CARROLLTON HIGH SCHOOL

CTAE

CAREER • TECHNICAL • AGRICULTURAL • EDUCATION

HANDBOOK

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CARROLLTON HIGH SCHOOL

201 Trojan Drive
Carrollton, GA 30117
www.carrolltoncityschools.net

Main Office...770.834.7726
Band Office..770.834.0550
Guidance Office 770.834.6115
CTAE Office..770.834.2477
Fax Number 770.834.5244

DISTRICT LEADERSHIP

Superintendent: *Dr. Mark Albertus*

Board of Education:
Mr. David Godwin, Chairman
Mrs. Melanie McClendon
Dr. Jason Mount
Mr. Gil O'Neal
Mr. Greg Schulenburg
Mrs. Katie Williams

SCHOOL LEADERSHIP

Principal: *Ian Lyle*

Asst. Principal/Curriculum Director:
Courtney Walker

Assistant Principal, Performance Learning Center: *Aprill Jones-Byrd*

Asst. Principal/Athletic Director:
Paul Fitz-Simons

Assistant Principal/CTAE Director:
Elizabeth Sanders

Assistant Principal/Testing Coordinator:
Joey Marinelli

Assistant Principal/School Programs:
Justin Jones

Assistant Principal/ Guidance
Ashleigh Paulk

Guidance Counselors:
Scott Hobson
Shae Holland
Wendy Mason
Cameron Mount

QUICK FACTS

Enrollment..1,724 Students
Graduation Rate...92%
CTAE Graduation Rate.......................................100%
Establishment..1886
Number of Teachers...142
Mascot..Trojan
Grades Served.. 9th-12th
Teacher:Student Ratio.. 18:1
Out-of-district Students....................................39%
Economically Disadvantaged.......................46.0%
English Language Learners...........................5.2%
Students with Disability 10.5%

- 43 Student Clubs and Activities
- 17 Athletic Opportunities
- Art Offerings: Band, Performing Arts, Visual Arts, Choral
- Language Offerings: Spanish, French
- College Prep, Honors, Advanced Placement, and IB Course Offerings
- Community Internship Opportunities
- Student Travel Opportunities

Since Carrollton High School's founding in 1886, we have shared our commitment to excellence in academics, the arts, and athletics with thousands of students and families in Carrollton and beyond. For generations, our school and district leadership have been diligent in building a strong educational program that demonstrates the qualities of tradition, innovation, and excellence. Our Career and Technical Education (CTAE) program is designed to provide students with the necessary tools to become successful in life after high school.

Carrollton High School offers an educational experience that is second to none. Students are exposed to a rigorous course of study that includes 14 International Baccalaureate courses, 17 Advanced Placement options, nationally accredited technical programs, and numerous internship opportunities. This formula of preparation ensures that a graduate is ready for the next phase—whether it's college, the military, or the workplace. We are confident that when students leave Carrollton High School, they are ready for the path that is in front of them.

This handbook has been designed as a resource to students and parents about the varied offerings of our CTAE Program. We hope that you find it helpful and informative. It is never too early to start thinking about career options, and it is a part of our mission to assist our students down this path. This handbook is just another resource to help our students and parents accomplish this mission.

Whether you are at the beginning or nearing the end of your high school career, I challenge you to be thinking of your future and making choices which will help you to achieve the goals that you set for yourself.

Ian Lyle
Principal

Welcome to Carrollton High School! Over the course of the next four years, you will explore many career and post-secondary education options. Your education will challenge you, but it will also prepare you to thrive personally and professionally. The skills you learn at Carrollton will allow you to make a positive impact on your community and beyond.

Career, Technical and Agricultural Education (CTAE) plays an integral role at Carrollton High School, and this handbook is designed to aid you in career pathway exploration. Inside, you will find a detailed course description for each pathway available. I encourage you to seek out the pathways that align to your aptitudes and interests.

The CHS Career Technical Student Organizations (CTSOs) are also outlined within the handbook. CTSOs play a vital role in each program, and students are encouraged to join and compete. CTSO competitions build student advocacy and afford students the opportunity to compete at a high level. Additionally, students can build friendships and leadership skills that last a lifetime.

We hope you find this handbook helpful in making the decision of which CTAE pathways align to your interests and abilities.

Elizabeth Sanders
Assistant Principal/CTAE Director

Kasey Austin
Work-based Learning

Robby Blakemore
Computer Science

Shannon Bright
Healthcare Science, Sports Medicine

Melissa Claiborne
Graphic Communications

Kaley Blankinship
Teaching as a Profession & Early Childhood Dev.

Carmen Dill
Culinary Arts

LtCol Michael Farr
AFJROTC

Joy Hagins
CTAE Secretary

Mike Howell
Law and Public Safety

Bill Long
Audio-Video Technology Film

MSgt Ryan McLain
AFJROTC

Ginger Nixon
Architectural Drawing & Design

Jason Raburn
Information Technology, Accounting & Finance

Janey Simmons
Entrepreneurship

Chris Stone
Construction, Carpentry

Luke Young
Engineering & Technology

The hallmarks of CTAE (Career, Technical, and Agricultural Education) programming are an industry focus and emphasis on technology. These are incorporated into several aspects of the CTAE experience:

- CTAE at Carrollton High School aims to engage students in cutting-edge, grade-appropriate career exploration and preparation opportunities that set them up to excel in postsecondary education and productive careers.
- Hands-on lab activities and classroom instruction encourage critical thinking, innovation and collaboration.
- Career & Technical Student Organizations like Future Business Leaders of America (FBLA), HOSA Future Health Professionals, and SkillsUSA build leadership and community.
- Career-related education, including guest speakers, job shadowing, and internships, provide authentic experiences for student learning and growth.

Students are encouraged to pursue pathway completion, which entails taking a sequence of courses in the same industry cluster. Upon completion of a pathway, students are eligible to take an assessment leading to an industry-recognized credential or certification (e.g., Certified Nursing Assistant, Microsoft Office Specialist, OSHA Certification). In addition, their participation in co-curricular student organizations and work-based learning enables them to leave high school with tangible, marketable skills and documentation of their capabilities as well as greater understanding of the college and career paths related to their chosen industry.

Carrollton High School offers the following Career Technical Education Pathways:
- Air Force JROTC
- Architectural Drawing & Design
- Audio-Video Technology
- Business Accounting
- Carpentry
- Financial Services
- Computer Science
- Culinary Arts
- Early Childhood Education
- Engineering & Technology
- Entrepreneurship
- Graphic Communications
- Healthcare Science
- Law and Public Safety: Criminal Investigations
- Sports Medicine
- Teaching as a Profession

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Georgia Department of Education

CAREER TECHNICAL AND AGRICULTURE EDUCATION

REQUIREMENTS FOR DIPLOMA

English
Four units of English are required. One unit of 9th Grade Literature or Honors 9th Grade Literature and one unit of American Literature or Honors American Literature are required. Carrollton High School also offers Multicultural Literature, World Literature, Honors World Literature, Advanced Composition, Advanced Placement Language, Advanced Placement Literature, and IB World Literature.

Mathematics
Four units of Math are required. The minimum math requirements include Algebra I, Geometry and Algebra II plus a 4th math. Math support classes will be provided for students who need extra assistance. Courses that meet the requirements for the high school diploma may not be approved by the University System of Georgia Board of Regents for admission to University System post-secondary institutions. Honors math courses are provided in Algebra I, Geometry, Algebra II, and Pre-Calculus. Advanced Placement Statistics, Advanced Placement Calculus AB and BC, and IB Maths are also offered.

Science
Four units of Science are required. These are to include one full unit of Biology; one unit of either Physical Science or Physics; one unit of Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.

Social Studies
Four units of Social Studies are required. Included in these must be World History, Honors World History, or AP World History, American Government, Honors Government or Advanced Placement Government, U.S. History or Advanced Placement U.S. History, and Economics or AP Macroeconomics.

Personal Fitness And Health
½ unit of Personal Fitness (P.E.) and ½ unit of Health are required. Three units of JROTC may substitute for this requirement.

CTAE, Modern Language, and Fine Arts
A total of three units of credit from these areas is required. Students are encouraged to select units in a focused area of interest (pathway). All students are encouraged to take two units of the same modern language.

Students planning to attend a university or other post-secondary institution must take two units of the same world language.

Technical institutions do not require modern language. (If a student accepts high school modern language credit for a course taken in the eighth grade, the student will still need two courses taken at the high school level.) French and Spanish are currently offered.

Electives
Eight are required.

28 Units Total Are Required For Graduation
A student must take at least one English, Math, Science, and Social Studies course each year in high school. Gifted students are required to take at least one Honors, AP or IB course each year.

AIR FORCE JUNIOR RESERVE OFFICERS TRAINING CORPS (AFJROTC)

LEADERSHIP FOR THE FUTURE

Our Air Force Junior Reserve Officer Training Corps provides leadership training and an aerospace science program for high school students. The program explores the historic and scientific aspects of aerospace technology and teaches students self-reliance, self-discipline, and many other characteristics found in great leaders. This program is not an official recruiting tool for the military. Students who participate in AFJROTC do not incur any military obligation.

Courses
The courses fall under two categories: Aerospace Science (AS) and Leadership Education (LE). The prerequisites for any of other courses are AS-100 and LE-100, which are taught together. The 200 level, 300 level and 400 level courses are also taught in the same block.

Aerospace Leadership
Citizenship 100
Communication 200
Career Exploration 300
Management 400

Aerospace Science
Global & Cultural Studies 220
Exploring Space & Cyber 300
Aviation History 100
Survival
Honors Ground School
Science of Flight 200
Corps Management
Senior Project

The curriculum is divided into three areas of emphasis: Aerospace Science, Leadership Education/Drill, and Wellness/Physical Fitness. Each AFJROTC unit balances all three areas to meet the particular needs and abilities of students. Students who complete four years of the AFJROTC academic program may earn a Certificate of Training or Completion and may be eligible to enter the military at a higher pay grade compared to most enlistees.

Skills and Competencies
AFJROTC cadets are better prepared to enter and work in a highly technical world, either in military service or in civilian industry. Students may also participate and compete in various drill team competitions and go on exciting field trips. The objectives of AFJROTC program are to educate and train high school cadets in citizenship and life skills; promote community service; and instill responsibility, character, and self-discipline through education and instruction in air and space fundamentals and the Air Force's core values: Integrity First, Service Before Self, and Excellence in All We Do.

Related Careers
There is no commitment to serve in the armed forces if a student goes through the high school JROTC program. However, if they do join, they enter the service with an accelerated promotion which means an immediate pay raise. Other related career fields that JROTC prepares students for are multiple disciplines in the Aerospace Industry. From aircraft pilots, air traffic control, aerospace engineering, and space related careers to aircraft mechanic, police officers and firemen, JROTC can be the launch pad for any of these careers.

BUILDING A LEGACY

This area of practice allows students to practice and focus on elements of architectural and mechanical drawing and design. Students will use the latest software, including AutoCad, Inventor, and Revit, as well as the 3-D printing software, 3-D Studio Max. In this course, students use software to build bird houses, miniature houses, and other objects to further increase their skill with these programs. Schools such as Georgia Tech, Southern Polytechnic State, and Auburn expect and push students to know how to use these programs. Students who excel in these programs can choose to pursue practices based around drawing and designing. This program is accredited by the American Design Drafting Association (ADDA).

Courses
Introduction to Drafting & Design
Architectural Drafting & Design I
Architectural Drafting & Design II
Architectural Drafting & Design Internship

Skills and Competencies
Employability Skills
Critical Thinking, Problem Solving Skills, Work Readiness, Architectural and Engineering Professions, Lab Safety Skills, Management of Drafting Tools and Supplies, Technical Freehand Sketches, Lettering Techniques, Proper Line Types, Reading and Drawing Proper Scale Sizes, Knowledge and Skills of Computer Operation, Geometric Construction, Multi-view Drawings Manually using CADD, Architectural Design Process, Architectural Drafting Skills, Preparing Residential Floor Plans, Roof Systems, Styles, and Terminology, Elevations and Residential Drawings, Preparing Schedules, Preparing Site Plans, Electrical Plans, Plumbing Plans, Preparing Sections, and Details.

Related Careers
Architect
Machine Designer
Electrical Engineer
Surveyor
HVAC Engineer
PLC Programmer
Structural Engineer
Landscape
Pneumatics
Construction
Math Teacher
STEM Teacher
Facilities Manager
Interior Designer

CTSO
SkillsUSA

CAPTURING THE MOMENT

Carrollton High School's Broadcast Video Production Department provides students the opportunity to explore the world of media production through the use of the latest broadcast and news media equipment and positions. Skills acquired in the class include working knowledge of media law, media literacy, copyright regulations, studio techniques, camera operation, program construction, and editing. Students leave the program with the knowledge and skills to enter postsecondary education, technical college, or the workforce in broadcast video.

Students may apply for internships in the Broadcast Video Department, thus adding an opportunity to apply knowledge and skills learned in the class to real-world situations. This can be done through projects for outside contractors and possible employment in local media outlets. Students may also apply to be part of the Jumbotron Production Team and perform live broadcasting of Friday night football to thousands of Trojan fans. Positions on Jumbotron include directorships, instant replay, camera operations, grips, character generation, and audio engineering.

There are also opportunities available for Broadcast Video Production students to work with the CHS basketball team and the performing arts technical theatre. The understanding of the media work flow from beginning concepts to end products are taught and actively applied throughout the class.

To complete this pathway, students must complete three courses of Broadcast Video Production.

Courses
AV Technology & Film
AV Technology & Film II
AV Technology & Film III

Skills and Competencies
Filming
Basic Editing
Story Concepts
Media Law and Ethics
Crew Chiefs
Production Manager
Director
Technical Engineer

Related Careers
Television Production
Radio Productions
Public Relations
Ministry Production

CTSO
SkillsUSA

BUSINESS ACCOUNTING AND FINANCIAL SERVICES

BY THE NUMBERS

Business Accounting/ Financial Services and Business Management and Administration
The Carrollton High School BCS Department is accredited by the Society of Human Resource Management and is part of the Career, Technical, and Agricultural Education division of the Georgia Department of Education. Within this division, career pathways have been developed to narrow studies to career interest areas. To complete a career pathway, students must complete all three courses.

Courses
Intro to Business & Technology
Financial Literacy
Banking, Investing, & Insurance

Skills and Competencies
In the Business and Computer Science program students are given the chance to learn about finance, accounting, legal operations of business, administrative support, information management, small business development, international business, and computing.

Students learn first-hand how to implement successful business plans and manage people, budgets, and products. Students will work with the latest technological tools and innovative curriculum in hands-on learning projects and will also master standards pertaining to ethical and privacy issues related to computers, business, finances, and the internet.

Related Careers
Accounting and Auditors
Bookkeeping/Accounting/ Auditing Clerks
Tax Preparers
Financial Analysts
Real Estate Agent
Securities/Commodities Sales
Corporate Controller
Advertising and Promotion Manager
Chief Executive
Plant Controller
General and Operations Manager
Marketing Research Analyst
Business Owner
Attorney/Agent

CTSO
FBLA

COMPUTER SCIENCE

COMPUTING FOR THE FUTURE

The Computer Science program at Carrollton High School is an Industry Certified program that provides a variety of project based assignments to introduce students to the world of technology. Students will use a design process to create mobile apps and games as well as desktop programs to solve problems. Students will also create artifacts using digital tools to document their progress. Students will use the problem solving process to break problems apart and formulate problem definitions.

The program also encourages students to take on challenging, but authentic problems that need to be solved in our community. That has led to many student created apps being published on Google Play and the App Store. As of 2020, CHS students have had apps downloaded from 157 different countries. The cumulative download total exceeds 25,000. Some of the most popular apps in our community include Trojan Sight Words and Trojan Quick Math. Each of these apps were developed to help our younger Trojans at CES. Our program has also published a game developed on Unity for the App Store called Trojan Trails.

Courses

Two Pathways are available through Computer Science. To be a pathway completer, students must complete the three courses associated with the pathway:

Computer Science
Intro to Digital Technology
Computer Science Principles
OR
AP Computer Science Principles
AP Computer Science

Programming
Intro to Digital Technology
Computer Science Principles
OR
AP Computer Science Principles
Programming, Games and Apps in Society

Skills and Competencies
The Design Process
App Development
Game Development
Creating Digital Artifacts
Solving Authentic Problems
Break Problems Apart
Using Digital Tools
Developing Prototypes
Formulate Problem Definitions
Collect Data

Related Careers
Computer Programmer
Software Engineer
Web Developer
Database Administrator
Game Developer

CTSO
FBLA

CULINARY ARTS

COOKING UP A STORM!

The Culinary Arts pathway includes three courses. In the Intro class we learn about safety and sanitation, proper hygiene, names and uses of kitchen utensils and equipment, cooking terminology, and nutrition. We end the semester cooking basic dishes. Culinary I expands on the topics learned in the Intro class. Students take the ServSafe Food Handlers exam. Upon sucessful completion, they will have earned a credential that can be shown to potential employers. Culinary I also covers the use and maintenance of kitchen equipment, culinary math, baking, menu planning, and sauces. We are responsible for providing breakfast for our Administrator's team meetings on Fridays. In addition, we provide meals and snacks for various events on campus. We end the semester with our version of Cupcake Wars.

In Culinary II, in addition to preparing meals for an occasional catering job, we have created a program called Trojan Takeout. It allows teachers and staff to pre-order meals each week. Culinary II students also prepare for their End of Pathway Assessment (EOPA), an industry-created exam that covers all topics learned in the Culinary Arts pathway. Other topics covered in Culinary II are the preparation of various meats, understanding garde manger front and back of house jobs/respoinsibilities, and creating a fictitious restaurant from the ground up.

Courses
Introduction to Culinary Arts
Culinary Arts I
Culinary Arts II

Skills and Competencies
Food Preparation
Food Safety and Sanitation
Leadership
Planning and Organization
Knife Skills and Use
Nutrition

Related Careers
Hospitality iIndustry
Catering
Food Sales and Marketing
Food Styling
Cook/Chef

CTSO
FCCLA

PREPARING EARLY CHILDHOOD EDUCATORS

The Early Childhood Education pathway prepares students for employment in early childhood education and services. Students learn the history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses. Finally, students engage in an in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition are also addressed throughout the pathway.

Upon completion of the three pathway courses, students are eligible to complete a practicum course.The practicum offers a field experience under the direct supervision of a certified early childhood educator (mentor). This field experience may be used as partial requirements for the candidate to earn the nationally recognized CDA credential.

Courses
Early Childhood Ed I
Early Childhood Ed II
Early Childhood Ed III
Early Childhood Ed Practicum

Skills and Competencies
Communication Skills
Problem Solving Skills
Critical Thinking Skills
Legal Considerations
Educator Benefits
Lesson Planning
Classroom Management
Assessment

Related Careers
Preschool Teacher
Elementary School Teacher
Childcare Worker
Nanny

CTSO
FEA

STEM: SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH

The initiative for STEM classes in high schools across the United States was a response to the need for improved Math and Science achievement for all students. There's also a need for more students to enter the fields of Science, Mathematics, and Engineering due to the storage of qualified Americans in each of these fields.

Taking this into consideration, our STEM class at Carrollton High School has chosen to focus on robotics and its role in Engineering. Students are given learning opportunities to connect software skills with state-of-the-art technology and machinery. A large portion of the class involves building and programming robots to accomplish various tasks. Through these activities, students learn a great deal about the engineering design cycle as well as key components of any mechanical, electrical, or computer engineering programs. The students will gain skills that are directly applicable to technology and manufacturing employment opportunities and will be introduced to a variety of technology. AutoDesk software such as Inventor, AutoCAD, and 3D Studio Max will be used to build, test, and gather data pertaining to robotics. Students will also be using VEX robotics to create a robot. Projects will vary from manipulating software to gain more knowledge about robotics to programming a robot that can climb a ladder. Laser engraving equipment as well as CNC (Computer Numerated Control) machines, 3D printers, and Engravers are implemented into the STEM class. Students are able to virtually and physically operate these machines. Students will create and test a wide range of products throughout the course.

Courses
Foundations of Engineering & Technology
Engineering Concepts
Engineering Applications

Skills and Competencies
Critical Thinking
Problem Solving
Teamwork
Lab Safety Skills
Computer Drafting Skills
Construction
3D Printing
Computer Modeling Interface
Technical Drawing
Engineering Tool Management and Safety

Related Careers
Mechanical Engineering
Structural Engineering
Industrial Engineering
Project Management
Laser Production Manager
STEM Teacher
Robotics
CNC Machine Operators

CTSO
TSA

BUSINESS, DIY-STYLE

How do you turn an idea into a business? Experience just that in this pathway! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course.

Courses
Intro to Business & Technology
Legal Environment of Business
Entrepreneurship – BMA-ENT

Skills and Competencies
In the Business Management and Administration program students are given the chance to learn about legal operations of business, administrative support, information management, small business development, and international business. Students learn first-hand how to implement successful business plans and manage people, budgets, and products. Students will work with the latest technological tools and innovative curriculum in hands-on learning projects and will also master standards pertaining to ethical and privacy issues related to computers, business, finances, and the internet.

Related Careers
General and Operations Manager
Marketing Research Analysis and Marketing Specialist
Personal Financial Advisor
Business Owner
Attorney/Agent

CTSO
FBLA

CREATING FOR TOMORROW

The Graphic Communications program at Carrollton High School provides an overview of the printing industry, its basic operations, composition, safety practices, digital photography, teamwork, and job application skills. It requires the production of simple printed materials from concept through bindery operations. Classroom learning experiences are integrated with work-based learning to develop knowledge, skill, and attitudes necessary for entry-level employment in the printing industry or advanced standing in a post-secondary technical program. In 2006, our Graphic Communications program became the first completely digital high school program in Georgia and continues to set the benchmark for Graphic Communications education. Graphic Communications (GC) is the process and industries that create, develop, produce, and disseminate products utilizing or incorporating words or pictorial images to convey information, ideas, and feelings. GC products facilitate learning, enjoyment, motivation, and commerce. GC includes the family of market segments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries; they are often referred to as the graphic arts, print or imaging industries

Courses
To be a pathway completer, students must complete the three courses associated with the pathway:

Graphic Communication
Introto Graphics & Design
Graphic Design & Production
Graphic Output Process

Graphic Design
Intro to Graphics and Design
Graphic Design & Production
Advanced Graphic Design
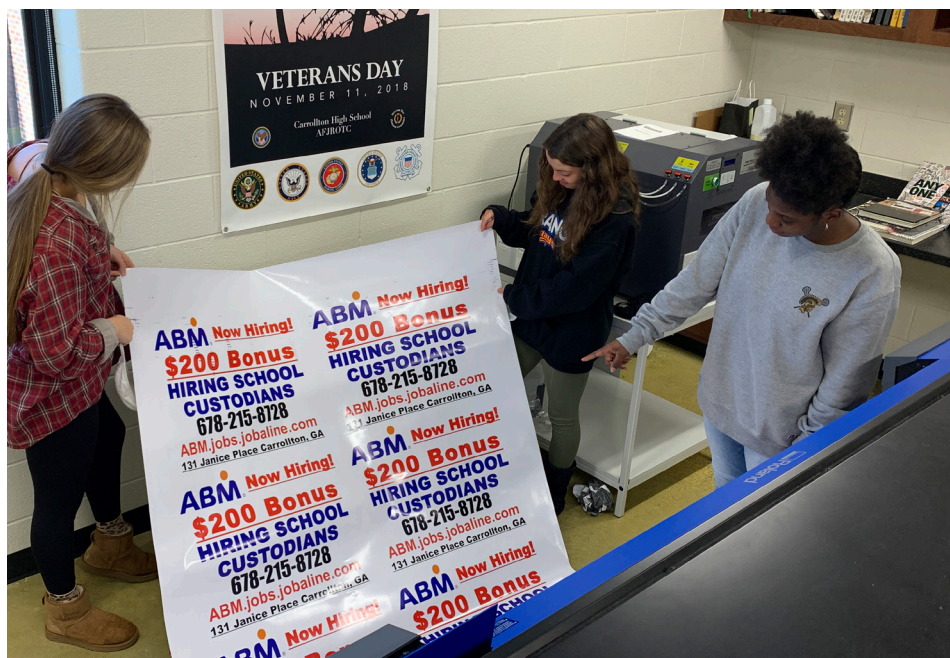
Skills & Competencies
The Printing Process
Safety in Graphics
Technical Production Flow
Legal Considerations
Cost Estimation
Digital Imaging
Color Theory
On Demand Printing
Finishing/Bindery
Typesetting

Related Careers
Public Relations & Marketing
Print Production
Graphic Design
Production Management

CTSO
SkillsUSA

TAKING CARE OF THE WORLD

Healthcare Science is a multi-level pathway designed to introduce students to the world of allied health careers. Students will gain knowledge and skills that will build the foundation required to pursue either an entry-level position in healthcare or post-secondary education. Students gain insight into how modern medicine has developed throughout the centuries, legal and ethical issues related to healthcare, medical terminology, anatomy and physiology, pharmacology, career options, various clinical skills, and on-site clinical experiences for students in third year or higher. In addition, students are involved in community activities such as Hospice, Relay for Life, and sports physicals.

Courses
Introduction to Healthcare Science Technology Education(Level 1)
Essentials of Healthcare (Level II)
Allied Health and Medicine (Level lll)
Sports Medicine (Level III)
Various Internship and WBL Opportunities

*Indicates that an application & interview are required for acceptance into these classes

Related Courses
Biology
Chemistry

Human Anatomy and Physiology
English
Math
Sports Medicine
English
Math
Sports Medicine

Skills & Competencies
Basic Nursing
First Aid Certification
Bio-hazardous Materials
CPR Certification
Clinical Practices
Professional Code of Ethics
Communication Skills
HIPAA
Assessment & Interpretation of Vital Signs
Professional Code of Conduct
Medical Reports
Medical Legal and Ethical Issues
Patient & Resident Rights
Physical Assessment
Medical Terminology
Pharmacology Leadership
OSHA and CDC Mandates

Related Careers
Counseling
Dentistry Fields
Diagnostic Services
Dietetics
Forensic science
Health Information System

CTSO
HOSA

LAW AND PUBLIC SAFETY

Criminal Investigations
The Law, Public Safety, Corrections and Security Career Cluster Criminal Investigations course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation.

Courses
Introduction to Law, Public Safety, Corrections and Security
Criminal Justice Essentials
Criminal Investigations

Skills and Competencies
Communication Skills
Problem Solving Skills
Critical Thinking Skills
Legal Considerations
Critical Thinking

Related Careers
Attorney
Investigator
Police Officer
Police Detective
Paralegal
Case Management Specialist
Jailor
Task Force Agent

CTSO
SkillsUSA

TEACHING AS A PROFESSION PATHWAY

Touching the Future Preparing the next generation of teachers is important and each school system would love to grow their own teachers from their current students. As the population in Carrollton grows along with an increasing number of veteran teachers approaching retirement, there will be strong demand for qualified teacher candidates. The Teaching as a Profession Pathway offers CHS students an introduction to the field of education, new ways to approach education in our increasingly diverse society, and practical experience in the classrooms at Carollton Elementary School, Carrollton Upper Elementary School, and/or Carrollton Junior HIgh School.

Teaching as a Profession Pathway is perfect for the student who wishes to become a school teacher, counselor, media specialist or administrator—or anyone in a related field, such as school social worker, teaching assistant etc. Upon successful completion of this pathway and passing test scores on the end of pathway assessment, students can earn credit for an introductory education course at the University of West Georgia.

Courses
Examining the Teaching Profession
Contemporary Issues in Education
Teaching as a Profession Internship

Skills and Competencies
Communication Skills
Problem Solving Skills
Critical Thinking Skills
Legal Considerations
Educator Benefits
Lesson Planning
Classroom Management
Assessment

Related Careers
Primary School Teacher
Middles School Teacher
Media Specialist
Secondary School Teacher
School Counselor
School Administrator

CTSO
Educators Rising

CTSOs FOR THE WIN!

Family, Career, Community Leaders of America (FCCLA), founded in 1945, is a dynamic and effective national student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through family and consumer science education. FCCLA offers members the opportunity to expand their leadership potential and develop skills for life- planning, goal setting, problem solving, decision making, and interpersonal communication- necessary in the home and workplace.

Future Business Leaders of America (FBLA) brings business and education togetsher in a positive working relationship through competitive events, travel, service projects, and social events. FBLA helps students develop leadership abilities and prepare for entry into, and advancement within, a business or business-related occupation. Members learn how to engage in business enterprise, how to direct the affairs of a group, and how to compete honorably in competitive events. These activities help prepare students to be better employees and better citizens.

Future Georgia Educator
Future Georgia Educators is a co-curricular or program designed to provide middle and high school students with the opportunity to explore careers in education. FGE is sponsored by the Professional Association of Georgia Educators (PAGE), the state's largest professional organization for educators. FGE chapters serve not only to encourage young people into the noble profession of teaching, they also begin to prepare them for the realities of the classroom. As we like to say, FGE gives students a chance to explore teaching "from the other side of the desk."

HOSA Future Health Professionals is a national student organization endorsed by the U.S. Department of Education and the Health Science Education Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the healthcare industry and to enhance the delivery of quality healthcare to all people. HOSA's goal is to encourage all health occupations instructors and students to join and be actively involved. HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary, postsecondary, adult, and collegiate students enrolled in HSE programs.

SkillsUSA has developed more than 10 million workers through active partnerships between employers and educators. SkillsUSA's mission is to empower its members to become world-class workers, leaders and responsible American citizens. At the heart of this mission are SkillsUSA's core values: integrity, responsibility, citizenship, service, and respect. SkillsUSA Georgia is focused on serving high school students involved in Architecture, Construction, Communication, Cosmetology, Public Safety and Transportation pathways.

The Technology Student Association (TSA) is a national organization of students engaged in STEM (science, technology, engineering, and mathematics). It is open to students enrolled in or who have completed technology education courses. TSA is supported by educators, parents, and business leaders who believe in the need for a technologically literate society. Members learn through exciting competitive events, leadership opportunities, and much more. A wide range of activities makes TSA a positive experience for every student.

EARN COLLEGE CREDIT WHILE STILL IN HIGH SCHOOL

To be eligible for participation in dual enrollment, a student must be a high school student in grade 9-12, be legal resident of Georgia, be on track to graduate and maintain satisfactory academic progress towards fulfilling applicable high school graduation requirements, meet all college admission and registration requirements, and meet local system requirements.

Eligible students and their parents/guardians must schedule an advisement session with the high school counselor to discuss and select the appropriate program to meet both secondary and postsecondary program requirements.

There are approved state course lists for the different dual enrollment/dual credit programs, including the Accel list, Dual Enrollment Matrix Course Directory, and the Move on When Ready Supplemental List. Dual enrollment/dual credit courses must count toward the student's high school graduation requirements and meet the local school system's graduation unit requirements. Students who successfully complete any dual enrollment coursework receive both secondary and postsecondary credit. College credits earned while in a dual enrollment program are transferable, based on postsecondary agreements between institutions. Students should be advised to consider these post-high school institution agreements when planning dual enrollment coursework.

Georgia Tech and The University of West Georgia allows early entrance through the Dual Enrollment program for academic acceleration to talented high school students. Dual Enrollment students can take classes in the Fall, Spring, and Summer semesters.

The Dual Enrollment program at **West Georgia Technical College** provides an opportunity for high school students to enroll in college courses, earning credit for both! Students at a participating eligible public or private high school, or home school program in Georgia take coursework at WGTC and earn credit toward both high school graduation or home study completion and college. Students must have approval from their high school guidance counselor and their parents to participate. The program is offered during all academic semesters.

LET THE GAMES BEGIN!

Esports has been at Carrollton High School since 2018. We play League of Legends, Smite and Rocket League. Each game is a team based game where players work together to accomplish a common goal. Currently, we have two leagues to participate in: State and Rec Leagues. The State league is very competitive with a traditional sports feel. This league also awards a State Championship at the end of each season. Our Rec League is more casual and allows players to level up their skills in a less stressful environment. Although there isn't a State Championship, PlayVS will award a Regional Champion at the end of the season.

Esports describes the world of organized and competitive gaming. It involves teams of people playing games against each other much like traditional sports. However, the matchups take place over the Internet. Very little travel is required to have an esports team at the high school level.

Our esports platform is provided by PlayVS who is a partner with NFHS. The PlayVS platform powers high school and college esports leagues. They handle matchmaking, scheduling, logistics, stats, and pretty much anything that is required to get started. They provide a great interface to allow students to transition from high school to college esports.

League of Legends is a team-based strategy game where two teams of five powerful champions face off to destroy the other's base. Players can choose from over 140 champions to make epic plays and take down towers to battle your way to victory. The game is developed by Riot Games.

Smite is a 3D fantasy MOBA(Multiplayer Online Battlefield Arena) where players take on the role of mythological gods and battle in team-based arenas. Unlike most games in the genre, Smite has a third person camera view and keyboard controls that put players closer to the action. The game is developed by Hi-Rez Studios.

Rocket League is a fantastical sport-based video game, developed by Psyonix. It features a competitive game mode based on teamwork and outmaneuvering opponents. It's basically "soccer with cars". It also gives you the ability to customize your car and then hit the field and compete in one of the most critically acclaimed sports games of all time.

HONORING TECHNICAL EXCELLENCE

Mission
To honor student achievement and leadership, promote educational excellence, and enhance career opportunities for the THS membership.

Vision
To be the leader in providing recognition for excellence in career and technical education and creating significant occupational opportunities for America's top workforce education students.

Commitment
- Providing the highest quality recognition for outstanding students in career and technical education.
- Supplying excellent services to our diverse membership and member schools.
- Providing scholarship opportunities for its members

Creating new and emerging relationships between the educational community and business industry.

Being a flexible organization on the leading edge of technology and constantly responding to change.

Maintaining financial responsibility to meet our increasing needs.

Sustaining growth, innovation, and continuous improvement based upon ongoing evaluation.

Criteria
- Must be a junior or senior
- Must have an overall grade point average of at least 85
- Must have at least three courses in a program of study and four overall in CTE with a grade point average of 90
- Must complete an application which includes teacher recommendations. Induction Ceremony is held in the spring of the year

Students Receive
Certificate of membership, special honor cords to be worn at graduation, and a special seal on diploma.

CRAFTSMANSHIP FOR THE WIN

Two generations ago, a skilled craftsman could make enough money to earn a living to support his family. A generation later, it became a little more difficult, and today, a virtual impossibility. Though noble professions, jobs in the trades slowly gave way to other options for young families, creating a crisis in the construction industry searching for quality employees.

Ben Garrett, president of locally-based construction company RA-LIN and Associates, knows all too well how this scenario has played out. Through the relationship RA-LIN already had with Carrollton City Schools as the general contractor of the system's recent high school replacement project, he shared his laments one day with Superintendent Dr. Mark Albertus.

Albertus took Garrett's words to heart and discussed options with Carrollton High School Principal David Brooks and Ian Lyle, the school's Career, Technical and Agricultural Education director. They discussed how, after years of educational institutions focusing on the academics of college, the pendulum was swinging back to valuing training in the trades as well.

Fast forward a couple of years and a partnership between RA-LIN and Carrollton High School is trying to address this goal through a hands-on internship program for 10 CHS juniors and seniors.

The focus of the program is for students to learn the basic skills of as many construction trades as time allows in the given school year. Strengths of the program are the field site opportunities the students experience so they can develop first-hand knowledge about construction situations that can't be conveyed effectively in a classroom.

The program is gaining notoriety in the construction industry and educational circles. The internship was recently featured in a Georgia School Boards Association magazine for the program's efforts working with school district's College and Career academies to show thm how the CHS internship works.

HEROS ENTER HERE

Tanner Connections is a work-based learning internship program for high school students that allows them to get out of the traditional classroom environment and gain real-world experience at Tanner Health System facilities.

Tanner Connections started through a partnership with Tanner Health System and local high schools in Carroll and Haralson counties. The program has now grown to include high schools in Randolph County, Ala. More than 250 students from around the region have successfully completed the program.

According to Nancy Harris, RN, BSN, CCRN, nurse manager for the intensive care unit (ICU) at Tanner Medical Center/Carrollton, students in the Tanner Connections program really do receive a hands-on experience, taking on a share of the responsibilities and day-to-day tasks of a real nurse.

"We allow our students to be part of the team, and I think that's one of the reasons they enjoy it so much," said Harris, who usually takes on several students every semester. "Our nurse techs show them how to stock the medical supply carts and resupply linen. They may help feed patients who need assistance feeding themselves. And our students also observe a lot. Sometimes we have to perform procedures in the ICU, like bronchoscopies, EGDs and minor procedures, such as line placements and wound debridement. Will has been able to learn and observe a lot in our unit."

To be eligible to participate in the Tanner Connections program, a student must:

- Attend a high school in Carroll County, Carrollton City, Bremen City, or Haralson County school districts
- Participate in his or her school's Work Based Learning program
- Maintain a minimum 2.5 GPA
- Have no discipline issues
- Be on track to graduate
- Have completed one class in their career pathway

After these criteria are met, the student will submit two references from teachers and a one- to two-page essay on why he or she should be considered for the Tanner Connections program. Selections are based upon position availability, quality of the essay, and references.

For more information or to apply for this internship, contact Ms. Kasey Austin or Ms. Shannon Bright here at CHS.

A FOOT IN THE DOOR

Work-Based Learning
Work-Based Learning (WBL) placements represents the pinnacle of the career-related education experience. To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined career pathway in order to participate in the WBL component of career-related education.

This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the Career Technical and Agricultural Education classes they have completed or in which they are concurrently enrolled. Carrollton High School offers students the opportunity to participate in WBL placements through the Internship and Youth Apprenticeship programs.

Internship
An Internship is a one-time, short-term placement that is directly related to a student's program of study. This may be a paid or unpaid opportunity, and may involve intensive observation. Students may receive one unit of credit per semester for this experience.

For more information about Work-Based Learning at Carrollton High School, contact Kasey Austin (email: kasey.austin@ carrolltoncityschools.net).

HOPE = SUCCESS

With statistics like the ones students are facing all over the country — 3 out of 10 will not graduate — it's easy to lose hope. But at Southwire, we realize hope is as integral to success as classroom instruction or on-the-job training and 12 for Life combines all three into a program that works.

Turning to the community for crucial support, Southwire developed the cooperative 12 for Life program with Carroll County schools in 2007. We provided students a place where they could mix classroom time with time on the floor at a real manufacturing plant, gaining an education, a paycheck, key work and life skills, and the all-important hope—for a diploma, for success in the workplace, and for a better life.

How it Works

The only program of its kind, 12 for Life seeks to instill in students the belief that if they complete a full 12 years of education, they will have better lives. It's a truly cooperative program, a partnership between community and school that targets students who are at a tipping point in their life. 12 for Life is not a vo-tech program. Instead, our program administrators work with each individual student to customize an education, training, and work plan built around each student's unique challenges and needs to help that student graduate on time – and with a regular high school diploma.

The foundation of 12 for Life's educational component is Georgia's work-based learning program of cooperative education. To develop the program curriculum, Carroll County school officials used the diversified cooperative training, which is the approved work-based learning program for students enrolled in trade and industrial education programs. Modeled after the youth apprenticeship program, students have the opportunity to earn 2 credits per semester while enrolled in the 12 for Life program.

The 12 for Life curriculum uses traditional textbooks for a work-based learning class, as well as a work ethics program designed by the Technical College System of Georgia. It also employs WorkKeys, a job skills assessment system that measures real-world skills employers believe are critical to job success.

AIR FORCE JROTC

Aerospace Leadership
Citizenship 100
The Leadership 100 textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program, providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self control; and citizenship.

Aerospace Science
Aviation History 100
Milestones in Aviation History
This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. The intent of this course is to bring alive the significant discoveries in flight.

Aerospace Leadership
Communication 200
Leadership 200 focuses on the Air Force Junior Reserve Officer Training Corp (AFJROTC) mission to "develop citizens of character dedicated to serving their nation and community." This is accomplished through better communication, increased awareness of self and others, and improved leadership. Woven throughout the course is the underlying theme of developing personal integrity while emphasizing leadership.

Aerospace Science
Science of Flight 200
Aerospace Science: Flight Science Standards The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. Georgia Standards of Excellence are designed to continue the student investigations of the sciences that began in grades K-8 and provide students the necessary skills to be proficient in Aerospace Science. These standards include more abstract concepts such as principles and physics of flight, aircraft motion and control, flight propulsion, meteorology, weather elements affecting atmospheric flight, aviation weather forecasting, human flight physiology, navigation elements, navigation planning, flight instrumentation and navigation technology. This course has been approved as a 4th science toward GA high school graduation requirements as well as by USG Regent's approval for admissions.

Aerospace Leadership:
Career Exploration 300
Leadership 300 focuses on the Air Force Junior Reserve Officer Training Corp (AFJROTC) mission of "building better citizens for America." This is accomplished through excellence in citizenship, and through teaching the values of community service, responsibility, character, and self-discipline. The course is designed to equip students with essential life skills, focusing on educational and career paths. The underlying theme of the course emphasizes that responsibility in life skills supports good citizenship. Mid-Continent Research for Education and Learning (McREL) Correlated to McREL Standards for Life Work, Self-Regulation, Thinking and Reasoning, Working with Others, Behavioral Studies, and Language Arts.
Aerospace Science:

Exploring Space & Cyber 300
The Aerospace Science: Exploring Space Georgia Standards of Excellence are designed to continue the student investigations of the sciences that began in grades K-8 and provide students the necessary skills to be proficient in Aerospace Science. These standards include more abstract concepts such as principles of astronomy, characteristics of the solar system, components for space exploration, human space flight physiology, history and future of space exploration, space robotics, orbital and space flight physics, and mechanics.

Aerospace Leadership
Management 400
Leadership IV, Life Skills and Career Opportunities discusses principles of management. It includes definitions and histories of the discipline, conflict management, negotiation, and mentoring. It covers management techniques including principles and functions of management; management decisions involving conflict management, personal coping mechanisms, skills, roles, performance of management, and delegation; management functions of problem solving, decision making, negotiation, and mentoring, and managing one's self and others by managing self- development, time, and information.

Aerospace Science:
Corps Management
Aerospace Science: Corps Management provides practical experience in principles of management. It includes actual opportunities for discipline, conflict management, negotiation, and mentoring. Cadets apply management techniques including principles and functions of management;

make management decisions involving conflict management, personal coping mechanisms, skills, roles, performance of management, and delegation; and manage cadet problem solving, decision making, negotiation, and mentoring while learning to apply self-development, time, and information principles.

ARCHITECTURAL DRAWING & DESIGN

Introduction to Drafting and Design
Introduction to Architectural Drawing and Design is a foundation course that serves as an introduction to the drafting and design field and is a prerequisite to all other courses in the Architectural Drawing and Design program. Emphasis is placed on safety, geometric construction, fundamentals of Computer-Aided Drafting, and multi-view drawings. Students learn drafting techniques through the study of geometric construction at which time they are introduced to computer aided drafting and design. The standards are aligned with the drafting and design standards in the Georgia's technical colleges, thus helping students qualify for advanced placement should they continue their education at the post-secondary level. Further, the standards are aligned with the national standards of the American Design Drafting Association (ADDA).

Architectural Drawing and Design I
Architectural Drawing and Design I is a one-credit course that introduces students to the basic terminology, concepts, and principles of architectural design. Emphasis is placed on house designs, floor plans, roof design, elevations (interior and exterior), scheduled, and foundations.

Architectural Drawing and Design II
Architectural Drawing and Design II is a one-credit course that builds on the skills developed in Architectural Drawing and Design I. Emphasis is placed on schedules, plumbing, heating and air, graphic presentations, plot/site plans, specifications, and building estimations. While the term computer-aided design (CAD) does not appear in each competency, CAD tools and software should be used extensively throughout the course.

Approved internship available fourth year

AUDIO-VIDEO TECHNOLOGY FILM

Audio-Video Technology Film
As the foundational course in the Audio & Video Technology & Film pathway, this course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. SkillsUSA and Technology Student Association (TSA) are examples appropriate organizations for providing leadership training and reinforcing career and technical skills. All material covered in Audio & Video Technology& Film I will be utilized in subsequent courses. The pre-requisite for this course is advisor approval.

Audio-Video Technology Film II
This one-credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA and Technology Student Association (TSA)are examples of, but not limited to, appropriate organizations for providing leadership training and/ or for reinforcing specific career

and technical skills and may be considered an integral part of the instructional program.

Audio-Video Technology Film III
This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. SkillsUSA and Technology Student Association (TSA) are examples appropriate organizations for providing leadership training and reinforcing career and technical skills.

Approved internship available fourth year

BUSINESS ACCOUNTING & FINANCIAL SERVICES

Introduction to Business & Tech
Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/ choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects

throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification. The prerequisite for this course is advisor approval.

Financial Literacy
How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART! Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places

great emphasis on problem solving, reasoning, representing, connecting and communicating financial data. Various forms of technologies and internet research will be highlighted to expose students to the resources available when managing personal financial goals. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Financial Literacy is the second course in the Business Accounting and Financial Services pathways in the Finance Cluster. Students enrolled in this course should have successfully completed Introduction to Business & Technology.

Banking and Investing
Explore the financial world as students dive into the main areas of financial services, including banking, investing, and insurance. Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. Through projects, students will determine the risks faced by individuals and businesses and decide on the proper risk management techniques to mitigate those risks. Investigating both personal and business insurance products and deciding which products are suitable for a specific customer profile will be covered. Ethical issues and case studies involved in the financial services industry will be

used to determine how industry regulations are developed. An investigation of careers in the financial services industry will be explored throughout this course. Concepts of this course will be enhanced by business partnerships with community financial institutions, investment firms, insurance companies, stock market simulations, guest speakers, virtual experiences, technology and field trips. Various forms of technologies and Internet research will be highlighted to expose students to the resources in the financial industry. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Banking, Investing, and Insurance is the final course in the Financial Services pathway in the Finance Cluster. Students enrolled in this course should have successfully completed Introduction to Business and Technology and Financial Literacy. After mastery of the standards in this course, students should be prepared to earn an industry-recognized credential in this career area.

COMPUTER SCIENCE

Introduction to Digital Technology
Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not

only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world. Introduction to Digital Technology is a course that is appropriate for all high school students. The pre-requisite for this course is advisor approval.

Computer Science Principles
How can computing change the world? What is computer science? Engage your creativity, demonstrate and build your problem solving ability all while connecting the relevance of computer science to the society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. Through both its content and pedagogy, this course aims to appeal to a broad audience. The focus falls into these computational thinking practices: connecting computing, developing computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating.

Various technologies will be used to expose students to resources and application of computer science. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Computer Science Principles is the second course in the pathways Programming and Computer Science in the Information Technology Cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology.

AP Computer Science Principles
This course fully addresses the seven "Big Ideas" of Computer Science: Abstraction, Creativity, Data and Information, Algorithms, Programming, Global Impact, and The Internet. The lessons and materials used incorporate Project-Based Learning (PBL), a pedagogical approach that actively engages students in the educational process, improves retention, and develops problem solving, critical thinking, and group communication skills. Through this collaborative, learner-centric approach, students are encouraged to explore the advantages and societal impact of computational technology while developing their own programming and computational thinking skills.

AP Computer Science A
AP Computer Science A is a college level computer course covering the applications of computing within the context of programming methodology, algorithms, and data structures. This is a one semester course and students can take The College Board Computer Science A examination in May to earn college credit. The computer language that will be used is Java, and we will also be using BlueJ to develop programs. Prerequisites include Algebra Concepts or Intro to Digital Technology and

Computer Science Principles.

Programming, Games, Apps, and Society
Are you ready to design and develop? The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry. Various forms of technologies will be used to expose students to resources, software, and applications of programming. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard for this course. Programming, Games, Apps and Society is the third course in the Programming pathway in the Information Technology cluster. Students enrolled in this course should have successfully completed Introduction to Digital Technology and Computer Science Principles. After mastery of the standards in this course, student should be prepared to take the end of pathway assessment in this career area.

CULINARY ARTS

Introduction to Culinary Arts

Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts. Mastery of standards through project-based learning, technical skills practice, and leadership development activities of Family, Career and Community Leaders of America, (FCCLA) will provide students with a competitive edge for either entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education and training. The pre-requisite for this course is advisor approval.

Culinary Arts I
Culinary Arts I creates a complete the second course in the Culinary Arts Career Pathway, the prerequisite for this course is Introduction to Culinary Arts. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts.

Culinary Arts II
As the third course in the Culinary Arts Pathway, the prerequisite for this course is Culinary Arts I. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.

Approved internship available fourth year

EARLY CHILDHOOD EDUCATION

Early Childhood Education I
The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children.

Early Childhood Education II
The Early Childhood Education II course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications. Early childhood care, education, and development issues are also addressed and include health, safety, and nutrition education; certification in CPR/First Aid/Fire Safety; information about child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

Early Childhood Education III
The Early Childhood Education II course provides provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition.

Approved practicum available fourth year

ENGINEERING & TECHNOLOGY

Foundations of Engineering and Technology
The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the "E" in STEM. Advisor approval required.

Engineering Concepts
Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment. The prerequisite for this course is Foundations of Engineering and Technology.

Engineering Applications
Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM)to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to

demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering. The prerequisite for this course is Engineering Concepts.

ENTREPRENEURSHIP

Business Management & Administration

Introduction to Business & Technology is the foundational course for Business and Technology, Entrepreneurship, and Human Resources Management pathways. The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills

and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. Introduction to Business & Technology is a course that is appropriate for all high school students. After mastery of the standards in this course, students should be prepared to earn an industry recognized credential: Microsoft Office Specialist for Word Core Certification. The pre-requisite for this course is advisor approval.

Legal Environment of Business

Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. Students will get an overview of business law while concentrating on the legal aspects of business ownership and management. Legal issues addressed include court procedures, contracts, torts, consumer law, employment law, environmental law, international law, ethics, and the role of the government in business. Students will not only understand the concepts, but will also apply their knowledge to situations and defend their actions, decisions, and choices. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the business world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are expanded in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout this course to demonstrate skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills and content standards of this

course.Legal Environment of Business is the second course in the Entrepreneurship and Human Resources Management pathway in the Business Management & Administration Cluster. Students enrolled in this course should have successfully completed the first course in the pathway Introduction to Business & Technology.

Entrepreneurship

How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. Integration of accounting, finance, marketing, business management, legal and economic environments will be developed throughout projects in this course. Working to develop a business plan that includes structuring the organization, financing the organization, and managing information, operations, marketing, and human resources will be a focus in the course. Engaging students in the creation and management of a business and the challenges of being a small business owner will be fulfilled in this course. Various technologies will be used to expose students to resources and application of business principles for starting, operating and maintaining a business. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of the employability skills standard

for this course. Entrepreneurship is the third course in the pathway in the Business Management & Administration Cluster. Students enrolled in this course should have successfully completed Introduction to Business & Technology and Legal Environment of Business. After mastery of the standards in this course, students should be prepared to take the end of pathway assessment in this career area.

GRAPHIC COMMUNICATIONS

Introduction to Graphics and Design

This course will provide students with an introduction to the principles of graphic communications and design and its place in the world. This course should also help students to use computers effectively in their lives, thus providing a foundation for successfully integrating their own interests and careers. Students will acquire a fundamental understanding of the graphic communications and design world. They learn theories behind creating aesthetically pleasing designs and how to work with consumers. Exposure to career possibilities and discussion of ethical issues relating to graphic communications and design are important threads in this course.

Graphic Design and Production

This course focuses on the procedures commonly used in the graphic communication and design industries. Students will gain experience in creative problem solving and the practical implementation of those solutions across multiple areas of graphic communications.

Advanced Graphic Output Processes

Students gain experience successfully completing the output processes of various projects in an increasingly independent manner from direct teacher control. Students also learn to manage the output and completion process as a whole including customer relations management, printing, finishing, and binding. Students accumulate work samples that will constitute their personal portfolio. Upon successful completion of the course, students are prepared to move into employment or a post-secondary education where self-motivation of skill is expected.

Advanced Graphic Design

Students will continue to explore the principles of design and layout procedures.. Content will cover graphic design, page composition, image conversion, and digital printing. Knowledge and skills in digital design and imaging will be enhanced through experiences that simulate the graphic design industry and school-based and work-based learning opportunities.

Approved internship available fourth year

HEALTH SCIENCE & SPORTS MEDICINE

Introduction to Healthcare Science

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Healthcare Science pathway courses. This course will enable students to receive initial exposure to the many Healthcare Science careers as well as employability, communication, and technology skills necessary in the healthcare industry. The concepts of human growth and development, interaction with patients and family members, health, wellness, and preventative care are evaluated, as well as the legal, ethical responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including microbiology, basic life support and first aid. This course will provide students with a competitive edge to be the better candidate for either entry into the healthcare global marketplace and/or the post-secondary institution of their choice to continue their education and training. The pre-requisite for this course is advisor approval.

Essentials of Healthcare

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders and emerging diseases. The prevention of disease and the diagnosis and treatment that might be utilized are addressed, along with medical terminology related to each system. This course provides an opportunity to demonstrate technical skills that enforce the goal of helping students make connections between medical procedures and the pathophysiology of diseases and disorders. The pre-requisite for this course is Introduction to Healthcare.

Allied Health and Medicine

This course is designed to offer students (preferably upper classmen - juniors or seniors) the opportunity to become effective and efficient multi-skilled healthcare providers as they develop a working knowledge of various allied health opportunities. Students focusing on a career path in the healthcare field may apply classroom/lab knowledge and skills in the clinical setting as they participate in direct or simulated client care. The curriculum allows instructors to provide options for classroom/student growth opportunities in area(s) of interest to the student. These options may be determined by community need, available resources, and/or student interest, etc. This course was developed according to a basic 50-minute class time frame, but may be adjusted according to local system schedules. Instructors may select which classroom content standards 1-14 best meet his/her individual classroom needs in addition to the required clinical/capstone project to equal total class time available for the course.

Sports Medicine

This course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation including careers in Sports Medicine and Rehabilitative Services. This course will enable students to receive initial exposure to therapeutic services skills and attitudes applicable to the healthcare industry. The concepts of anatomy and physiology, assessment, preventative and rehabilitative care are introduced. Fundamental healthcare skills development is initiated, including medical terminology, kinesiology, patient assessment, record keeping, and basic life support. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare. Mastery of these standards through project-based learning, technical-skills practice, and leadership-development activities of the career and technical student organization will provide students with a competitive edge for entry into either the healthcare global marketplace or a post-secondary institution to pursue further education and training.

Approved internship available fourth year

LAW & PUBLIC SAFETY

Criminal Investigation

The Law, Public Safety, Corrections and Security Career Cluster Criminal Investigations course is designed to provide students with an opportunity to explore the basic processes and principles of a criminal investigation. Students will learn the legal responsibilities and challenges of the patrol officer, investigator, and crime scene technician at a crime scene. Students will learn the importance of preserving and documenting the crime scene along with the identification, collection, and processing of evidence and the contribution to the criminal investigation.

TEACHING AS A PROFESSION

Examining the Teaching Profession

Examining the Teaching Profession prepares candidates for positions in the field of education. Teaching Profession candidates study, apply, and practice the use of current technologies and effective teaching strategies. This course also focuses on the creation of an effective learning environment for diverse learners and students with special needs. Candidates will be prepared to practice their skills and knowledge at a variety of elementary and secondary education sites. Mastery of standards through project based learning, technical skills practice, and leadership development activities will provide students with a competitive edge for entry into the education global marketplace and/or the post-secondary institution of their choice to continue their education training.

Contemporary Issues in Education

This course engages the candidate in observation, interaction, and analysis of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and examine the teaching profession from different points both within and outside of the school. The candidate will then reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

Teaching as a Profession Practicum

This internship offers field experience under supervision of a certified teacher (mentor teacher). The internship stresses observing, analyzing, and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers. The candidate intern will develop a portfolio of their skills, plan and teach a lesson or lessons, understand and practice confidentiality as it pertains to the teaching profession, meet the needs of special education students, maintain the safety of the students, and practice professionalism and ethical behavior.

Miscellaneous Electives

Journalism (Yearbook)
Oral/Written Communication I-IV
Speech Forensics I-IV
Psychology (11th&12th)
Sociology (11th&12th)
SAT Preparation

Other Pathways

Advanced Academic
Fine Arts
World Language

Other Electives

Health and Physical Education
Work Based Learning
Dual Enrollment
Health/Professional Fitness
Team/Lifetime Sports
Sports Medicine
Advanced Weight Training (Girls)
Advanced Weight Training (Boys)
Physical Conditioning(Girls)

Georgia's
HOT Careers to 2026
The careers in this chart have it all!

Skills and Abilities
● advanced skills required   ○ moderate skills required

Work Activities
● frequently found   ○ occasionally found

HOT jobs have faster than state annual average job growth, above the state annual average wage, and have at least 400 annual openings.

Legend of fast job growth / Above average wages / At least 400 expected annual job openings

	Critical Thinking/Problem Solving	Judgement & Decision Making	Service Oriented/Instructing	Listening/Reading	Oral Expression/Comprehension	Dexterity/Arm-Hand Steadiness	Reasoning	Written Expression/Comprehension	Assisting & Caring for Others	Coaching/Training & Teaching Others	Communicating Outside Organization	Control Machines/Inspect Equipment	Interacting With Computers	Monitor Processes, Matrls, Surroundgs	Physical Acts/Handle-Move Objects	Process/Analyze Data or Information	Schedule/Orgniz, Plan, & Prioritiz Wrk	Thinking Creatively	2017 Edition - Georgia Wage Survey	2016-26 Annual Openings
Doctoral or professional degree																				
Physical Therapists	○	●	●	●	●	●	●	●	●	●	●		●	●	●	●	●	●	$86,800	410
Physicians & Surgeons, All Other	○	●	●	●	●		●	●	●	○	●		●	●		●	○	●	$224,200	440
Postsecondary Teachers, All Other	●	●	●	●	●		●	●	○	●	●		●	●		●	●	●	$77,200	490
Master's degree																				
Education Administrators, Elem & Sec	●	●	●	●	●		●	●	●	●	○	●	●		●	●	●	●	$94,400	730
Educational, Guidance, School, & Voc Counselors	●	●	●	●	●		●	●	●	●	○		●	●		●	●	●	$55,300	1,270
Healthcare Social Workers	●	●	●	●	●		●	●	●	●	●		●	●	○	●	●	●	$51,200	580
Instructional Coordinators	●	●	●	●	●		●	●	●	●	●		●	●		●	○	●	$57,600	700
Nurse Practitioners	●	●	●	●	●	●	●	●	●	●	○	●	●	●		●	○	●	$101,900	420
Physician Assistants	●	●	●	●	●	○	●	●	●	○	●		●	●		●	○	●	$100,800	400
Bachelor's degree																				
Accountants & Auditors	●	●		●	●	○	●	●			●		●			●	●	●	$78,100	4,200
Administrative Services Managers	●	●	●	●	●			●			●		●	●		●	●	●	$93,900	880
Airline Pilots, Copilots, & Flight Engineers	●	●	●	●	●	●					○	●	●			●	●	●	$92,300	800
Business Operations Specialists, All Other	○	●	○	●	●		●	●	●		○	●	○	●	●	○	●	●	$71,800	3,650
Civil Engineers	●	●	○	●	●		●	●		●		○	●	●		●	●	●	$90,200	880
Coaches and Scouts	●	●	●	●	●		●	●		●	●		●		●	○	●	●	$47,500	880
Compliance Officers	○	●	○	●	●		●	●		●	●	○	●	●		●	●	●	$62,400	770
Computer & Information Systems Managers	●	●	○	●	●		●	●		●	●		●	●		●	●	●	$138,800	1,040
Computer Occupations, All Other	●	●	○	●	●		●	●		●	●		●			●	●	●	$88,200	920
Construction Managers	●	●	○	●	●		●	●		●	○	●	●		●	●	●	●	$105,800	720
Cost Estimators	●	●		●	●		●	●		●		●			●	●	●		$62,300	640
Elementary School Teachers, Exc Spec Ed	●	●	●	●	●		●	●	●	●		●	●		●	●	●		$55,600	4,620
Financial Analysts	●	●		●	●		●	●			●		●	●		●	○	●	$80,800	700
Financial Managers	●	●		●	●		●	●		●	●		●	●		●	●	●	$143,700	1,740
Financial Specialists, All Other	●	●	○	●	●		●	●		●	●		●	●		●	○	●	$77,900	440
General & Operations Managers	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$116,400	8,910
Health Educators	●	●	●	●	●		●	●	●	●	●		●	●		●	●	●	$77,100	460
Human Resources Managers	○	●	●	●	●		●	●	●	●	●		●	●		●	●	●	$122,400	460
Human Resources Specialists	○	●	○	○	●		●	●		●	●		●	●		●	●	●	$61,200	1,940
Industrial Engineers	●	●		●	●		●	●		●	●	●	●		●	●	●	●	$82,800	580
Kindergarten Teachers, Exc Spec Ed	●	●	○	●	●		●	●	●	●			●			●	●	●	$53,300	740
Loan Officers	●	●	●	●	●		●	●		●		●			●	●	●	●	$76,900	790

Georgia's HOT Careers to 2026

The careers in this chart have it all!

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Occupation	Critical Thinking/Problem Solving	Judgement & Decision Making	Service Oriented/Instructing	Listening/Reading	Oral Expression/Comprehension	Dexterity/Arm-Hand Steadiness	Reasoning	Written Expression/Comprehension	Assisting & Caring for Others	Coaching/Training & Teaching Others	Communicating Outside Organization	Control Machines/Inspect Equipment	Interacting With Computers	Monitor Processes, Matrls, Surroundgs	Physical Acts/Handle-Move Objects	Process/Analyze Data or Information	Schedule/Organiz, Plan, & Prioritiz Wrk	Thinking Creatively	2017 Edition - Georgia Wage Survey	2016-26 Annual Openings
Bachelor's degree continued																				
Logisticians	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$73,400	580
Management Analysts	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$96,900	2,650
Market Research Analysts & Marketing Spec	●	●		●	○		●	●			●		●	●		●	●	●	$64,200	2,500
Marketing Managers	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$138,600	730
Mechanical Engineers	●	●	○	●	●		●	●	○	●	○	●	●		●	●	○	●	$83,700	430
Medical & Health Services Managers	●	●	●	●	●		●	●	●				●	●		●	●	●	$109,100	840
Middle Schl Teachers, Exc Spec & Career/Tech Ed	●	●	●	●	●		●	●	●	●			●	●		●	●	●	$57,100	2,420
Personal Financial Advisors	○	●		●	●		●	○	●	●	●		●	●		●	●	●	$124,000	680
Producers & Directors	●	●		●	●		●	●		●			●	●		●	●	●	$77,000	550
Public Relations Specialists	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$58,200	620
Registered Nurses	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	$65,600	5,410
Sales Managers	●	●	●	●	●		●	●		●	●		●			●	●	●	$130,800	1,580
Secondary Schl Teachers, Exc Spec & Career/Tech Ed	●	●	●	●	●		●	●	●	●			●	●		●	●	●	$57,100	2,220
Software Developers, Applications	●	●		●	●		●	●		○			●			●	○	●	$103,000	2,300
Training & Development Specialists	●	●	●	●	●		●	●		●	●		●	●		●	●	●	$62,300	1,120
Associate's degree																				
Dental Hygienists	○	●	●	●	●	●	●	●	●	○		●	●	●		●	○	●	$66,100	540
Paralegals & Legal Assistants	○	●	○	●	●		●	●			●		●	●		●	●	●	$53,600	1,060
Postsecondary non-degree award																				
Aircraft Mechanics & Service Technicians	●	●	●	○	●	●	●	●	●	●		●	●	●	●	●	●	●	$70,000	800
Some college, no degree																				
Computer User Support Specialists	●	●	●	●	●	○	●	●		○		○	●	●		●	○	●	$54,200	1,930
High school diploma or equivalent																				
Automotive Body & Related Repairers	○			○	●	●						○		●	●				$51,500	620
Electrical Power-Line Installers & Repairers	●	●		●	●	●	●	●	●	●	●			●	●	●	○	●	$51,000	630
Supvrs of Construction Trades & Extraction Workers	●	●	●	○	●		●	●		○	●	●	●	●	●	●	●	●	$62,400	1,590
Supvrs of Helpers, Laborers, & Material Movers, Hand	●	●	○	●	●		●	●		●	●		●	●	●	●	●	●	$51,600	1,010
Supvrs of Mechanics, Installers, & Repairers	●	●	●	●	●		●	●		●	●	●	●	●	●	●	●	●	$63,500	1,460
Insurance Sales Agents	●	●	○	●	●		●	●			●			●		●	●	●	$67,800	1,630
Production, Planning, & Expediting Clerks	●	●		●	●		●	●		○		○	●	●		●	●	●	$48,900	1,290
Property, Real Estate, & Community Assoc Mgrs	●	●	○	●	●		●	●		●	●	○	●	●		●	●	●	$86,700	700
Sales Reps, Services, All Other	●	●		●	●		●	●		○	●			●		●	●	●	$58,800	4,050
Sales Reps, Wholesale & Mfg, Exc Tech & Scientific Products	○	●	○	●	●		●	●		●	●			●		●	●	●	$63,600	6,590

✔ Fast job growth ✔ Above average wages ✔ At least 400 expected annual job openings

☞ **Note:** This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the Georgia Department of Labor and does not necessarily reflect the official position of the U.S. Department of Labor. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.

For more information, please contact Workforce Statistics & Economic Research at (404) 232-3875 • Fax (404) 232-3888
Email: Workforce_Info@gdol.ga.gov

CAREER CENTER

PREPARING FOR THE FUTURE

Knowing what you want to do once you graduate starts by exploring your interests, talents, and ambitions. Once those are taken into consideration, you can then begin to create a plan. The Carrollton High School Career Center assists students with career exploration and can help determine what steps should be taken after high school. Carrollton offers resources which can play a vital role in a student's future by helping research careers that interest them. The primary goal of the Career Center is to ensure that, when students leave high school, they have a plan for the future. Students are encouraged to have a career goal in mind and remember that education does not end with high school graduation. Whether a student plans to have a future in the military, college, technical school, apprenticeship, or immediate employment, the Career Center helps them reach their goals and have a successful career after graduation.

Resources Available

GACollege 411
This is a website which uses comprehensive search tools for career planning. It includes 6 assignments to assist students in learning more about their interests and skills. Website: www. gafutures.org

Georgia Career Information System Website
This website can be used to find current information on occupations, majors, fields of study, colleges, and much more.
Website: www.gcic.edu

College Information
Students can find brochures, applications, and catalogs from different universities and colleges.

School Representatives
Carrollton High School offers students the opportunity to attend a variety of programs and presentations from colleges and military. During these visits, students can ask questions and gather more information.

Scholarships
The Career Center is a resource for students to obtain scholarship information. Students are encouraged to ask questions about scholarship opportunities and to apply for them. If a student needs further help, they can contact the Career Center to discuss college and career choices.