in ways that reveal new possibilities [4.1.9]

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	
2.8 Recognize social, cultural and religious diversity	2.8.1 Compare and contrast social interactions between cliques/social groups in a school setting	Thinking	Reasoning	See relationship between two or more ideas, objects or situations [4.5.5]	
	2.8.2 Explore characteristics that make up the differences between ethnic groups	Interpersonal Skills	Cultural Diversity	Works effectively with men and women from diverse backgrounds - ethnic, social, educational, etc. [2.2.5]	
		Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]	
	2.8.3 Explore characteristics that make up the differences between geographic areas in a global economy	Interpersonal Skills	Cultural Diversity	Works effectively with men and women from diverse backgrounds - ethnic, social, educational, etc. [2.2.5]	
		Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]	
	2.8.4 Identify possible conflicts that could arise from language barriers: regional dialect, slang, foreign language, connotative meaning	Interpersonal Skills	Negotiation	Comprehends ideas and concepts related to language barriers [2.5.2]	
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
2.8.5 Identify possible conflicts that could arise from religious, age or morality barriers	Thinking	Problem Solving	Comprehends ideas and concepts related to religious, age or morality barriers [4.4.1]		
2.8.6 Establish methods to overcome barriers and build workable relationships	Personal Management	Responsibility	Sets high standards for self in completion of a task [3.4.9]		
	Thinking	Problem Solving	Devises and implements a plan of action to resolve problems and build workable relationships [4.4.3]		
2.8.7 Explain unity through diversity and find the useful qualities in a diverse population, workforce or class	Interpersonal Skills	Cultural Diversity	Works effectively with people from diverse backgrounds [2.2.5]		
		Thinking	Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]	
		Thinking	Reasoning	Applies rules and principles to a new situation [4.5.1]	

Unit 3: Financial Management

Hours: 8

Terminology: Assets, Balloon notes, Banking account, Bankruptcy, Budget, Commission, Contract labor, Credit card, Debit card, Debt, Dual ownership, Fixed interest rate, Mortgage, Needs, Salary, Upside down loan, Variable interest rate, Wage, Wants

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
3.1 Define terms related to financial management	3.1.1 Apply terminology correctly and appropriately	Foundation	Reading	Applies and understands technical words that pertain to Financial Management [1.3.6]
			Listening	Comprehends ideas and concepts related to Financial Management [1.2.1]
			Writing	Uses words appropriately [1.6.21]
			Speaking	Applies/uses technical terms as appropriate to audience [1.5.2]
3.2 Discuss and compare needs vs. wants	3.2.1 Identify personal wants and needs	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
	3.2.2 Identify lifestyle and long term goals	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
3.3 Discuss a monthly budget	3.3.1 Produce an itemized budget based on projected salary	Foundation	Mathematics	Uses quantitative data to construct logical explanations for real world situation [1.1.39]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
3.4 Discuss personal money management	3.4.1 Compare resources for financial management such as banking accounts, credit, debit, bankruptcy, upside down loan, mortgage, balloon notes, interest rates (fixed and variable)	Foundation	Mathematics	Expresses mathematical ideas and concepts orally and in writing [1.1.23]
		Thinking	Reasoning	See relationship between two or more ideas, objects or situations [4.5.5]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a system's operation from schematics [4.6.3]
	3.4.2 Identify and explain combined assets and debts: dual ownership in marriage or partnership	Thinking	Reasoning	Comprehends ideas and concepts related to combined assets and debts [4.5.2]

Unit 4: Career Planning and Employability Skills

Hours: 18

Terminology: Advanced placement (AP), Apprenticeship, Aptitude, Arkansas Works, Associate Degree, Community College, Concurrent credit, Graduation requirements, Interest inventory, Internship, Interview, Job shadowing, Navigator, Networking, Post secondary, Punctuality, Scholarship, Values, Workforce

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
4.1 Define terminology related to career and workforce skills	4.1.1 Apply terminology in appropriate situations	Foundation	Reading	Applies and understands technical words that pertain to Career and Workforce Skills [1.3.6]
			Listening	Comprehends ideas and concepts related to Career and Workforce Skills [1.2.1]
			Writing	Uses words appropriately [1.6.21]
			Speaking	Applies/uses technical terms as appropriate to audience [1.5.2]
4.2 Investigate individual abilities, skills, interests, aptitudes and values	4.2.1 Utilize Navigator, KeyTrain and/or other resources to match personal qualities with career opportunities	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]
		Thinking	Knowing how to learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
	4.2.2 Assess career options using resources such as Internet, job shadowing, career publications, interest inventories, and networking	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
		Thinking	Knowing how to learn	Uses available resources to apply new skills related to career options [4.3.4]
4.3 Develop a career exploration research project	4.3.1 Re-evaluate and present future academic/career plan for high school and postsecondary	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]
			Self-Esteem	Develops and initiates a plan for self-improvement [3.5.4]

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
	4.3.2 Identify courses necessary for graduation	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
	4.3.3 Relate elective options to career goals	Personal Management	Career Awareness, Development, and Mobility	Develops skills to match elective options to career goals [3.1.4]
		Thinking	Decision Making	Demonstrates decision making skills [4.2.4]
	4.3.4 Identify options for post secondary opportunities: Community College, Associate Degree, Apprenticeship, Internship, On-the-job training, and Testing for certification	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
4.4 Identify skills needed for employment	4.4.1 Demonstrate appropriate interview behaviors	Foundation	Speaking	Speaks effectively, using appropriate eye contact, gestures, and posture [1.5.11]
	4.4.2 Demonstrate ability to complete a sample employment application	Personal Management	Self Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
	4.4.3 Create a resume'			Presents positive personal reference of education and work experience [3.5.8]
	4.4.4 Exhibit necessary skills to maintain desired employment such as punctuality, teamwork, good attendance and positive work ethic	Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
			Integrity/Honesty/ Work Ethic	Follows established rules, regulations, and policies [3.2.5]
		Thinking	Knowing How to Learn	Uses available resources to apply new career and workforce skills [4.3.6]

Glossary

Unit 1: Keys to Personal and Academic Success

1. Accountability – Taking ownership of responsibilities that will lead to a successful journey through life
2. Agenda – A list of matters to be taken up (as at a meeting)
3. Career – A permanent occupation or lifework
4. College credit – A unit of study that counts towards graduation
5. College hour – A unit of measurement that determines course credit for a post secondary institution
6. Date planner – A chart or calendar used to help someone plan their activities on a particular day
7. Extracurricular – Any school related activity or club that goes beyond the classroom or normal school day
8. Goals – An objective which an individual plans to achieve in a specific period of time
9. Grade Point Average (GPA) – The average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted
10. Hand held device – A pocket-sized computing device, typically having a display screen with touch input or a miniature keyboard
11. Learning styles – Different approaches or ways of learning such as visual, auditory, tactile/kinesthetic
12. Maturity – Process of growing up mentally; becoming responsible
13. Paradigm – A person's point of view, background, values, and experiences
14. Technical institutes – A post secondary school focusing on a career & technical education program
15. Time management – Tools or techniques used for planning and scheduling time, usually with the aim to increase effectiveness and/or efficiency
16. Transcripts – An official report supplied by a school, of the academic record of an individual student, listing subjects studied, grades received, degrees awarded, etc.
17. Transition – Passage from one school level to another, as from middle school to high school

Unit 2: Life Skills

1. Active listening – Process of listening during communication using both verbal and nonverbal language
2. Authoritarian – Leadership style where an individual takes an overbearing role, dictating actions and roles to others
3. Authoritative – A leadership style where an individual uses the "come with me" approach by stating the overall goal, but giving people the freedom to choose their own means of achieving the goal
4. Clique/social group – Small, exclusive group of friends or associates
5. Conflict resolution – An agreeable solution to settle differences, opposition, or disagreements
6. Connotative meaning – Implied or inferred meaning of words, not literal
7. Democratic – Leadership style where individual takes an active role, ensuring that each person involved gets included
8. Empathetic listening – Genuine listening as an active process involving listening with your eyes, ears, and heart
9. Enjoyment listening – Listening for personal enjoyment
10. Informative listening – Listening for a specific purpose of understanding information
11. Interpersonal communication – communication between two or more people
12. Laissez-faire – Leadership style where an individual takes a passive role and does not act unless instructed to do so
13. Regional dialect – A variety of a language spoken in a particular area of a country
14. Slang – Informal language consisting of words and expressions that are not considered appropriate for formal occasions; often vulgar

Unit 3: Financial Management

1. Assets – The entire property owned by a person that can be used to settle debts
2. Balloon notes – A long-term loan, often a mortgage, that has one large payment (the balloon payment) to be paid when loan comes due.
3. Banking account – Funds deposited in a bank that may be withdrawn; such as a savings or a checking account
4. Bankruptcy – The financial status of an individual or company that has been legally judged either to have debts that exceed assets or to be unable to pay its bills
5. Budget – An itemized list of expected income and expenses for a given period in the future
6. Commission – A percentage of money received from a total paid to an agent responsible for business or services rendered
7. Contract labor – Labor supplied by the enforceable provisions of a contract
8. Credit card – A plastic card issued by a bank or business authorizing the holder to buy goods or services without cash and to pay for them at a later date
9. Debit card – A plastic card issued by a bank authorizing the holder to withdraw money directly from their bank account
10. Debt – Something that is owed; a liability or obligation to pay for something
11. Dual ownership – Situation where two or more people share ownership of property, securities or rights – also known as joint ownership
12. Fixed interest rate – A loan or mortgage with an interest rate that will remain at a predetermined rate for the entire term of the loan
13. Mortgage – A loan from the bank to buy a house
14. Needs – Something you cannot do without such as food and water
15. Salary – Fixed compensation periodically paid to a person for regular work or services
16. Upside down loan – A loan in which the balance is higher than the value
17. Variable interest rate – An interest rate that moves up and down based on economic conditions
18. Wage – Payment to a worker for labor or services
19. Wants – Something you would like to have but do not need

Unit 4: Career Planning and Employability Skills

1. Advanced placement (AP) – Courses in a number of subject areas that offer college level curriculum and require an exam to obtain college credit
2. Apprenticeship – Period of service in hands on, industry specific work designed to teach a particular skill or trade
3. Aptitude – An inherent ability; a talent
4. Arkansas Works – Internet based career development tool designed to be a singular destination for all areas of career development
5. Associate Degree – An academic degree awarded that is equivalent to the first two years of a four-year college or university
6. Community College – Two-year public institutions providing higher education and lower-level tertiary education, granting certificates, diplomas, and associate's degrees
7. Concurrent credit – Receiving both high school and college credit at the same time
8. Graduation requirements – Credits a student must earn in order to receive a diploma
9. Interest inventory – A prepared questionnaire that is designed to measure a student's activity preferences
10. Internship – Workbased learning program in any of the 16 career clusters
11. Interview – A formal meeting in person, arranged to assess the qualifications of a job applicant
12. Job shadowing – An opportunity to learn job duties and responsibilities from an experienced worker by following them on the job
13. Navigator – Internet based career development tool, which is part of Arkansas Works, designed for students in grades 6–12
14. Networking – To develop contacts and exchange information with other people for purposes of developing business or expanding one's career opportunities
15. Post secondary – Education or training that is acquired after high school graduation
16. Punctuality – The quality of being prompt, precise, or exact
17. Scholarship – A grant of financial aid awarded to a student for the purpose of furthering his or her studies
18. Values – Ideals accepted by an individual or a group
19. Workforce – Legal taxpaying jobs or careers that help the infrastructure of a local community, state or region