

# **Jefferson City Schools**

**“Exposure to Excellence Promotes Excellence”**



# **Jefferson High Program of Study**

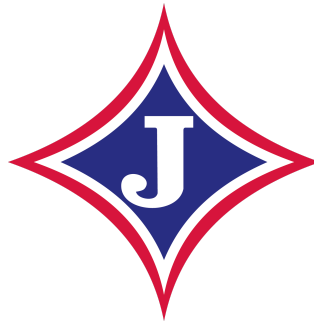
**Preparing Students for College,  
Career & Life for over 200 years!**

*The Jefferson City School System does not discriminate on the basis of race, color, national origin, religion, sex, disability, or age in its programs, activities, or employment practices and provides equal access to the Boy Scouts and other designated youth groups.*

# **College, Career & Life**

## **Individualized Graduation Plan myPATH @ JHS**

Each student's individualized graduation plan is designed to meet their aptitudes and interests while maximizing their potential in college, career & life.



## **Choose your path!**

## **Annual Public Notice**

The Jefferson City School System offers the following career and technical education programs for all students regardless of race, color, national origin, including those with limited English proficiency, sex or disability in grades 9-12.

- Agriculture
- Arts, AV/Technology and Communications
- Business, Management and Administration
- Education and Training
- Graphic Design
- Health Science
- Information Technology
- JROTC--Air Force
- Manufacturing
- Nutrition & Food Science
- STEM/Engineering
- Work-Based Learning

Persons seeking further information concerning the career and technical education offerings and specific prerequisite criteria should contact:

Mr. Tom Parker  
Career, Technical, and Agricultural Education Director  
575 Washington Street, Jefferson, GA 30549  
706-367-2883  
[tom.parker@jeffcityschools.org](mailto:tom.parker@jeffcityschools.org)

## **Continuous Public Notice**

As required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, Jefferson City School System does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. For additional information or referral to the appropriate system coordinator, please contact the system superintendent's office located at 345 Storey Lane, Jefferson, Georgia 30549 or at 706-367-2880.

The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. The Jefferson City School System also does not discriminate in its hiring or employment practices.

### **Inquiries regarding nondiscrimination policies should be directed to:**

#### **Title VI of the Civil Rights Act of 1964/The Age Discrimination Act of 1975**

Dr. Angela Vinson  
Director of Human Resources  
345 Storey Lane, Jefferson, GA 30549  
706-367-2880  
[angela.vinson@jeffcityschools.org](mailto:angela.vinson@jeffcityschools.org)

#### **Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act/The Americans with Disabilities Act of 1990**

Mrs. Brandi Pieplow  
Director of Special Education  
345 Storey Lane, Jefferson, GA 30549  
706-367-2880  
[brandi.pieplow@jeffcityschools.org](mailto:brandi.pieplow@jeffcityschools.org)


#### **Title IX of the Education Amendments of 1972**

Mr. Bill Navas  
Director of Athletics  
575 Washington Street, Jefferson, GA 30549  
706-367-2881

[bill.navas@jeffcityschools.org](mailto:bill.navas@jeffcityschools.org)

# Jefferson High School Individualized Education Plan | IGP

Class of 2021+

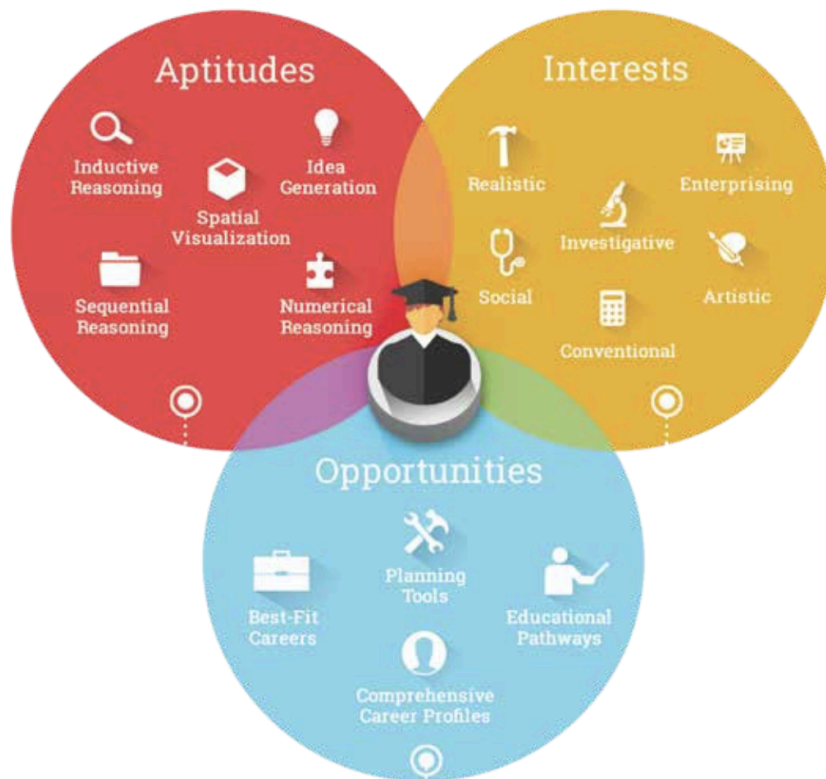
	<b>ENGLISH/ LANGUAGE ARTS</b> Total: 4 Credits	<b>MATH</b> Total: 4 Credits	<b>SCIENCE</b> Total: 4 Credits	<b>SOCIAL STUDIES</b> Total: 4 Credits	<b>HEALTH/PE</b> Total: 1 Credit or <b>AFJROTC</b> Total: 3 Credits
<b>9<sup>TH</sup></b>	<ul style="list-style-type: none"> <li>• ELA 9</li> <li>• ELA 9 Honors</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate Algebra w/ Support (Year-Long)</li> <li>• Coordinate Algebra</li> <li>• Coordinate Algebra Honors</li> </ul>	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Biology Honors</li> </ul>	<ul style="list-style-type: none"> <li>• American Government</li> <li>• American Government Honors</li> <li>• AP American Government</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Personal Fitness Or</li> <li>• AFJROTC (any 3 courses)</li> </ul>
<b>10<sup>TH</sup></b>	<ul style="list-style-type: none"> <li>• ELA 10</li> <li>• ELA 10 Honors</li> </ul>	<ul style="list-style-type: none"> <li>• Analytic Geometry w/ Support (Year-Long)</li> <li>• Analytic Geometry</li> <li>• Analytic Geometry Honors</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Chemistry</li> <li>• Chemistry Honors</li> <li>• AP Chemistry (Prereq: Chemistry Honors)</li> </ul>	<ul style="list-style-type: none"> <li>• World History</li> <li>• World History Honors</li> </ul>	
<b>11<sup>TH</sup></b>	<ul style="list-style-type: none"> <li>• ELA 11</li> <li>• ELA 11 Honors</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Algebra</li> <li>• Advanced Algebra Honors</li> </ul>	<ul style="list-style-type: none"> <li>• Physics</li> <li>• Physics Honors</li> <li>• AP Physics I</li> </ul>	<ul style="list-style-type: none"> <li>• US History</li> <li>• US History Honors</li> <li>• AP US History</li> </ul>	
<b>12<sup>TH</sup></b>	<ul style="list-style-type: none"> <li>• ELA 12</li> <li>• AP ELA 12</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Calculus</li> <li>• Pre-Calculus Honors</li> <li>• AP Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• AP Environmental Science</li> <li>• Anatomy</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Economics</li> <li>• Economics Honors</li> <li>• AP Macroeconomics</li> </ul>	
<b>ACADEMIC ELECTIVES</b>	<ul style="list-style-type: none"> <li>• Yearbook</li> <li>• Journalism</li> </ul>	<ul style="list-style-type: none"> <li>• AP Calculus AB</li> <li>• AP Calculus BC</li> </ul>	<b>Fourth Science Options (non-science areas):</b> <ul style="list-style-type: none"> <li>• JROTC - Flight Science</li> <li>• Horticulture</li> <li>• Animal Science</li> <li>• Forestry Science</li> <li>• Plant Science</li> <li>• Essentials of Healthcare</li> <li>• AP Computer Science</li> <li>• Web Development</li> <li>• Computer Science Principles</li> <li>• Game Design</li> <li>• Programming, Games, Apps &amp; Society</li> </ul>	<ul style="list-style-type: none"> <li>• Sociology (DE/VS)</li> <li>• Psychology</li> <li>• AP Psychology</li> <li>• Modern Military History (WWII)</li> <li>• US &amp; World Affairs (Cold War)</li> </ul>	
<b>CTAE Schools (max of 11 elective credits)</b>				<b>Fine Arts Schools (max of 11 elective credits)</b>	
Agriculture Audio-Video Business & Technology Education Government		Graphic Design Health Science Information Technology Manufacturing S.T.E.M./Engineering		Music Chorus Theatre Visual Arts	

# The Schools at JHS

The academic, career technical, and fine arts programs at JHS are arranged into schools that are designed to align with each student's Youscience profile and reflect their post-secondary goals. The schools provide the basic core requirements along with additional information regarding pathways, Advanced Placement courses, Dual Enrollment opportunities, and other extracurricular activities.

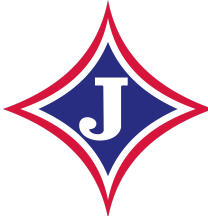


## *What is Measured in YouScience Exercises?*



## **[Video Introduction to Youscience](#)**

# The Schools at JHS

School of Agriculture, Food, and Natural Resources				
Agriscience Systems	Agriculture Leadership in Animal Production	Agriculture Leadership in Forestry	Agriculture Leadership in Plant Science	Agriculture Mechanics Systems
<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Animal Science and Biotechnology</li> <li><input type="checkbox"/> Plant Science and Biotechnology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Animal Science and Biotechnology</li> <li><input type="checkbox"/> Agribusiness Management and Leadership</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Forest Science</li> <li><input type="checkbox"/> Agribusiness Management and Leadership</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Plant Science and Biotechnology</li> <li><input type="checkbox"/> Agribusiness Management and Leadership</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Agricultural Mechanics Technology I</li> <li><input type="checkbox"/> Agricultural Mechanics Technology II</li> </ul>
Agriculture Mechanics and Metal Fabrication	Forestry and Animal Science Systems	Forestry /Mechanical Systems	Plant Mechanical Systems	Veterinary Science
<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Agricultural Mechanics Technology I</li> <li><input type="checkbox"/> Agricultural Metal Fabrications</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Forest Science</li> <li><input type="checkbox"/> Animal Science and Biotechnology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Agricultural Mechanics Technology I</li> <li><input type="checkbox"/> Forest Science</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Agricultural Mechanics Technology I</li> <li><input type="checkbox"/> Plant Science and Biotechnology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Agricultural Science</li> <li><input type="checkbox"/> Animal Science and Biotechnology</li> <li><input type="checkbox"/> Veterinary Science</li> </ul>
School of Business, Management, and Administration			School of Arts, A/V, and Communications	
Business and Technology	Entrepreneurship		Audio-Video Technology and Film I	Audio-Video Technology and Film II
<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Business and Technology</li> <li><input type="checkbox"/> Business and Technology</li> <li><input type="checkbox"/> Business Communications</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Business and Technology</li> <li><input type="checkbox"/> Legal Environment of Business</li> <li><input type="checkbox"/> Entrepreneurship</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Audio and Video Technology and Film</li> <li><input type="checkbox"/> Audio-Video Technology and Film II</li> <li><input type="checkbox"/> Audio-Video Technology and Film III</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Audio and Video Technology and Film</li> <li><input type="checkbox"/> Audio-Video Technology and Film II</li> <li><input type="checkbox"/> Broadcast Video Production Application</li> </ul>
School of Health Sciences				
Therapeutic Services/Allied Health and Medicine	Therapeutic Services/ Emergency Medical Responder	Therapeutic Services/Patient Care	Therapeutic Services/Pharmacy	Therapeutic Services/Sports Medicine
<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Healthcare Science</li> <li><input type="checkbox"/> Essentials of Healthcare</li> <li><input type="checkbox"/> Allied Health and Medicine</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Healthcare Science</li> <li><input type="checkbox"/> Essentials of Healthcare</li> <li><input type="checkbox"/> Emergency Medical Responder</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Healthcare Science</li> <li><input type="checkbox"/> Essentials of Healthcare</li> <li><input type="checkbox"/> Patient Care Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Healthcare Science</li> <li><input type="checkbox"/> Essentials of Healthcare</li> <li><input type="checkbox"/> Pharmacy Operations and Fundamentals</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction to Healthcare Science</li> <li><input type="checkbox"/> Essentials of Healthcare</li> <li><input type="checkbox"/> Sports Medicine</li> </ul>

# The Schools at JHS

<b>School of Information Technology</b>				<b>School of Education and Training</b>
<b>Computer Science</b>	<b>Internet of Things</b>	<b>Cloud Computing</b>	<b>Web Development</b>	<b>Teaching as a Profession</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Intro to Software Technology</li> <li><input type="checkbox"/> Computer Science Principles</li> <li><input type="checkbox"/> AP Computer Science</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intro to Software Technology</li> <li><input type="checkbox"/> Computer Science Principles</li> <li><input type="checkbox"/> Internet of Things</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intro to Software Technology</li> <li><input type="checkbox"/> Computer Science Principles</li> <li><input type="checkbox"/> Cloud Computing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intro to Software Technology</li> <li><input type="checkbox"/> Computer Science Principles</li> <li><input type="checkbox"/> Web Development</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examining the Teaching Profession</li> <li><input type="checkbox"/> Contemporary Issues in Education</li> <li><input type="checkbox"/> Teaching as a Profession Practicum</li> </ul>
<b>School of Government and Public Administration</b>				<b>School of Science, Technology, Engineering, Mathematics</b>
<b>Air Force JROTC</b>				<b>Engineering</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> AFJROTC I</li> <li><input type="checkbox"/> AFJROTC II</li> </ul> <p>I and II composed of Aviation History and Air Force Traditions, Wellness, and Citizenship Foundations</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AFJROTC III</li> <li><input type="checkbox"/> AFJROTC IV</li> </ul> <p>III and IV composed of Flight Science and Communications Skills</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AFJROTC V</li> <li><input type="checkbox"/> AFJROTC VI</li> </ul> <p>V and VI composed of Global and Cultural Studies, Life Skills and Education &amp; Career Planning</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AFJROTC VII</li> <li><input type="checkbox"/> AFJROTC VIII</li> </ul> <p>VII and VIII composed of Space Exploration and Principles of Management</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Foundations of Engineering and Technology</li> <li><input type="checkbox"/> Engineering Concepts</li> <li><input type="checkbox"/> Engineering Applications</li> </ul>
<b>School of Fine Arts</b>				
<b>Chorus</b>	<b>Music</b>		<b>Theatre Arts</b>	<b>Visual Arts</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Chorus I</li> <li><input type="checkbox"/> Chorus II</li> <li><input type="checkbox"/> Chorus III</li> <li><input type="checkbox"/> Chorus IV</li> <li><input type="checkbox"/> Chorus V</li> <li><input type="checkbox"/> Chorus VI</li> <li><input type="checkbox"/> Chorus VII</li> <li><input type="checkbox"/> Chorus VIII</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Concert Band I</li> <li><input type="checkbox"/> Concert Band II</li> <li><input type="checkbox"/> Concert Band III</li> <li><input type="checkbox"/> Concert Band IV</li> <li><input type="checkbox"/> Concert Band V</li> <li><input type="checkbox"/> Concert Band VI</li> <li><input type="checkbox"/> Concert Band VII</li> <li><input type="checkbox"/> Concert Band VIII</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Guitar I</li> <li><input type="checkbox"/> Guitar II</li> <li><input type="checkbox"/> Guitar III</li> <li><input type="checkbox"/> Guitar IV</li> <li><input type="checkbox"/> Guitar V</li> <li><input type="checkbox"/> Guitar VI</li> <li><input type="checkbox"/> Guitar VII</li> <li><input type="checkbox"/> Guitar VIII</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Drama I</li> <li><input type="checkbox"/> Drama II</li> <li><input type="checkbox"/> Drama III</li> <li><input type="checkbox"/> Drama IV</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Art I</li> <li><input type="checkbox"/> Art II</li> <li><input type="checkbox"/> Art III</li> <li><input type="checkbox"/> Art IV</li> <li><input type="checkbox"/> Art V</li> <li><input type="checkbox"/> Art VI</li> <li><input type="checkbox"/> Art VII</li> <li><input type="checkbox"/> Art VIII</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Show Choir I</li> <li><input type="checkbox"/> Show Choir II</li> <li><input type="checkbox"/> Show Choir III</li> <li><input type="checkbox"/> Show Choir IV</li> <li><input type="checkbox"/> Show Choir V</li> <li><input type="checkbox"/> Show Choir VI</li> <li><input type="checkbox"/> Show Choir VII</li> <li><input type="checkbox"/> Show Choir VIII</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Symphonic Band I</li> <li><input type="checkbox"/> Symphonic Band II</li> <li><input type="checkbox"/> Symphonic Band III</li> <li><input type="checkbox"/> Symphonic Band IV</li> <li><input type="checkbox"/> Symphonic Band V</li> <li><input type="checkbox"/> Symphonic Band VI</li> <li><input type="checkbox"/> Symphonic Band VII</li> <li><input type="checkbox"/> Symphonic Band VIII</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Advance Drama I</li> <li><input type="checkbox"/> Advance Drama II</li> <li><input type="checkbox"/> Advance Drama III</li> <li><input type="checkbox"/> Advance Drama IV</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> AP Art 2D Design</li> <li><input type="checkbox"/> AP Art 3 D Design</li> <li><input type="checkbox"/> AP Studio Art</li> </ul>

Click [HERE](#) for **CTAE Course Descriptions from GaDOE**

Click [HERE](#) for **Core Course Descriptions from GaDOE**

# Jefferson High School

## School of Government and Public Administration

Coursework	Credit	Coursework	Credit
English Language Arts	4	<b>Health/Physical Education</b> - Students completing three (3) courses in AFJROTC, pathway requirements, will meet the requirement of a Health and Personal Fitness Credit. Personal Fitness and Health credit (1.0) are required for graduation at JHS and in the State of Georgia.	1
Mathematics	4	<b>JROTC Pathway: ***complete three courses in any of the JROTC offerings</b>	3
<b>Science*</b> Science of Flight (JROTC III/IV) is approved as a <u>4th Science option</u> for graduation requirements	4	<b>Electives</b> ***World Languages, Fine Arts	8
<b>Social Studies</b>	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

\*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

\*\*Students must complete 3 credits to complete CTAE pathway.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.

### Career Enhancement Opportunities

#### Air Force JROTC Drill Teams, Clubs, and Societies

- 5 Different Drill Teams (State Champs & Nationally Ranked)
- Model Rocket Club / Aviation Club
- Academic Team
- Kitty Hawk Air Society (National Honors Society)
- Guardian Air Society (Physical Fitness Society)

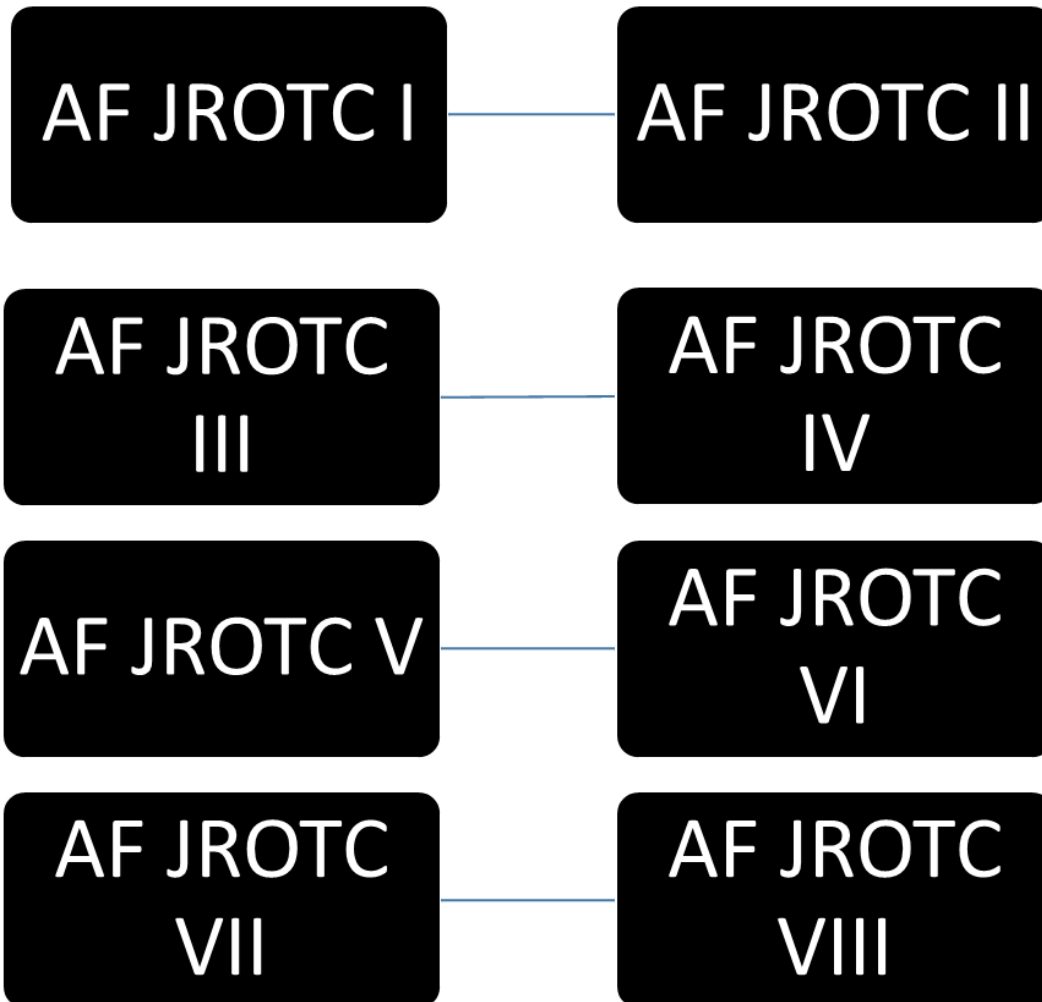


### Work-Based Learning Requirements

- Have a defined career pathway or career goal
- Have taken or be currently enrolled in a CTAE class
- Must be a junior or senior & at least 16 years old
- Provide your own dependable transportation to/from job site
- Maintain a good attendance record and be on track for graduation
- Willing to submit to all health or legal related screenings required by the sponsoring employer



# **School of Government and Public Administration: Pathway Course Flow Chart**



## **\*AF JROTC Course Information**

There are eight JROTC courses; four Aerospace Science and four Leadership Education, set up in pairs (one in each division each year, then further divided in half for each semester).

## **\*AF JROTC Pathway Information**

- Pathway Information: complete three courses in any of the JROTC offerings
- Students completing three (3) courses, pathway requirements, will meet the requirement of a Health and Personal Fitness Credit. Personal Fitness and Health credit (1.0) are required for graduation at JHS and in the State of Georgia.

**\*For graduation information, please see JHS Counseling staff**

## Government Pathways and Courses:

Air Force JROTC Government and Public Administration
<ol style="list-style-type: none"> <li>1. AFJROTC I- AVIATION HISTORY AND LEADERSHIP/CITIZENSHIP EDUCATION</li> <li>2. AFJROTC II- PART TWO AVIATION HISTORY AND LEADERSHIP EDUCATION</li> <li>3. AFJROTC III- SCIENCE OF FLIGHT AND COMMUNICATION SKILLS</li> <li>4. AFJROTC IV- PART TWO OF SCIENCE OF FLIGHT AND COMMUNICATION SKILLS</li> <li>5. AFJROTC V- GLOBAL &amp; CULTURAL STUDIES AND LIFE SKILLS &amp; CAREER DEVELOPMENT</li> <li>6. AFJROTC VI- PART TWO OF GLOBAL &amp; CULTURAL STUDIES AND LIFE SKILLS &amp; CAREER DEVELOPMENT</li> <li>7. AFJROTC VII- SPACE EXPLORATION AND PRINCIPLES OF MANAGEMENT</li> <li>8. AFJROTC VIII- PART TWO OF SPACE EXPLORATION AND PRINCIPLES OF MANAGEMENT</li> </ol>

## Recommended Elective Courses:

Government Academic Electives	Dual Enrollment	WBL/YAP	Electives
<ul style="list-style-type: none"> <li>- AP American Government</li> <li>- Communications</li> <li>- World War II</li> <li>- Cold War</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Government Areas</li> </ul>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- CTAE Related Pathway(s)                             <ul style="list-style-type: none"> <li>- Health Science</li> <li>- Business and Technology</li> <li>- Engineering</li> </ul> </li> </ul>
<b>Technical College</b>			

## Career Information: Junior Reserve Officers Training Corps (JROTC) - Air Force

While some students enlist in the military, most continue their education and/or enter the workforce using the valuable leadership concepts and skills learned in the JROTC program. The mission of the Air Force JROTC program is to develop citizens of character, dedicated to serving their communities. The JROTC program further aims to prepare students for life by providing a framework for qualities (skills, knowledge, and positive attitudes) that will help them succeed. JROTC enables students to develop critical **“soft skills”** for use in education and throughout life, and learn about character and values, leadership theories and principles, and human behavior. Cadets learn and practice communication skills, diversity appreciation, study skills, conflict resolution, decision-making, and service learning. Satisfactory completion of the program at the secondary level can equip the student with skills to succeed in careers in government, private industry, entrepreneurship and nonprofit organizations. It can also lead to advanced placement credit in the Senior ROTC program at an accredited college or university, or advanced enlisted rank and pay in the armed forces. The military

offers numerous credentials and licensing in many different and varied occupational fields. JROTC is NOT a recruiting service for the military, but this program can be a great help for those who want to pursue a military career, and can help the student develop and apply the “soft skills” critical in any and all labor force pursuits in the public and private spheres.

### **\*Related Pathway Occupations:**

Related JROTC-Air Force Occupations: Students can continue career pathways by entering the job market and receiving on-the-job training or by entering a technical, 2-year, or 4-year college/university to receive specific job training relating to a managerial/leadership position of choice.

Job fields may include government, private industry, entrepreneurship, and non-profit organizations to name a few. ROTC (Reserve Officer Training Corps) programs offered at various colleges/universities in Georgia and throughout the U.S. train qualified young men and women to become officers in the military services upon graduation from college.

\* Note: Information presented in career information and related occupations has been adapted from the materials provided by GaDOE and the CTAE Department (website [link](#)).

# Jefferson High School

## School of Health Science

Coursework	Credit	Coursework	Credit
English Language Arts	4	Health/Physical Education	1
Mathematics	4	Health Science Pathway: **Career Technical & Agricultural Education	3
Science*	4	Electives ***World Languages, and or Fine Arts	8
Social Studies	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

\*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

\*\*Students must complete 3 credits to complete CTAE pathway and take the end of pathway assessment.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.



### Career and Technical Student Organizations

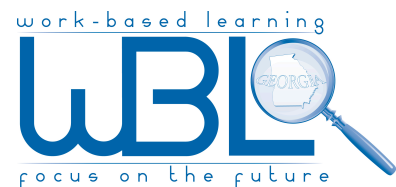
**Student organization: Health Occupations Students of America – HOSA**

The mission of HOSA is: To enhance the delivery of compassionate, quality healthcare by providing opportunities for knowledge, skill and leadership development of all health occupations students, therefore, helping the students to meet the needs of the healthcare community.

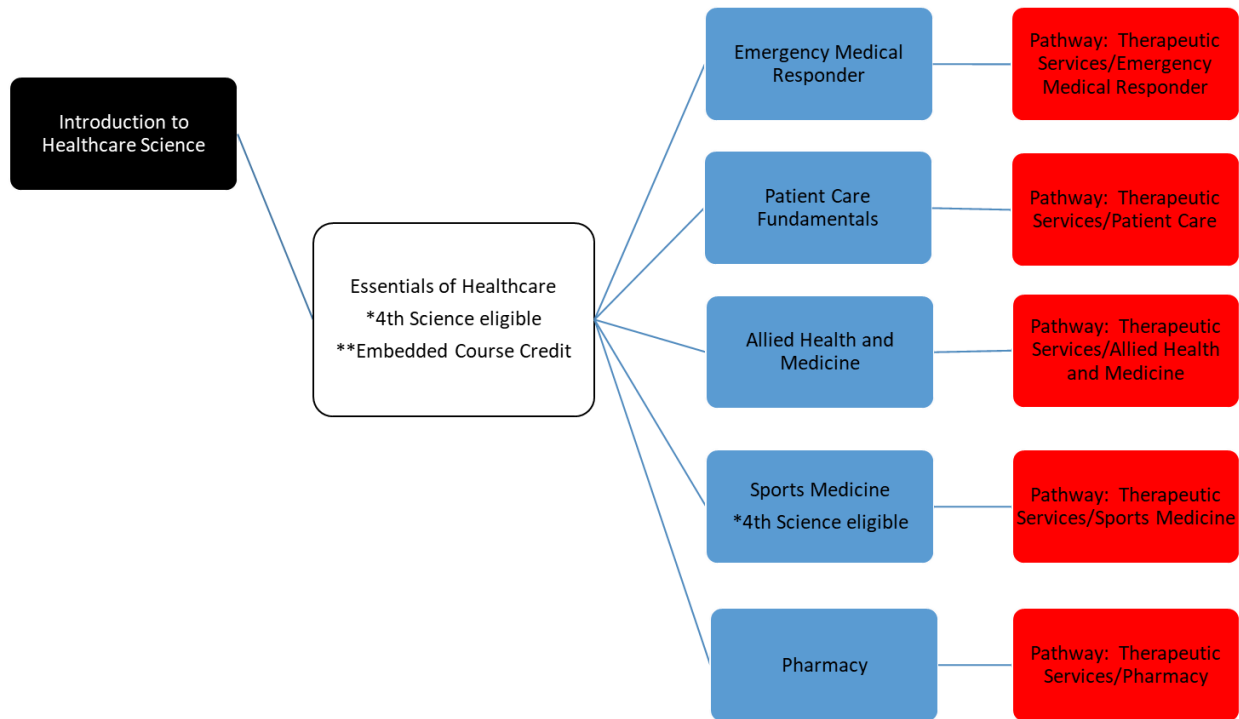
### Career Enhancement Opportunities

#### Work-Based Learning Requirements

- Have a defined career pathway or career goal
- Have taken or be currently enrolled in a CTAE class
- Must be a junior or senior & at least 16 years old
- Provide your own dependable transportation to/from job site
- Maintain a good attendance record and be on track for graduation
- Willing to submit to all health or legal related screenings required by the sponsoring employer



# School of Health Science: Pathway Course Flow Chart



**\*\*Essentials of Health Care:**

Students who earn 1 unit of credit for this course shall also receive 1 unit of credit for Human Anatomy and Physiology, course number 26.07300 beginning for students enrolled in the 2014-2015 school year and subsequent years

**\*Fourth Science Options 2018-2019**

The denoted courses count towards satisfying the fourth science requirement and a CTAE pathway completion requirement and have been approved by the Board of Regents as a fourth science.

\*For graduation information, please see JHS Counseling staff

## Health Science Pathways and Courses:

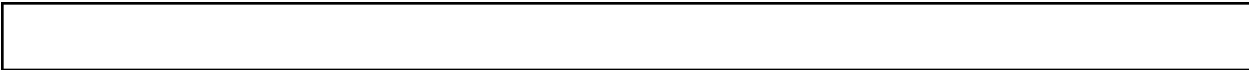
Therapeutic Services/Allied Health and Medicine	Therapeutic Services/Emergency Medical Responder	Therapeutic Services/Patient Care
<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Healthcare Science</li> <li>2. Essentials of Healthcare</li> <li>3. Allied Health and Medicine</li> </ol>	<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Healthcare Science</li> <li>2. Essentials of Healthcare</li> <li>3. Emergency Medical Responder</li> </ol>	<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Healthcare Science</li> <li>2. Essentials of Healthcare</li> <li>3. Fall semester: Lanier Technical College Intro to Healthcare, Diet and Nutrition, and Medical Terminology*</li> <li>4. Spring semester: Lanier Technical College nursing assistant skills with clinical rotations*</li> </ol>

\*Course may require student to dual enroll at Lanier Technical College

Therapeutic Services/Sports Medicine	Therapeutic Services/Pharmacy
<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Healthcare Science</li> <li>2. Essentials of Healthcare</li> <li>3. Sports Medicine</li> </ol>	<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Healthcare Science</li> <li>2. Essentials of Healthcare</li> <li>3. Pharmacy Operations and Fundamentals</li> </ol>

## Recommended Elective Courses:

Health Science Academic Electives	Dual Enrollment	WBL/YAP	Electives
<ul style="list-style-type: none"> <li>- AP Chemistry</li> <li>- AP Biology</li> <li>- AP Psychology</li> <li>- Animal Science &amp; Biotechnology</li> <li>- Veterinary Science</li> <li>- Anatomy</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Healthcare Areas</li> <li>- Medical Informational Technology</li> </ul>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- CTAE Related Pathway(s) <ul style="list-style-type: none"> <li>- Business and Technology</li> <li>- Veterinary Science</li> </ul> </li> </ul>
<b>Technical College</b>			



## Career Information: Allied Medicine

Students enrolled in *Allied Health and Medicine* are entering either their junior or senior year and are considering a health career such as nursing, dental hygienists, surgical technologists, dietitians, pharmacists, occupational therapists, physical therapists, public health workers, respiratory therapists, and speech and language pathologists. National labor market information indicates that eight out of the top twenty fastest-growing occupations are in the health science industry and most health science occupations require additional education after high school and require potential healthcare employees acquire the appropriate certification and/or licensing. *Allied Health and Medicine* students have the opportunity to explore their personal interests by researching and completing a capstone by the end of the course. These students will also have the opportunity to participate in work shadowing in a local hospital where rotations in various departments are completed during the school day. Students are also often taking an additional semester as a Work Based Learning student working in a healthcare setting.

Workers in the health science industry must have a solid background in math, science, communications, and technical skills, be knowledgeable in their subject area, have the ability to communicate with others, and inspire trust and confidence in themselves and others. Allied health professionals are primarily involved with the delivery of health or related services pertaining to the identification, evaluation and prevention of diseases and disorders; dietary and nutrition services; and rehabilitation, among others.

<b>*Related Pathway Occupations:</b>	<b>Other Related Health Science Occupations:</b>
<ul style="list-style-type: none"> <li>● Dietetics &amp; Nutritionists</li> <li>● Medical Records &amp; Health Information</li> <li>● Technicians</li> <li>● Health Specialties Teachers</li> <li>● Health Diagnosing &amp; Treating</li> <li>● Practitioners</li> <li>● Medical &amp; Health Service Managers</li> <li>● Occupational Health &amp; Safety</li> <li>● Specialists</li> <li>● Mental Health Counselors</li> </ul>	<ul style="list-style-type: none"> <li>● Registered Nurses</li> <li>● Informatics Nurse Specialists</li> <li>● Epidemiologists</li> <li>● Medical Equipment Repairers</li> <li>● Direct Support Professionals (DSP)</li> </ul>

## Career Information: Emergency Medical Responder

Occupations in the Health Sciences represent the largest and fastest growing industry in the United States, employing over 10 million workers in more than 200 careers. Employment of EMTs and paramedics is expected to grow by 33 percent, much faster than the average for all occupations. The primary focus of the Emergency Medical Responder is to initiate lifesaving care to critical patients who access the emergency medical system. This individual possesses the basic knowledge and skills necessary to provide lifesaving interventions while awaiting additional Emergency Medical Services (EMS) response and to assist higher level personnel at the scene and during transport. Emergency

Medical Responders function as part of a comprehensive EMS response, under medical oversight and they perform basic interventions with minimal equipment.

Emergency Medical Responders include Emergency Medical Technicians (EMTs) and paramedics that care for the sick or injured in emergency medical settings. EMTs and paramedics respond to emergency calls, performing medical services and transport patients to medical facilities. Students enrolled in this pathway learn first aid, renew cardiopulmonary resuscitation (CPR) certification, bleeding control, communication and documentation in EMS, patient assessment, and triage. Students may also participate in Work Based Learning and/or job shadowing while completing this pathway, The work of an emergency medical responder is physically strenuous and can be stressful, sometimes involving life-or-death situations. All EMTs and paramedics must complete a formal training program. All states require EMTs and paramedics to be licensed, but requirements vary by state.

*Related Pathway Occupations:	Other Related Health Science Occupations:
<ul style="list-style-type: none"> <li>● Emergency Medical Technicians &amp; Paramedics</li> <li>● Police, Fire, &amp; Ambulance Dispatchers</li> <li>● Medical Equipment Preparers</li> <li>● Ambulance Drivers &amp; Attendants, except EMTs</li> </ul>	<ul style="list-style-type: none"> <li>● Registered Nurses Radiologic Techs</li> <li>● Respiratory Therapists</li> <li>● Medical &amp; Health Services Managers</li> </ul>

## Career Information: Therapeutic Services/ Patient Care

Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients and may provide care, treatment, counseling and health education information. National labor market information indicates that eight out of the top twenty fastest-growing occupations are in the health science industry. Based on an aging population and a retiring workforce, the demand for nurses will remain high.

Those considering a nursing career should have a strong desire to help others, a genuine concern for the welfare of patients and clients, and an ability to deal with people of diverse backgrounds in stressful situations. Rapid job growth is expected in hospital outpatient facilities, such as same-day surgery, rehabilitation centers, and chemotherapy. Growth is also expected in nursing care facilities and in home health care and hospice. Registered nurses have the option to continue their education and specialize as a nurse practitioner, nurse anesthetist, health informatics specialist, nurse educator, and clinical nurse specialist.

Students enrolled in this pathway will complete coursework and clinical hours prior to applying for the certification exam at the end of the semester. This certification will allow students to work as a certified nursing assistant (CNA).

*Related Pathway Occupations:	Other Related Health Science Occupations:
<ul style="list-style-type: none"> <li>● Certified Nursing Assistants (CNA)</li> <li>● Licensed Practical Nurses (LPN)</li> <li>● Registered Nurses (RN)</li> <li>● Specialized Nursing</li> <li>● Athletic Trainers</li> <li>● Home Health Aides</li> <li>● Anesthesiologist Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Medical Assistant</li> <li>● Occupational Therapist</li> <li>● Assistants Physical Therapist</li> <li>● Assistants Physician's</li> <li>● Assistants Recreation Therapists</li> <li>● Respiratory Therapists</li> <li>● Surgical Technicians</li> </ul>

<ul style="list-style-type: none"> <li>• Athletic Trainers</li> </ul>	
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### Career Information: Therapeutic Services/ Sports Medicine

National labor market information indicates that eight out of the top twenty fastest-growing occupations are in the Health Science industry. Professionals working in sports medicine focus on improving the body's performance, recovering from injury, and preventing future injuries. Sports medicine is one of the fastest growing areas of health care, providing specialized help to many "regular" people, as well as athletes. Sports medicine professionals treat patients who participate in sports just for fun or want to get better results from their exercise program, patients who suffered injuries and want to regain full function, and people who have disabilities and want to increase their mobility and capabilities. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase, most significantly in schools and youth leagues.

Students taking Sports Medicine learn assessment skills, prevention of injuries, and treatment of injuries. Students also may be re-certified in First Aid and Cardiopulmonary Resuscitation during the course. Students may work in Work Based Learning in a physical rehabilitation setting during or at the completion of this pathway.

*Related Pathway Occupations:	Other Related Health Science Occupations:
<ul style="list-style-type: none"> <li>• Athletic Trainers</li> <li>• Physical Therapists</li> <li>• Exercise Physiologists</li> <li>• Kinesiotherapists Orthopedics</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational Therapists</li> <li>• Dental Hygienists</li> <li>• Medical &amp; Health Services Managers</li> <li>• Dentists</li> </ul>

### Career Information: Therapeutic Services/ Pharmacy

Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients providing care, treatment, counseling and health education information. National labor market information indicates that eight out of the top twenty fastest-growing occupations are in the Health Science industry. (OOH) Based on an aging population and a retiring workforce, the demand for health care workers will remain high through 2020. As the career roles in Therapeutic Services change, professionals in this pathway will find increased opportunities to work independently. Additionally, an increasing number of career opportunities are becoming available outside of the traditional hospital setting. Educational levels vary from occupation to occupation. Most Health Science occupations require additional education after high school and require that potential employees acquire the appropriate certification and/or licensing.

Workers in the Health Science industry must have a solid background in math, science, communications, and technical skills, be knowledgeable in their subject area, have the ability to communicate with others, and inspire trust and confidence. Occupations in the Health Sciences represent the largest and fastest-growing industry in the United States employing over 10 million workers in more than 200 careers. Pharmacists dispense prescription medications to patients and offer advice on their safe use. Pharmacists work in pharmacies, including those in grocery and drug stores and hospitals and clinics. Pharmacists must have a Doctor of Pharmacy (Pharm.D.), a 4-year

professional degree and must be licensed, which requires passing two exams. Employment of pharmacists is expected to increase by 25 percent from 2010 to 2020, faster than the average for all occupations. Because of the increase in the number of pharmacists, there will be a need for additional pharmacist technicians. Becoming a pharmacy technician usually requires a high school diploma. Some states require completing a formal training program and passing an exam to practice.

<b>*Related Pathway Occupations:</b>	<b>Other Related Health Science Occupations:</b>
<ul style="list-style-type: none"> <li>● Pharmacists</li> <li>● Pharmacy Aides</li> <li>● Pharmacy Technicians</li> <li>● Medical Records &amp; Health Informatics Techs</li> </ul>	<ul style="list-style-type: none"> <li>● Registered Nurses</li> <li>● Physician Assistants</li> <li>● Medical Assistants</li> <li>● Licensed Practical Nurses</li> <li>● Home Health Aides</li> <li>● EMT/Paramedics</li> </ul>

\* Note: Information presented in career information and related occupations has been adapted from the materials provided by GaDOE and the CTAE Department (website [link](#)).

# Jefferson High School

## School of Agriculture, Food and Natural Resources

Coursework	Credit	Coursework	Credit
English Language Arts	4	Health/Physical Education	1
Mathematics	4	Agriculture Pathway: ***complete one of CTAE pathway in Agriculture, Food and Natural Resources.	3
Science*	4	Electives ***World Languages, Fine Arts	8
Social Studies	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

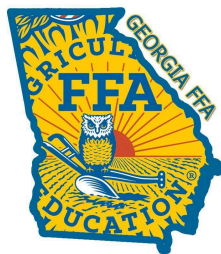
\*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

\*\*Students must complete 3 credits to complete CTAE pathway and take the end of pathway assessment.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.

### Career and Technical Student Organizations

**Student Organization: Future Farmers of America - FFA**

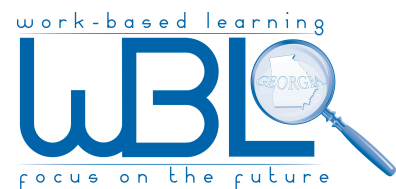


The FFA is an integral component of the agricultural education program. It is the student development and leadership application piece for agricultural education. The FFA offers a variety of experiential learning opportunities through competitive proficiency awards and career development events. Competitions focus on leadership and public speaking; communications, agriscience and biotechnology, as well as production agriculture. Agricultural education teachers and FFA advisors stress problem solving and decision making; and uses a learning by doing method. By applying a science based curriculum learned in a classroom to real life projects, teamwork, and competition; FFA members develop into successful, productive citizens. The strength of the FFA and agricultural education lies in the dedication of the teachers; whose philosophy is, "We don't just teach agriculture, we teach students!"

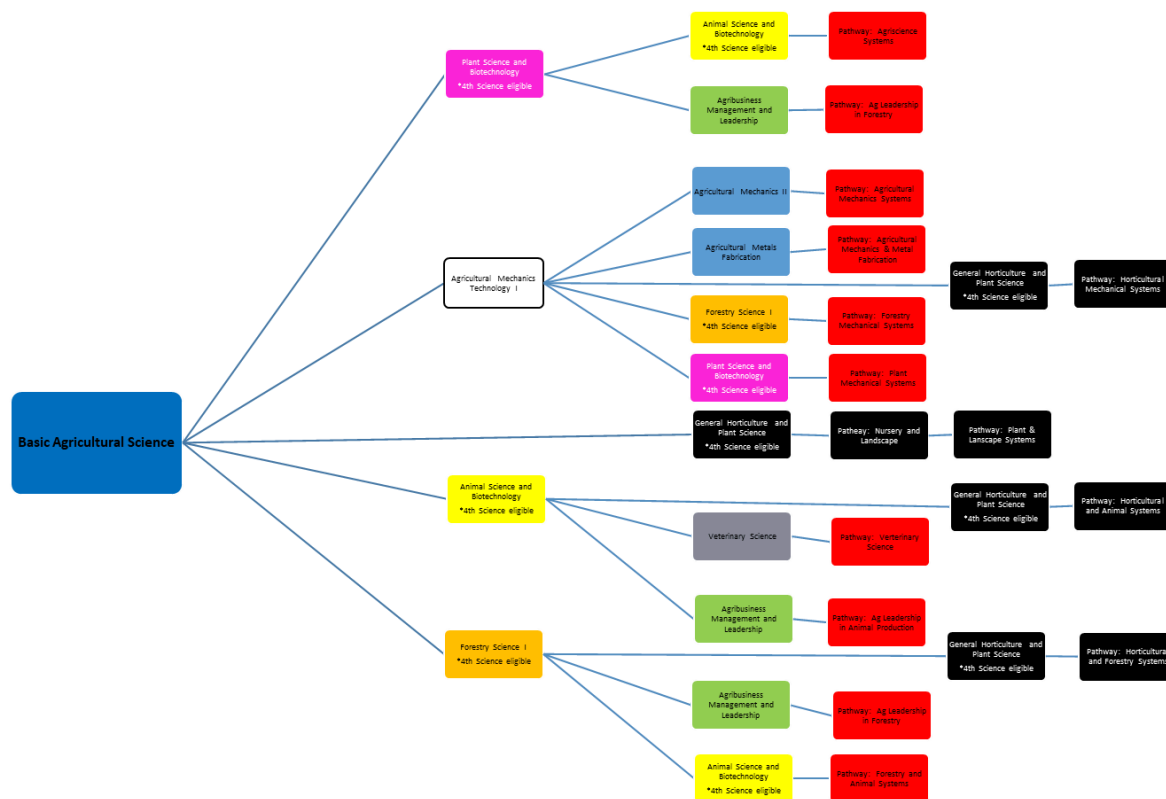
### Career Enhancement Opportunities

#### Work-Based Learning Requirements

- Have a defined career pathway or career goal
- Have taken or be currently enrolled in a CTAE class
- Must be a junior or senior & at least 16 years old
- Provide your own dependable transportation to/from job site
- Maintain a good attendance record and be on track for graduation
- Willing to submit to all health or legal related screenings required by the sponsoring employer



# School of Agriculture, Food and Natural Resources: Pathway Course Flow Chart



Courses in the School of Agriculture, Food, and Natural Resources can be taken in a variety of combinations to complete multiple pathways. These diverse pathway offerings are shown in the flow chart with courses appearing in multiple pathways given the same color code to indicate where they can be taken to meet a student’s academic and career interests.

## \*Fourth Science Options 2019-2020

The denoted courses count towards satisfying the fourth science requirement and a CTAE pathway completion requirement and have been approved by the Board of Regents as a fourth science.

\*For graduation information, please see JHS Counseling staff

## Agriculture Pathways and Courses:

Forestry Mechanical Systems	Agricultural Mechanics Systems	Veterinary Science	Agriscience Systems
<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Agricultural Mechanics Technology I 3. Forestry Science I	<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Agricultural Mechanics Technology I 3. Agricultural Mechanics Technology II	<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Animal Science and Biotechnology 3. Veterinary Science	<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Animal Science and Biotechnology 3. Plant Science and Biotechnology

Ag Leadership in Animal Production	Ag Leadership in Forestry	Plant Mechanical Systems	Ag Leadership in Plant Science
<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Animal Science and Biotechnology 3. Agribusiness Management and Leadership	<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Forestry Science I 3. Agribusiness Management and Leadership	<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Agricultural Mechanics Technology I 3. Plant Science and Biotechnology	<b>Pathway Courses:</b> 1. Basic Agricultural science Plant Science and Biotechnology Agribusiness Management and Leadership

Forestry and Animal Systems	Agricultural Mechanics and Metal Fabrication
<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Forestry Science I 3. Animal Science and Biotechnology	<b>Pathway Courses:</b> 1. Basic Agricultural Science 2. Agricultural Mechanics Technology I 3. Agricultural Metals Fabrication

## Recommended Elective Courses:

Agricultural Academic Electives	Dual Enrollment	WBL/YAP	Electives
<ul style="list-style-type: none"> <li>- AP Environmental Science/ Environmental Science</li> <li>- AP Biology</li> <li>- Anatomy</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Agricultural Areas</li> </ul>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- CTAE Related Pathway               <ul style="list-style-type: none"> <li>- Additional Ag Pathways</li> <li>- Engineering</li> <li>- Business and Technology</li> <li>- Entrepreneurship</li> <li>- Health Science pathways (e.g. Allied Health &amp; Emergency Care)</li> </ul> </li> </ul>
<b>Technical College</b>			

## Career Information: Agricultural Mechanics System

Because workers in the Agricultural Mechanics pathway are responsible for the efficient operation of farm machinery, opportunities in the farm equipment industry will grow as farms merge and grow larger. Agricultural and farm equipment mechanics are responsible for the maintenance, repair, and installation of machines that increase the efficiency of farming activities, such as planting, harvesting, and irrigating crops. Agricultural mechanics also service and repair smaller lawn and garden equipment operated by suburban homeowners. Important skills for this pathway include the ability to maintain and repair farm machines, such as large tractors or combines. Dairy equipment repairers maintain and repair milking machines and other equipment used by dairy farmers. Modern farm equipment utilizes computers, electronics, and hydraulics, which means that workers need to continually update their skills. In fact, what was once a general repairer's job has become a more specialized technical field in the farm industry. As a result, many farmers rely on farm equipment dealers to maintain and repair their machinery because the equipment is more complex than in the past. Another occupation in this pathway is agricultural engineer—someone who designs equipment and technology to meet farmer needs. Some agricultural mechanics receive formal training in professional/technical schools and two-year colleges, where they learn the basics of diesel engines, transmissions, and hydraulics. Other mechanics learn their skills on the job, receiving training from more experienced mechanics and from training sessions conducted by heavy equipment manufacturers. Competition for workers is keen because of the scarcity of qualified people to fill agricultural mechanic positions.

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>● Agricultural Inspectors</li> <li>● Agricultural Science Postsecondary Teachers</li> <li>● Agricultural Technicians</li> <li>● Aquaculture Managers</li> <li>● Butchers &amp; Meat Cutters</li> </ul>	<ul style="list-style-type: none"> <li>● Farm &amp; Ranch Managers</li> <li>● Food Cooking Machine Operators</li> <li>● Graders &amp; Sorters</li> <li>● Slaughters &amp; Meat Packers</li> </ul>

<ul style="list-style-type: none"> <li>• Buyers &amp; Purchasing Agents</li> <li>• Chemical Technicians</li> <li>• Agricultural Engineers</li> </ul>	
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## Career Information: Forest Mechanical Systems

Those working in the forestry and natural resources field conserve and manage our forest and natural resources. Sample job opportunities in this field include wildlife manager, park manager, fish and game officer, forest worker, logger, forest manager and fisheries manager. An associate's or bachelor's degree in forestry is the minimum education recommended for a professional career in forestry. Forestry and natural resources technicians usually receive their training through a combination of community colleges and on-the-job training. Many states require licensure of professional foresters. Those working in this field regularly work with landowners, loggers, forestry technicians and aides, farmers, ranchers, government officials, special interest groups and the general public. Anyone interested in this field should enjoy working outdoors. The federal, state and local governments employ many forestry and natural resources workers. Employment of foresters is concentrated in the western and southeastern states, where many national and private forests and parks and most of the lumber and pulp-wood producing forests are located. Job opportunities are expected to be good, with the most employment opportunities in private sector consulting firms, scientific research and development services.

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>• Mechanical Engineers</li> <li>• Nursery and Greenhouse Manager</li> <li>• Nursery Workers</li> <li>• Control and Valve Installers and Repairers</li> <li>• Mechanical Engineering Technologists</li> <li>• Landscaping and Groundskeeping Workers</li> </ul>	<ul style="list-style-type: none"> <li>• Agricultural Sciences Teachers</li> <li>• Soil and Plant Scientists</li> <li>• Crop Farmworkers and Laborers</li> <li>• Farm and Ranch Managers</li> </ul>

## Career Information: Veterinary Systems

Veterinarians treat health problems of pets, livestock, and animals in zoos, racetracks, and laboratories. They are concerned with preventing, controlling, and curing animal diseases as well as researching human and animal health to develop new ways to prevent and cure diseases. Some veterinarians are meat inspectors, and others work in wildlife management. The American Medical Veterinary Association reports that about 70 percent of veterinarians work in private medical practices treating small animals. Almost one-fourth of all veterinarians work in "mixed" practices, treating pigs, goats, cattle, and sheep in addition to companion pets. A small number of veterinarians treat large animals (horses or cattle) exclusively. These veterinarians drive to farms or ranches to provide services for herds or individual animals. Veterinarians involved in food safety and inspection check livestock for diseases that may be transmitted to human beings. They advise owners on the treatment of their animals as well as ordering quarantines when necessary. They may also inspect slaughtering and processing plants and enforce federal regulations concerning food purity and sanitation. Veterinarians must obtain a Doctor of Veterinary Medicine (D.V.M. or V.M.D.) from an accredited college of veterinary medicine after completing an undergraduate program. Competition is keen for admission to veterinary

school. To apply, students should complete pre- veterinary course requirements (primarily science classes) as well as submitting test scores from the Graduate Record Examination (GRE), Veterinary College Admission Test (VCAT), or Medical College Admission Test (MCAT). After graduation from an accredited veterinary program, veterinarians must earn a passing grade on a national board examination, the North American Veterinary Licensing Exam, before practicing veterinary medicine.

<b>*Related Pathway Occupations:</b>	<b>Other Related Education &amp; Training Occupations:</b>
<ul style="list-style-type: none"> <li>● Animal Scientists Veterinarians</li> <li>● Veterinary Technologists and Technicians</li> <li>● Veterinary Assistants and Laboratory Animal Caretakers</li> <li>● Zoologists and Wildlife Biologists</li> <li>● Animal Control Workers</li> <li>● Farm and Ranch Managers</li> </ul>	<ul style="list-style-type: none"> <li>● Soil and Plant Scientists Biologists</li> <li>● Hunters and Trappers</li> <li>● Biological Technicians</li> <li>● Animal Trainers</li> </ul>

## Career Information: Agriscience Systems

This career pathway allows students to explore the core components of Agriscience through Animal & Plant Science. A career in plant science and horticulture offers a variety of job opportunities in the fields of education, research, golf and sports turf, landscape design, parks and gardens, public service, production management, and sales and marketing. Some jobs available include landscape designer, greenhouse manager, golf course superintendent, plant breeder, florist, agricultural chemical researcher and garden center owner. Educational requirements in this field vary by job. Two- and four-year programs are available in this area. Advanced degrees may be necessary for some research-related jobs. Students interested in animal science have many career options. Farm or ranch workers and managers are needed to ensure the production of food animal products for a growing population. Animal scientists conduct research to develop better ways to produce and process meat, poultry, eggs, and milk. Developing new characteristics to introduce into animals (such as chickens that lay more eggs) and reducing the cost of raising animals and processing animal products are other goals of workers in this pathway. Some animal scientists inspect and grade livestock and food products. Others develop special foods for animals, purchase livestock, or work in technical sales or marketing. Scientists may also advise producers on optimizing animal housing, handling waste matter, or lowering mortality rates of livestock and other animals. They recommend methods to improve disease control and increase the quality and quantity of animal production.

<b>*Related Pathway Occupations:</b>	<b>Other Related Education &amp; Training Occupations:</b>
<ul style="list-style-type: none"> <li>● Nursery and Greenhouse Manager</li> <li>● Nursery Workers Landscaping and Groundskeeping Workers</li> <li>● Farm/Ranch Managers</li> <li>● Agricultural Grader / Sorters Agricultural Technicians</li> <li>● Nursery or Greenhouse Manager</li> <li>● Animal Breeders</li> </ul>	<ul style="list-style-type: none"> <li>● Agricultural Sciences Teachers</li> <li>● Food Scientist/Technologists</li> <li>● Crop Farmworkers and Laborers</li> <li>● Farm and Ranch Managers</li> <li>● Natural Sciences Managers</li> </ul>

## Career Information: Ag Leadership in Animal Production

Leaders in animal production conduct research to develop better ways to produce and process meat, poultry, eggs, and milk. Much of the research focuses on the health and breeding of livestock, but domestic animals, such as cats and dogs, are also a research concern. Animal scientists are experts in genetics, nutrition, reproduction, and animal production management. Developing new characteristics to introduce into animals (such as chickens that lay more eggs) and reducing the cost of raising animals and processing animal products are other goals of workers in this pathway. Some animal scientists inspect and grade livestock and food products. Others develop special foods for animals, purchase livestock, or work in technical sales or marketing. Scientists may also advise producers on optimizing animal housing, handling waste matter, or lowering mortality rates of livestock and other animals. They recommend methods to improve disease control and increase the quality and quantity of animal production. Because most jobs in this field are research-based, a bachelor's degree in animal or agriculture science is required. A doctoral degree (Ph.D.) is necessary for leading research projects or teaching on the university level. The farming and food production industry spends much money on breeding, raising, and feeding animals. The industry will continue to be interested in more efficient, less costly methods of raising animals. Therefore, employment of animal scientists at research firms will be needed to study new methods and develop healthier animals.

<b>*Related Pathway Occupations:</b>	<b>Other Related Education &amp; Training Occupations:</b>
<ul style="list-style-type: none"> <li>● Agricultural Inspectors</li> <li>● Agricultural Science Postsecondary Teachers</li> <li>● Agricultural Technicians Agricultural Managers</li> <li>● Butchers &amp; Meat Cutters</li> <li>● Buyers &amp; Purchasing Agents</li> <li>● Chemical Technicians</li> </ul>	<ul style="list-style-type: none"> <li>● Farm &amp; Ranch Managers</li> <li>● Food Cooking Machine Operators</li> <li>● Graders &amp; Sorters</li> <li>● Slaughters &amp; Meat Packers</li> </ul>

## Career Information: Ag Leadership in Forestry

Those working in the forestry and natural resources field conserve and manage our forest and natural resources. Sample job opportunities in this field include wildlife managers, park managers, fish and game officers, forest workers, loggers, forest managers and fisheries managers. An associate's or bachelor's degree in forestry is the minimum education recommended for a professional career in forestry. Forestry and natural resources technicians usually receive their training through a combination of community colleges and on-the-job training. Many states require licensure of professional foresters. Those working in this field regularly work with landowners, loggers, forestry technicians and aides, farmers, ranchers, government officials, special interest groups and the general public. Anyone interested in this field should enjoy working outdoors. The federal, state and local governments employ many forestry and natural resources workers. Employment of foresters is concentrated in the western and southeastern states, where many national and private forests and parks and most lumber and pulp-wood producing forests are located. Job opportunities are expected to be good, with the most employment opportunities in private sector consulting firms, scientific research and development services.

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>● Forest Fire Fighting and Prevention</li> <li>● Supervisors</li> <li>● Natural Sciences Managers</li> <li>● Foresters</li> <li>● Environmental Scientists and Specialists</li> </ul>	<ul style="list-style-type: none"> <li>● Industrial Ecologists</li> <li>● Environmental Science Teachers</li> <li>● Biological Science Teachers</li> <li>● Forest and Conservation Technicians</li> </ul>

### Career Information: Ag Leadership in Plant Science

A career in plant science offers a variety of job opportunities in the fields of education, research, golf and sports turf, landscape design, parks and gardens, public service, production management, and sales and marketing. Some jobs available include landscape designer, greenhouse manager, golf course superintendent, plant breeder, florist, agricultural chemical researcher and garden center owner. Educational requirements in this field vary by job. Two- and four-year programs are available in this area. Advanced degrees may be necessary for some research-related jobs. Those who are interested in this field should be able to carry out projects and work independently, have a commitment to quality and customer service, have an appreciation of our natural environment and have good communication skills, both written and verbal. Employment opportunities in this field should be good, with more job openings than job seekers. Employment is expected to increase in response to the increasing demand for both products and services by commercial producers, landscape contractors, turf managers and the general public. New avenues of research in biotechnology to develop plant and food crops that require less fertilizer, fewer pesticides and herbicides, and less water will also increase the demand for careers in plant science and horticulture.

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>● Farm and Home Management Advisors</li> <li>● Environmental Scientists</li> <li>● Hydrologists Biologists</li> <li>● Food Scientists and Technologists</li> <li>● Landscape Architects Crop</li> <li>● Farmworkers and Laborers Agricultural Tech</li> </ul>	<ul style="list-style-type: none"> <li>● Nursery Workers</li> <li>● Agricultural Sciences Teachers</li> <li>● Farm and Ranch Managers</li> <li>● Vocational Education Teachers</li> </ul>

### Career Information: Forestry and Animal Systems

Animal scientists conduct research to develop better ways to produce and process meat, poultry, eggs, and milk. Much of the research focuses on the health and breeding of livestock, but domestic animals, such as cats and dogs, are also a research concern. Animal scientists are experts in genetics, nutrition, reproduction, and animal production management. Developing new characteristics to introduce into animals (such as chickens that lay more eggs) and reducing the cost of raising animals and processing animal products are other goals of workers in this pathway. Some animal scientists inspect and grade livestock and food products. Others develop special foods for animals, purchase livestock, or work in technical sales or marketing. Scientists may also advise producers on optimizing animal housing, handling waste matter, or lowering mortality rates of livestock and other animals. They recommend

methods to improve disease control and increase the quality and quantity of animal production. Because most jobs in this field are research-based, a bachelor's degree in animal or agriculture science is required. A doctoral degree (Ph.D.) is necessary for leading research projects or teaching on the university level. The farming and food production industry spends much money on breeding, raising, and feeding animals. The industry will continue to be interested in more efficient, less costly methods of raising animals. Therefore, employment of animal scientists at research firms will be needed to study new methods and develop healthier animals.

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>● Agricultural Sciences Teachers</li> <li>● Nursery and Greenhouse Managers</li> <li>● Soil and Plant Scientists</li> <li>● Animal Scientists</li> <li>● Animal Breeders</li> <li>● Nonfarm Animal Caretakers</li> <li>● Nursery Workers</li> <li>● Animal Trainers</li> </ul>	<ul style="list-style-type: none"> <li>● First-Line Supervisors of Animal Husbandry and Animal Care Workers</li> <li>● Career/Technical Education Teachers</li> </ul>

### Career Information: Agricultural Mechanics and Metal Fabrication

Workers in the Agricultural Mechanics Metal Fabrication pathway create structures by manipulating metal. Agricultural and farm equipment is often created by metal fabrication. Important skills for this pathway include the ability to create and follow a detailed plan, the ability to understand the needs of others, and a keen eye for detail and functionality. Some Agricultural Metal Fabricators repair or design agricultural machinery components and equipment using computer-aided (CAD) technology. They also design food processing plants and related mechanical systems. Some metal fabricators receive formal training in professional/technical schools and two-year colleges, where they learn the basics of welding and making patterns. Other metal fabricators learn their skills on the job, receiving training from more experienced mechanics and from formal apprenticeships.

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>● Agricultural Engineers</li> <li>● Welders Sheet Metal Workers</li> <li>● Patternmakers Structural Metal Fabricators and Fitters</li> <li>● Layout Workers</li> <li>● Precious Metal Workers</li> </ul>	<ul style="list-style-type: none"> <li>● Agricultural Science Teachers</li> <li>● Agricultural Equipment Operator</li> <li>● Pourers and Casters Model Makers</li> <li>● Mechanics</li> </ul>

\* Note: Information presented in career information and related occupations has been adapted from the materials provided by GaDOE and the CTAE Department (website [link](#)).

# Jefferson High School

## School of Education and Training Teachers

Coursework	Credit	Coursework	Credit
English Language Arts	4	Health/Physical Education	1
Mathematics	4	Education Pathway: **Teaching as a Profession	3
Science*	4	Electives ***World Languages, Fine Arts	8
Social Studies	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

\*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

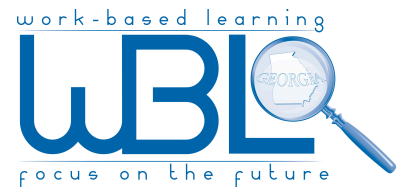
\*\*Students must complete 3 credits to complete CTAE pathway and take the end of pathway assessment.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.

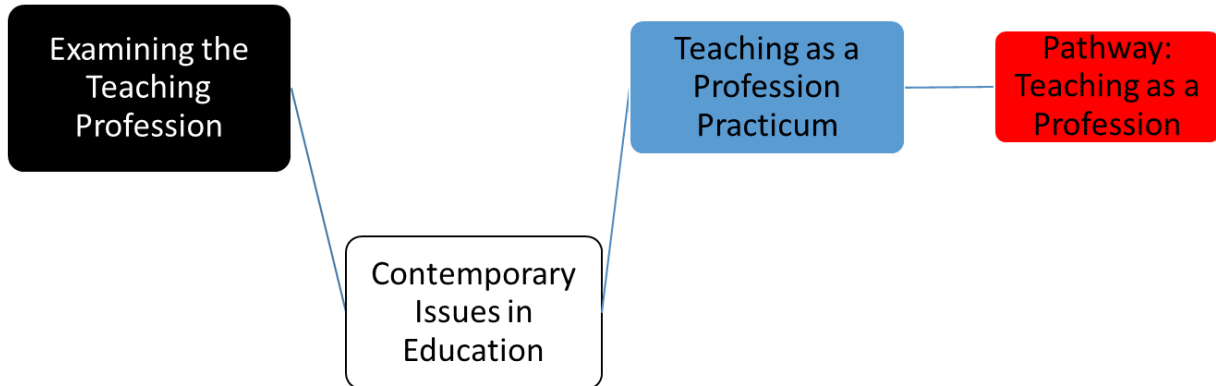
### Career Enhancement Opportunities

#### Work-Based Learning Requirements

- Have a defined career pathway or career goal
- Have taken or be currently enrolled in a CTAE class
- Must be a junior or senior & at least 16 years old
- Provide your own dependable transportation to/from job site
- Maintain a good attendance record and be on track for graduation
- Willing to submit to all health or legal related screenings required by the sponsoring employer



# School of Education & Training: Pathway Course Flow Chart



## Teaching Pathways and Courses:

Teaching as a Profession
<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Examining the Teaching Profession</li> <li>2. Contemporary Issues in Education</li> <li>3. Teaching as a Profession Practicum</li> </ol>

## Recommended Elective Courses:

Education Academic Electives	Dual Enrollment	WBL/YAP	Electives
<ul style="list-style-type: none"> <li>- Intro to Speech &amp; Communications</li> <li>- Sociology</li> <li>- Psychology/ AP Psychology</li> <li>- Journalism</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Education Areas</li> </ul>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- CTAE Related Pathway                             <ul style="list-style-type: none"> <li>- Fine Arts: Visual Arts, Theatre or Music</li> <li>- Business and technology</li> <li>- Health Sciences (e.g Allied Health and Sports Medicine)</li> </ul> </li> </ul>
<b>Technical College</b>			

## Career Information: Teaching as a Profession

Educational services are the second largest industry, accounting for about 13 million jobs. The educational services industry includes a variety of institutions that offer academic education, vocational or career and technical instruction and other education and training to millions of students each year. Institutions include elementary, middle and secondary schools, universities, colleges, professional schools, community or junior colleges and career and technical institutes.

School and working conditions often vary from town to town. Some schools may have few supplies and equipment while some are well equipped. Conditions at postsecondary institutions are generally very good. Some educational institutions operate 10 months a year while institutions that cater to adult students generally operate year-round. Many teachers spend significant time outside of school preparing for class, doing administrative tasks, conducting research, writing articles and books and pursuing advanced degrees.

Kindergarten, elementary and secondary school teachers in public schools must have a bachelor's degree and must be licensed. Teachers in private elementary, middle and secondary schools do not have to be licensed. Postsecondary teachers who teach at 4-year colleges and universities generally must have a doctoral degree. Vocational or career and technical education teachers typically need work or other experience in their field and may need to be licensed in that field.

The overall demand for workers in educational services will increase as a result of a growing emphasis

on improving education and making it available to more people. Retirements will also create large numbers of job openings. However, budget constraints at all levels of government may place restrictions on educational services. National analysis of labor market information regard school counselors, social workers, elementary school teachers, middle school teachers, pre-school teachers, secondary teachers, special education teachers, teaching assistants and tutors as occupations that are expected to grow rapidly with numerous openings

<b>*Related Pathway Occupations:</b>	<b>Other Related Education &amp; Training Occupations:</b>
<ul style="list-style-type: none"> <li>● Educational Administrators</li> <li>● Instructional Coordinators</li> <li>● Instructors</li> <li>● Librarians</li> <li>● School Psychologists</li> <li>● Adapted PE Specialists</li> <li>● Graduate Teaching Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Teaching Assistants</li> <li>● Postsecondary Instructors</li> <li>● Social Workers</li> <li>● Special Education Teachers, all levels</li> </ul>

\* Note: Information presented in career information and related occupations has been adapted from the materials provided by GaDOE and the CTAE Department (website [link](#)).

# Jefferson High School

## School of Business Management and Administration

Coursework	Credit	Coursework	Credit
English Language Arts	4	Health/Physical Education	1
Mathematics	4	Business Management and Administration Pathway:	3
Science*	4	Electives ***World Languages, Fine Arts	8
Social Studies	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

\*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

\*\*Students must complete 3 credits to complete CTAE pathway and take the end of pathway assessment.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.

### Career and Technical Student Organizations



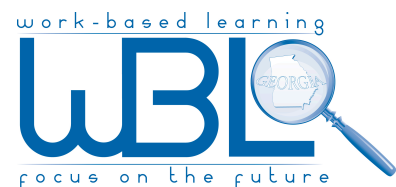
#### Future Business Leaders of America (FBLA)

Future Business Leaders of America (FBLA) is a student organization for all middle and high school students participating in business programs. As an integral part of the business instructional program, FBLA provides opportunities for students to develop vocational and career-supportive competencies. Participation in FBLA activities promotes civic and personal responsibility; helps students develop business leadership skills and establish career goals; and prepares them for useful citizenship and productive careers.

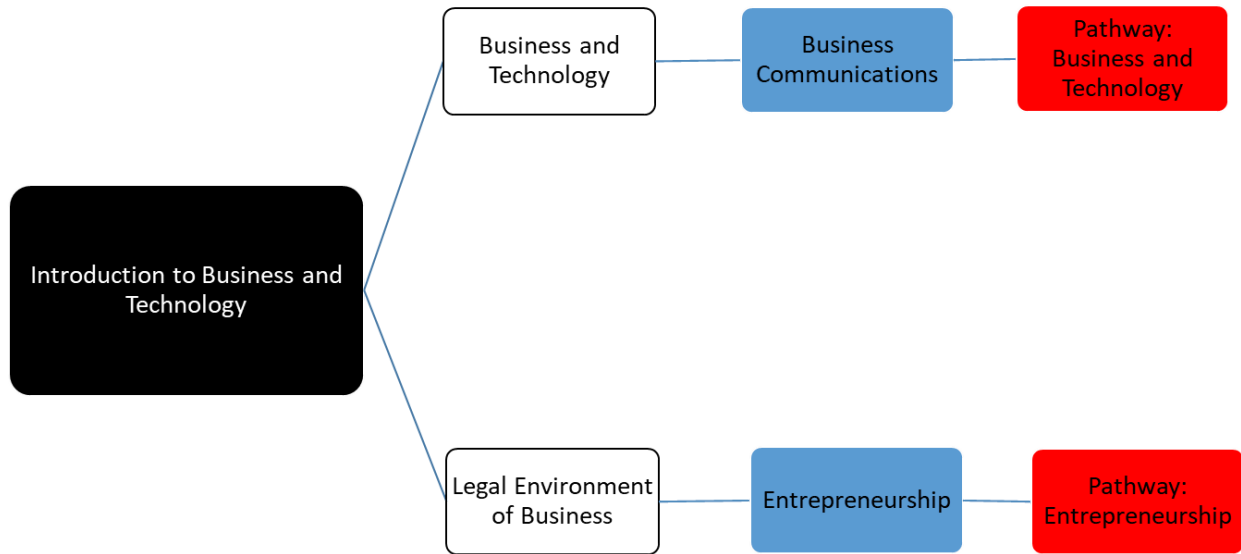
### Career Enhancement Opportunities

#### Work-Based Learning Requirements

- Have a defined career pathway or career goal
- Have taken or be currently enrolled in a CTAE class
- Must be a junior or senior & at least 16 years old
- Provide your own dependable transportation to/from job site
- Maintain a good attendance record and be on track for graduation
- Willing to submit to all health or legal related screenings required by the sponsoring employer



# School of Business, Management & Administration: Pathway Course Flow Chart



## Business Pathways and Courses:

Business And Technology	Entrepreneurship
<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Business and Technology</li> <li>2. Business and Technology</li> <li>3. Business Communications</li> </ol>	<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Intro to Business and Technology</li> <li>2. Legal Environment of Business</li> <li>3. Entrepreneurship</li> </ol>

## Recommended Elective Courses:

Business Academic Electives	Dual Enrollment	WBL/YAP	Electives
<ul style="list-style-type: none"> <li>- Intro to Speech &amp; Communications</li> <li>- Psychology/ AP Psychology</li> <li>- Journalism</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Business Area</li> </ul>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- CTAE Related Pathway               <ul style="list-style-type: none"> <li>- Web Development</li> <li>- Game Design</li> <li>- Programming</li> </ul> </li> </ul>
<b>Technical College</b>			

## Career Information: Business and Technology Pathway Description

Career opportunities in every sector of the economy include technical and business skills learned within this pathway. A strong foundation of business concepts integrated with technology skills used in business will prepare workers for every occupation. Specific relevant careers include the support service industry, which is one of the largest job providers in the US economy. Support service positions include tasks such as managing projects, scheduling, planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. As technology continues to advance, support service workers will increasingly assume the role of information and communication managers. Education and training for jobs in this pathway range from high school career and technical career programs to one, two, and four year programs. Written, oral and verbal communication skills, flexibility, personal presentation, leadership, time management and teamwork are all skills vital to this career area.

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>● Administrative Services Managers</li> <li>● Computer Operators</li> <li>● Database Administrators</li> <li>● Word Processor &amp; Typists</li> <li>● Management Analysts</li> <li>● Legal Secretaries</li> <li>● Medical Secretaries</li> <li>● Customer Service Representatives</li> <li>● Business Analyst</li> <li>● Administrative Assistant</li> </ul>	<ul style="list-style-type: none"> <li>● Shipping &amp; Receiving Clerks</li> <li>● Budget Analysts</li> <li>● Office Machine Operators</li> <li>● Computer &amp; Information Systems Managers</li> </ul>

## Career Information: Entrepreneurship

Entrepreneurs, innovators, proprietors, and small business owners play a key role in Georgia's economy. According to the United States Small Business Administration, there are 1.1 million small businesses in Georgia (<http://www.sba.gov/>). Small business owners manage their own companies. Job opportunities in business are varied and educational requirements vary according to specialization. Business professionals may be managers, owners, accountants, economists, administrators, or analysts. Those considering a career in business, especially entrepreneurs, should be analytical, detail-oriented, flexible, and decisive. They will be required to coordinate several activities at once, quickly analyze and solve specific problems, and cope with deadlines. Business professionals should also have good communication skills and be able to establish working relationships with many different people, from managers, supervisors and other professionals to clerks and related workers. There are basically three types of small businesses: sole proprietorship, partnerships, and corporations. Marketing skills are critical to a small business owner. It is important for owners to know when to take a risk, adapt to the changing market conditions, improve services, promote their goods or services and hire new employees. As with any other business, owners must be competitive while keeping costs down. Owners who employ other workers must hire, train, and supervise their employees. Some run the entire business themselves.

\* Note: Information presented in career information and related occupations has been adapted from the materials provided by GaDOE and the CTAE Department (website [link](#)).

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>● Small Business Owners</li> <li>● Business Managers</li> <li>● Retail Managers</li> <li>● Human Resources Managers</li> <li>● Corporate Recruiters</li> <li>● Business Analysts</li> <li>● Marketing Research Analysts</li> </ul>	<ul style="list-style-type: none"> <li>● Event Assistants</li> <li>● Retail Employees</li> <li>● Customer Service Representatives</li> <li>● Business &amp; Marketing Internships</li> </ul>

# Jefferson High School

## School of Information Technology

Coursework	Credit	Coursework	Credit
English Language Arts	4	Health/Physical Education	1
Mathematics	4	Information Technologies Pathway:	3
Science*	4	Electives ***World Languages, Fine Arts  <ul style="list-style-type: none"> <li>• Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses</li> </ul>	8
Social Studies	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

\*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

\*\*Students must complete 3 credits to complete CTAE pathway and take the end of pathway assessment.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.

### Career and Technical Student Organizations



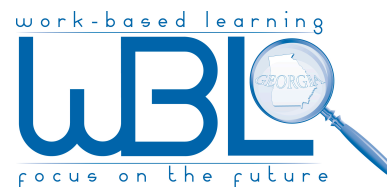
#### Future Business Leaders of America (FBLA)

Future Business Leaders of America (FBLA) is a student organization for all middle and high school students participating in business programs. As an integral part of the business instructional program, FBLA provides opportunities for students to develop vocational and career-supportive competencies. Participation in FBLA activities promotes civic and personal responsibility; helps students develop business leadership skills and establish career goals; and prepares them for useful citizenship and productive careers.

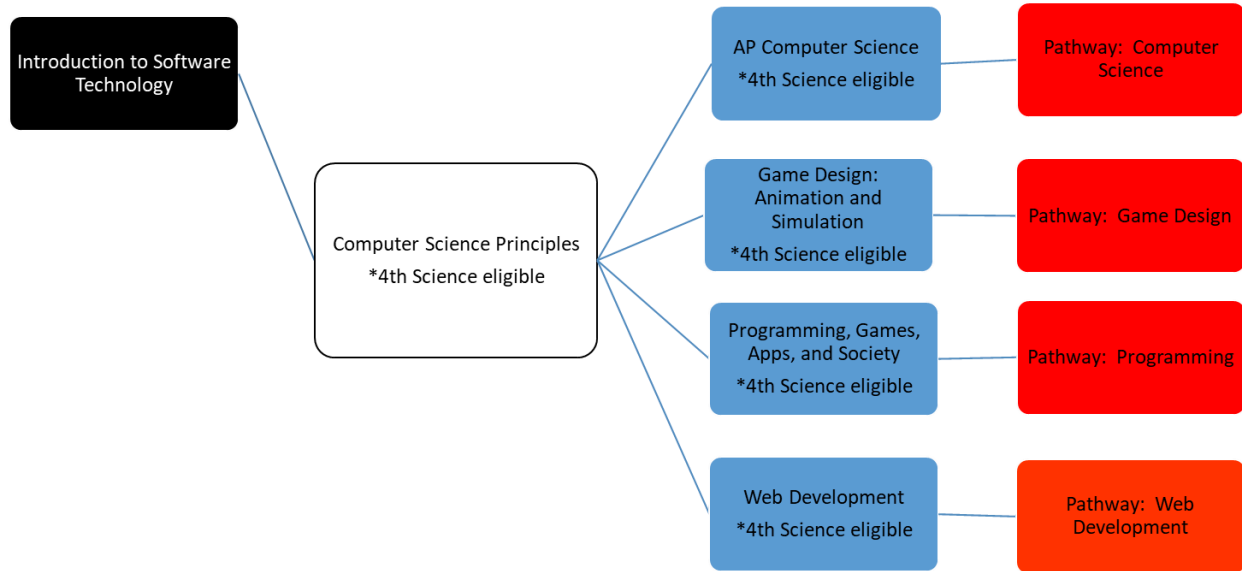
### Career Enhancement Opportunities

#### Work-Based Learning Requirements

- Have a defined career pathway or career goal
- Have taken or be currently enrolled in a CTAE class
- Must be a junior or senior & at least 16 years old
- Provide your own dependable transportation to/from job site
- Maintain a good attendance record and be on track for graduation
- Willing to submit to all health or legal related screenings required by the sponsoring employer



# School of Information Technology: Pathway Course Flow Chart



## \*Fourth Science Options 2018-2019

The denoted courses count towards satisfying the fourth science requirement and a CTAE pathway completion requirement and have been approved by the Board of Regents as a fourth science.

**\*For graduation information, please see JHS Counseling staff**

## Informational Technology Pathways and Courses:

Web Development	Game Design	Computer Science	Programming
<b>Pathway Courses:</b> <ol style="list-style-type: none"> <li>Intro to Software Technology</li> <li>Computer Science Principles (or AP Computer Science Principles)</li> <li>Web Development</li> </ol>	<b>Pathway Courses:</b> <ol style="list-style-type: none"> <li>Intro to Software Technology</li> <li>Computer Science Principles (or AP Computer Science Principles)</li> <li>Game Design: Animation and Simulation</li> </ol>	<b>Pathway Courses:</b> <ol style="list-style-type: none"> <li>Intro to Software Technology</li> <li>Computer Science Principles (or AP Computer Science Principles)</li> <li>Web Development</li> </ol>	<b>Pathway Courses:</b> <ol style="list-style-type: none"> <li>Intro to Software Technology</li> <li>Computer Science Principles (or AP Computer Science Principles)</li> <li>Programming, Games, Apps and Society</li> </ol>

## Recommended Elective Courses:

Information Technology Academic Electives	Dual Enrollment	WBL/YAP	Electives
<ul style="list-style-type: none"> <li>- Intro to Speech &amp; Communications</li> <li>- Visual Arts</li> <li>- AP Calculus</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Web developer area</li> <li>- Computer Programming Area</li> </ul>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- CTAE Related Pathway                             <ul style="list-style-type: none"> <li>- Fine Arts: Visual Arts, or Music</li> <li>- Business and technology</li> <li>- Entrepreneurship</li> <li>- Engineering</li> </ul> </li> </ul>
<b>Technical College</b>			

## Career Information: Web and Digital Design

Information is valuable only when it is understood and utilized. Workers in digital media design bring ideas to life through technology, whether creating a web site, a training video or designing the latest computer game or mobile application. Careers in web and digital communications involve creating, designing and producing interactive multimedia products and services, including the development of digitally-generated or computer-enhanced media used in business, training, entertainment, communications and marketing. Sample interactive media occupations include web designer, webmaster, 3D animator, virtual reality specialist, multimedia producer and graphic artist. Organizations of all types and sizes use digital media to communicate with existing and potential customers, to track transactions and to collaborate with colleagues. Interactive media experts can find employment

opportunities in organizations of all sizes and types due to the rate of technology change in business and reliance on mobile technology. Job prospects in the motion picture and video industry are excellent for multimedia artists and animators, film and video editors and others skilled in digital filming and computer-generated imaging. Graphic designers with website design and animation experience will have good job opportunities. A bachelor's degree is required for most entry-level positions. However, an associate's degree may be sufficient for technical positions. Most primary occupations in the field will have numerous job openings in the coming years. The web is fast becoming a way of life for most of the world. Therefore, the industry is continually looking for bright, well-educated individuals to develop faster and more efficient processes for creating and delivering information.

<b>*Related Pathway Occupations:</b>	<b>Other Related Education &amp; Training Occupations:</b>
<ul style="list-style-type: none"> <li>● Web Developers</li> <li>● Computer &amp; Information</li> <li>● Research Scientists</li> <li>● Computer System Analysts</li> <li>● Computer Programmers Software Developers</li> <li>● Computer Systems Engineers/Architects</li> </ul>	<ul style="list-style-type: none"> <li>● Web Administrators</li> <li>● Computer &amp; Information Systems Managers</li> <li>● Computer Network Architects</li> <li>● Computer Operators</li> </ul>

## Career Information: Computer Science

Careers in Computer Science lead individuals to create, modify, and test codes; all while inventing and designing new approaches to computing technology and finding innovative uses for existing technology. Career area focus requires solving complex problems in computing for business, medicine, science, and other fields. To work as a computer programmer, one must have a bachelor's degree, generally in computer science, mathematics, or information systems. Some computer programmers take coursework in computer science while earning their degrees in accounting, finance and business. Some of those working as computer programmers earn an associate's degree or certificate. Programming skills and experience are highly valued in this field, particularly knowledge of object-oriented languages and tools. In addition, working computer programmers must constantly update their skills to keep up with changing technology. Specialized knowledge and experience with a language or operating system can lead to a computer programmer becoming a computer software engineer. Employment of computer programmers is expected to increase 12 percent from 2010 to 2020, about as fast as the average for all occupations. The advances in computer technology require programmers to constantly look for more effective and efficient processes to expedite their ability to spend more time writing new programs.

<b>*Related Pathway Occupations:</b>	<b>Other Related Education &amp; Training Occupations:</b>
<ul style="list-style-type: none"> <li>● Software Engineers</li> <li>● Computer Programmers</li> <li>● Computer &amp; Information Systems Managers</li> <li>● Computer Hardware Engineers</li> <li>● Computer Network Architects</li> <li>● Computer System Analysts</li> <li>● Database Administrators</li> </ul>	<ul style="list-style-type: none"> <li>● Information Security Analysts</li> <li>● Network &amp; Computer Systems Administrators</li> <li>● Video Game Designers</li> <li>● Game Designers</li> </ul>

## Career Information: Programming

A computer programmer creates the code for software applications and operating systems. After a software developer or computer software engineer designs a computer program, the programmer writes code that converts that design into a set of instructions a computer can follow. Programmers test the program to look for errors and then rewrite it until it is debugged, or error-free. A programmer continues to evaluate programs that are in use, making updates and adjustments as needed. The application of programming is applied through game design. A video game designer will come up with a concept that will eventually become a video game and see that idea through to fruition. They will work with other members of the development team, including artists, programmers and audio engineers. Video game design jobs are not entry-level positions — one will have to work up to this position by working in other jobs in the field. Video game design jobs include game designer, lead designer and level designer. A video game job is possible, but a job working as a video game designer is usually earned from years of experience doing other work in this field. Fortunately there are many types of jobs from which to choose, both on the technical side and on the business side of the industry. The information technology industry, including programming, is a dynamic and entrepreneurial field that continues to have a revolutionary impact on the economy and on the world. Students in information technology learn and practice skills that prepare them for diverse post- high school education and training opportunities, from apprenticeships and two-year college programs to four-year college and graduate programs.

*Related Pathway Occupations:	Other Related Education & Training Occupations:
<ul style="list-style-type: none"> <li>● Software Engineers</li> <li>● Computer Programmers</li> <li>● Computer &amp; Information Systems Managers</li> <li>● Computer Hardware Engineers</li> <li>● Computer Network Architects</li> <li>● Computer System Analysts</li> <li>● Database Administrators</li> </ul>	<ul style="list-style-type: none"> <li>● Information Security Analysts</li> <li>● Network &amp; Computer Systems Administrators</li> <li>● Video Game Designers</li> <li>● Game Designers</li> </ul>

\* Note: Information presented in career information and related occupations has been adapted from the materials provided by GaDOE and the CTAE Department (website [link](#)).

# Jefferson High School

## School of Arts, A/V Technology and Communication

Coursework	Credit	Coursework	Credit
English Language Arts	4	Health/Physical Education	1
Mathematics	4	Arts, A/V Technology and Communication Pathway:	3
Science*	4	Electives ***World Languages, Fine Arts	8
Social Studies	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

\*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

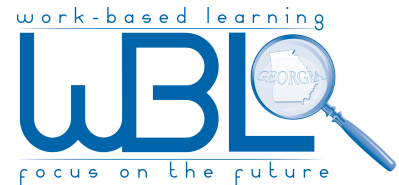
\*\*Students must complete 3 credits to complete CTAE pathway and take the end of pathway assessment.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.

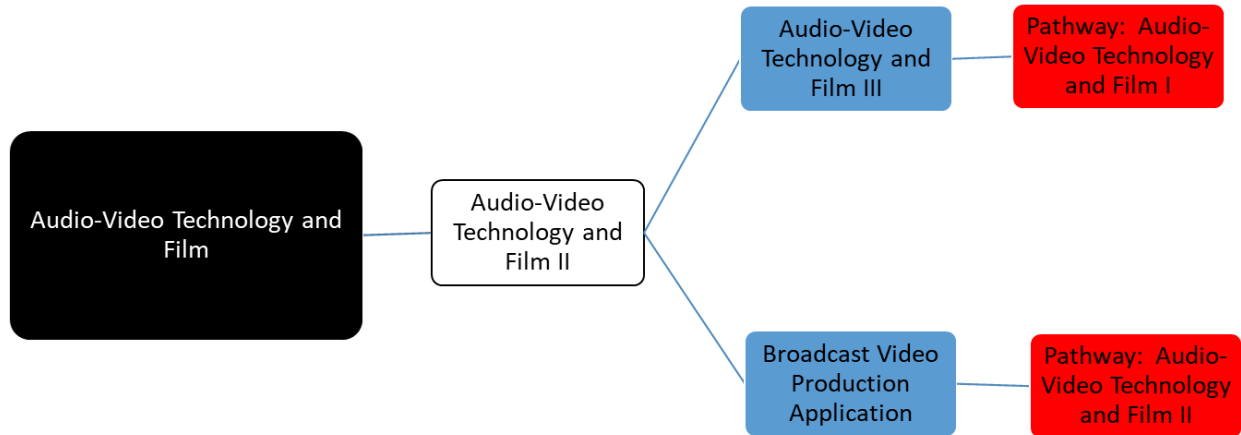
### Career Enhancement Opportunities

#### Work-Based Learning Requirements

- Have a defined career pathway or career goal
- Have taken or be currently enrolled in a CTAE class
- Must be a junior or senior & at least 16 years old
- Provide your own dependable transportation to/from job site
- Maintain a good attendance record and be on track for graduation
- Willing to submit to all health or legal related screenings required by the sponsoring employer



# School of Arts, A/V, & Communications: Pathway Course Flow Chart



## Audio-Video Pathways and Courses:

Audio-Video Technology and Film	Broadcast Video Production Application
<b>Pathway Courses:</b> <ol style="list-style-type: none"> <li>1. Audio-Video Technology and Film</li> <li>2. Audio-Video Technology and Film II</li> <li>3. Audio-Video Technology and Film III</li> </ol>	<b>Pathway Courses:</b> <ol style="list-style-type: none"> <li>1. Audio-Video Technology and Film</li> <li>2. Audio-Video Technology and Film II</li> <li>3. Broadcast Video Production Application</li> </ol>

## Recommended Elective Courses:

Arts, A/V Technology and Communication Academic Electives	Dual Enrollment	WBL/YAP	Electives
<ul style="list-style-type: none"> <li>- Intro to Speech &amp; Communications</li> <li>- Journalism</li> <li>- AP ELA</li> <li>- AP Calculus</li> <li>- AP Government</li> <li>- Cold War</li> <li>- World War II</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Web developer area</li> <li>- Audio or Broadcast internship</li> </ul>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- CTAE Related Pathway                             <ul style="list-style-type: none"> <li>- Fine Arts: Visual Arts, Theatre or Music</li> <li>- Business and technology</li> <li>- Entrepreneurship</li> <li>- Engineering</li> </ul> </li> </ul>
<b>Technical College</b>			

### Career Information: Audio Video Technology & Film

The broadcasting and digital media industry is comprised of two major employers—radio/television broadcasting companies and movie/television production companies. Approximately 73 percent of employed persons within the industry are in television and radio broadcasting. Jobs within the industry are organized into five major areas: program production (producers, film and video editors, announcers, program directors), news-related (reporters, news analysts, news directors), technical (television/video camera operators, technicians, engineers, network systems administrators), sales (advertising/marketing managers and producers of commercials), and management. Competition for employment in the broadcasting industry is expected to be keen, particularly in large cities because of the large number of people attracted by the glamour of this industry. While technical jobs in broadcasting often do not require a college education, management and sales occupations do require a college degree. Most broadcast stations prefer individuals with training in broadcast technology, electronics, or engineering from technical, 2-year, or 4-year colleges. Some employers require

broadcast technicians to be certified. Relevant work-related experience, such as employment at a college radio/television station or internship at a professional station, is important for future employment in the industry. Employment of film and video editors and camera operators is projected to grow four percent from 2010 to 2020, slower than the average for all occupations. These occupations should experience intense competition for jobs, and those with more experience at a TV station or on a film set will likely have the best job prospects. Workers in the industry will need to continually upgrade their skills because of rapidly changing technology. Due to an increase in digital technology, skill in computer networks and software is especially important for potential employees. Other new jobs are expected to be created in the movie and cable TV industries. The number of cable TV stations is expected to grow as cable companies expand the number of channels they carry

<b>*Related Pathway Occupations:</b>	<b>Other Related Education &amp; Training Occupations:</b>
<ul style="list-style-type: none"> <li>● Broadcast Technicians</li> <li>● Camera &amp; Photographic Equipment Repairers</li> <li>● Camera Operators ,Television, Video &amp; Motion Picture</li> <li>● Graphic Designers</li> <li>● Set &amp; Exhibit Designers</li> <li>● Sound Engineering Technicians</li> <li>● Technical Directors/Managers</li> </ul>	<ul style="list-style-type: none"> <li>● Artists &amp; Related Workers</li> <li>● Camera &amp; Photographic Equipment Repairers</li> <li>● Computer Programmers</li> <li>● Photographers</li> <li>● Audio &amp; Video Equipment Techs</li> </ul>

\* Note: Information presented in career information and related occupations has been adapted from the materials provided by GaDOE and the CTAE Department (website [link](#)).

# Jefferson High School

## School of Science, Technology, Engineering, & Mathematics

Coursework	Credit	Coursework	Credit
English Language Arts	4	Health/Physical Education	1
Mathematics	4	Science, Technology, Engineering, & Mathematics	3
Science*	4	Electives ***World Languages, Fine Arts	8
Social Studies	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

\*Selected 4th Science courses may be used to meet both the required science and required elective in a CTAE sequence of courses.

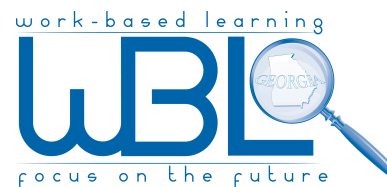
\*\*Students must complete 3 credits to complete CTAE pathway and take the end of pathway assessment.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.

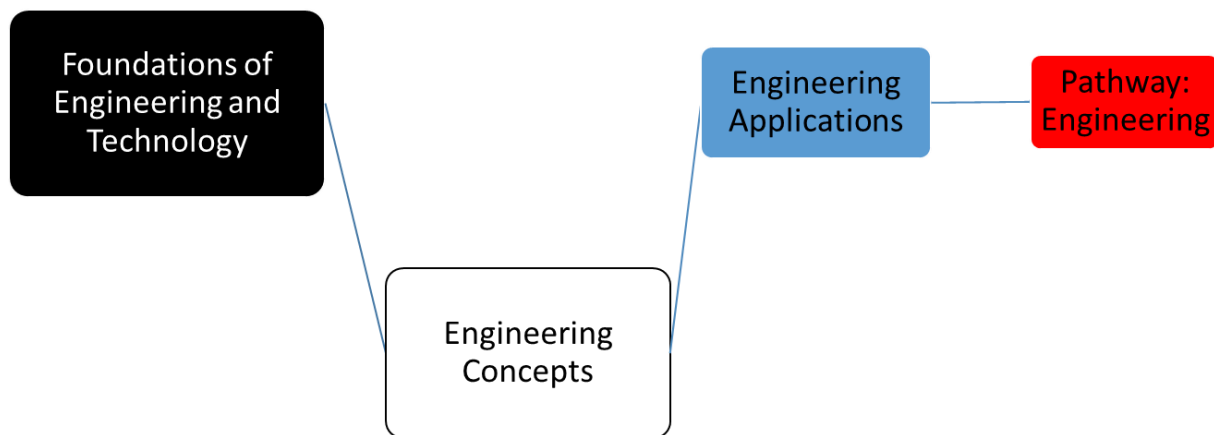
### Career Enhancement Opportunities

#### Work-Based Learning Requirements

- Have a defined career pathway or career goal
- Have taken or be currently enrolled in a CTAE class
- Must be a junior or senior & at least 16 years old
- Provide your own dependable transportation to/from job site
- Maintain a good attendance record and be on track for graduation
- Willing to submit to all health or legal related screenings required by the sponsoring employer



# School of Sciences, Technology, Engineering, Mathematics: Pathway Course Flow Chart



## Engineering Pathways and Courses:

Engineering and Technology
<p><b>Pathway Courses:</b></p> <ol style="list-style-type: none"> <li>1. Foundations of Engineering and Technology</li> <li>2. Engineering Concepts</li> <li>3. Engineering Applications</li> </ol>

## Recommended Elective Courses:

Science, Technology, Engineering, & Mathematics Electives	Dual Enrollment	WBL/YAP	Electives
<ul style="list-style-type: none"> <li>- Intro to Speech &amp; Communications</li> <li>- AP Calculus</li> <li>- AP Statistics</li> <li>- AP Chemistry</li> <li>- AP Biology</li> <li>- AP Environmental Science</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Electrical</li> <li>- Mechanical</li> <li>- Energy</li> <li>- Construction</li> <li>- Biology/Medical</li> </ul>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- CTAE Related Pathway               <ul style="list-style-type: none"> <li>- Business and technology</li> <li>- Entrepreneurship</li> </ul> </li> </ul>
<b>Technical College</b>			
<ul style="list-style-type: none"> <li>- Lanier Tech Engineering Certificate Dual Enrollment Courses (at JHS)</li> </ul>			

## Career Information: Engineering and Technology

Today's professionals in the engineering and technology field continue to revolutionize the way we live. They design, produce, operate, and maintain a variety of equipment and services we use in our everyday lives. The rapidly changing engineering and technology field requires a broad educational background and a lifelong commitment to learning new and specialized information. Overall job opportunities in engineering and technology are expected to be good, but will vary by specialty. Technology and technology-related employment will continue to increase as technology changes and new technology is invented. Engineers may work in design and development, testing, production or maintenance. Almost all entry-level engineering jobs require at least a bachelor's degree, and most engineers specialize in a certain field. Those interested in an occupation in the engineering field should be creative, inquisitive, analytical and detail-oriented. They should also have excellent communication skills because working as part of a team and working with others outside the engineering field is often required. Engineering is considered a nontraditional field for women; therefore, it is important that female students investigate different engineering opportunities where salaries are higher than in many traditional occupations for females. Most science, technology, engineering and math related occupations are nontraditional occupations for young women. Both young men and women should explore all their options for future employment. Visit [Gacollege411](http://Gacollege411) for more information regarding STEM-related careers.

<b>*Related Pathway Occupations:</b>	<b>Other Related Education &amp; Training Occupations:</b>
<ul style="list-style-type: none"> <li>● All Engineers and Engineering Technologists</li> </ul>	<ul style="list-style-type: none"> <li>● Architectural Drafters</li> <li>● Civil Drafters</li> <li>● Cost Estimators</li> <li>● Electrical &amp; Electronics Drafters</li> <li>● Mapping Technicians</li> <li>● Quality Control Systems Managers</li> <li>● Anthropologists Archeologists</li> </ul>

\* Note: Information presented in career information and related occupations has been adapted from the materials provided by GaDOE and the CTAE Department (website [link](#)).

# Jefferson High School

## School of Fine Arts

Coursework	Credit	Coursework	Credit
English Language Arts	4	Health/Physical Education	1
Mathematics	4	Fine Arts Pathway: **complete three courses in the same content area	3
Science*	4	Electives ***World Languages, CTAE, PE	8
Social Studies	4	<b>JHS Graduation Requirement:</b>	<b>28</b>

\*Selected 4th Science courses may be used to meet both the required science and an elective in a CTAE sequence of courses.

\*\*Students must complete 3 credits to complete Fine Arts pathway.

\*\*\*Students must complete 2 years of the same world language for admission to Georgia Board of Regents colleges/universities.

Music: Band	Music: Chorus	Music: Guitar	Theatre	Visual Arts
<b>Pathway Courses:</b>  1. Band I 2. Band II 3. Band III	<b>Pathway Courses:</b>  1. Chorus I 2. Chorus II 3. Chorus III	<b>Pathway Courses:</b>  1. Guitar I 2. Guitar II 3. Guitar III	<b>Pathway Courses:</b>  1. Drama I 2. Drama II 3. Drama III	<b>Pathway Courses:</b>  1. Art I 2. Art II 3. Art III

### Recommended Elective Courses:

CTAE Electives	Dual Enrollment	*WBL/YAP	Academic Electives
<ul style="list-style-type: none"> <li>- Teaching as a Profession Pathway courses</li> <li>- Audio-Video Technology and Film Pathway courses</li> </ul>	<ul style="list-style-type: none"> <li>- Core (ELA, Math, Science, &amp; Social Studies)</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching</li> </ul> <p>*Must complete a CTAE course to participate in WBL</p>	<ul style="list-style-type: none"> <li>- World Language (2)</li> <li>- Psychology</li> </ul>

## Career Information: Fine Arts/Music

Georgia is currently positioned to support the expansion of its influential music industry in the digital age. The state's pro-business attitude encourages growth and creativity along with increased opportunities for the production of music content and performance. Georgia boasts over 300 recording studios, over 40 annual music festivals statewide, over 50 postsecondary music programs at colleges and universities statewide and an annual economic impact of \$3.7 billion for the state.

Music careers are defined by the types of music and very specific concentrations with regard to a music discipline or sub-discipline:

- Music Business is any business that specializes in the music/media related business arena such as an advertising specialist, booking agent, and copyright specialist/Music Attorney
- Music Education represents an individual educator in the field of music such as a public or private school instructor, church-related music educator, music consultant, college professor or private studio teacher (individual, groups or online)
- Music Performers focus on perfecting an individual's music ability such as performing in a band, ensembles, video, film and soloists.
- Music Production/Engineering specialization is the recording/media side of the music industry such as Acousticians/acoustic consultants, audio engineers, audio producers, audio technicians and multimedia Specialist/Developers.
- Music Theory/Composition artists arrange, analyze, compose, edit, orchestrate and transcribe music such as the music relates to individuals, ensembles, commercials, events, films, television/video and video games
- Music Therapists work within the medical health profession and are employed in rehab centers, correctional facilities, geriatric facilities, hospice, hospitals, and nursing homes
- Other related occupations: disc jockey, instrumental repairer, music critic, music historian, music journalist. Students who select this field of study should consider additional courses in a career related pathway such as Audio & Video Technology & Film.

Related Pathway Occupations:	*Other Related Occupations:
<ul style="list-style-type: none"> <li>● Musicians and Singers</li> <li>● Music Directors &amp; Composers</li> <li>● Art, Drama &amp; Music Teachers, Postsecondary</li> </ul>	<ul style="list-style-type: none"> <li>● Actors</li> <li>● Art, Drama &amp; Music Teachers, Postsecondary</li> <li>● Entertainers and Performers</li> <li>● Music Directors</li> <li>● Musicians &amp; Singers</li> <li>● Producers</li> </ul>
Source: Georgia Department of Labor/ONET	*ONET Online

### Career Enhancement Opportunities: Band

- 6 Different Groups (Concert Band, Symphonic Band, Marching Band, Jazz Band, Basketball Pep Band, Chamber Ensembles)
- Award Winning Marching Band (1st Place in Class last several years, competes all over the southeast)
- Fall Color Guard and Winterguard (compete all over the southeast)
- Band Leadership Opportunities (different levels and possibilities)
- Travel outside of GA with either Concert/Symphonic/Marching Band or ALL of them
- District Band or All State Band opportunities

- UGA Janfest (recommendation required)
- GHP nomination possibilities
- College Scholarship auditions (Big money for college playing your instrument)
- Solo and Ensemble performances available
- Veterans Day performance
- Play at Jefferson Graduation

### **Career Enhancement Opportunities: Chorus**

- Concert Choir (all welcome, meet during school day, 2 concerts each semester)
- Yearly trips that include performances (all members welcome)
- Men's Chorus or Women's Ensemble (during FIRE)
- A Capella Chorus (auditioned, meets after school)
- Show Choir (auditioned, meets during school day, participates in competitions)
- Honor Chorus and All-State Chorus (auditioned)
- Eligible to letter after three consecutive semesters

### **Career Information: Fine Arts/Theatre**

Theatre is a collaborative effort coupled with individual achievement. A single performance may bring together multiple people from make-up artists and lighting techs, to publishers and directors. It can be challenging but is always exciting. It is an intense field of work filled with many talented people usually bidding for the same job. Major areas of specialization include acting, directing, theatre history and criticism, playwriting, design, theatre technology, theatre studies (education), and creative drama. More specific occupations include Actors, Agents, Costume Designers, Set Designers, Stage Managers, Drama Therapist, Newscasters, Playwrights, Teachers and Writers.

Secondary students who select this field of study should consider taking additional courses in career-related pathways like Audio & Video Technology & Film aligned with the career cluster Arts, A/V Technology and Communications. Currently in Georgia there is a great demand for postsecondary teachers in art, drama and music. Secondary students who may want to become a Theatre Educator should consider additional courses in the pathway Teaching as a Profession in the Education & Training career cluster. Students interested in becoming talent agents should consider coursework in the Marketing & Management pathway.

Actors express ideas and portray characters in theater, film, television and other performing arts media. They also work at theme parks or for other live events like Six Flags Over Georgia. Long-term training is common for actors and many have a bachelor's degree. As of May 2010, the average hourly wage for actors nationally was \$17.44. Employment is projected to grow about 4% from 2010-2020 which is slower than the average for all occupations.

Work in the theatre arts usually involves moving from one short-term job to another or working for a series of employers rather than only one employer. The levels of education range from some college to an advanced degree. The job outlook for the industry is difficult to determine. However, the Georgia film and entertainment industry is growing by leaps and bounds. Therefore, workers with acting talent and backstage experience may find the Georgia market very positive for employment.

"GetIntoTheatre" at <http://getintothetheatre.org/job-profiles> for career profiles

Sample Pathway Occupations:	*Other Related Occupations:
<ul style="list-style-type: none"> <li>● Art, Drama &amp; Music Teachers, Postsecondary</li> <li>● Agents &amp; Business Managers</li> <li>● Actors</li> </ul> <p>Source: Georgia Department of Labor/ONET</p>	<ul style="list-style-type: none"> <li>● Entertainers and Performers</li> <li>● Music Directors</li> <li>● Make-up Artists</li> <li>● Costume Designers</li> <li>● Musicians &amp; Singers</li> <li>● Producers</li> <li>● Singers</li> </ul> <p>*ONET Online</p>

## Career Enhancement Opportunities: Drama

- One Act Competition Troupe - Region Winners, Top Placers in State Competition
- Literary Competition Troupe (Dramatic Interpretation, Humorous Interpretation, Duo Interpretation) - Region Winners, Top Placers in State Competition
- Leadcon - Theatre Leadership Opportunity
- Thescon - Theatre Conference - offers a variety of theatrical experiences
  - Performance opportunities for actors/singers/technical crew with professional feedback
  - Workshops for actors and technical crew provided by theatre professionals. Many currently employed in New York.
  - College Auditions - students have the opportunity to audition for several colleges at one time. Multiple scholarships are offered!
- Advanced Drama - Class Performance - Our goal is to tell a story in a clear and entertaining manner. Students choose and present a class play. Plays are performed for the community and Jefferson City Schools. Based on a script analysis students will:
  - Actors audition/rehearse to create strong characters
  - Technical Crew design and build the set
  - Lighting Crew will design and implement lighting

## Career Information: Fine Arts/Visual Arts

Generally, there are two types of visual artists – “fine artists” and “graphic artists.” Both types depend on the individual’s purpose for creating the art. Graphic artists provide their talents to commercial clients such as major corporations, retail stores, advertising and publishing firms. Fine artists utilize their talents to express their own ideas and feelings. They may display their work in art galleries, museums, and in homes and businesses. They usually work independently and many times will specialize in painting, sculpting or printmaking.

Typical occupations include Advertising Artist, Animator, Art Teacher, Art Therapist, Art Critic, Graphic Artist, Illustrator, Muralist, and Web Designer. Other possibilities might include Book Illustrator, Cartoonist, Ceramic Artist, Costume Designer, Display/Set Designer, Game Designer, and Landscape Architects to name a few. Visual artists are usually employed by private and nonprofit organizations and government agencies.

Secondary students who select this field of study should consider taking additional coursework in a career-related pathway such as Graphic Design in the Arts, A/V Technology & Communications cluster or Web & Digital Communications pathway in the cluster Information Technology. Teaching art, drama and music at the postsecondary level is a “HOT” job in Georgia. Students who anticipate teaching in

their future should consider the pathway Teaching as a Profession in the Education & Training career cluster.

The Occupational Outlook Handbook (OOH) projects fine artists and crafters to grow by 5 percent from 2010 to 2020, slower than the average for all occupations. Employment growth of artists depends, in large part, on the overall state of the economy, because purchases of art are usually optional. Craft and fine artists may find it difficult to make a living solely by selling their artwork. The median hourly wage of craft and fine artists was \$20.90 in May 2010 (national).

Formal education is rarely required for craft and fine artists. However, many artists take classes or earn a bachelor's or master's degree in fine arts, which can improve their skills and job prospects.

Sample Pathway Occupations:	*Other Related Occupations:
<ul style="list-style-type: none"> <li>● Graphic Designers</li> <li>● Art, Drama &amp; Music Teachers, Postsecondary</li> <li>● Fine Artists, Including Painters, Sculptors, and Illustrators</li> </ul> <p>Source: Georgia Department of Labor/ONET</p>	<ul style="list-style-type: none"> <li>● Actors</li> <li>● Make-up Artists</li> <li>● Music Directors</li> <li>● Musicians &amp; Singers</li> <li>● Producers</li> <li>● Illustrators</li> </ul> <p>*ONET Online</p>

**Career Enhancement Opportunities: Visual Arts**

- Promoting AP / college level skill development
- AP portfolio
  - average score 4.04 with high score of 5
- Professional portfolio/ job opportunities