Career Technical and Agricultural Education

Career Clusters

Pathways to College and Career Readiness

CURRICULUM GUIDE

2026 - 2027

BALDWIN COLLEGE & CAREER ACADEMY

Preparing Tomorrow's Leaders Today

Last updated
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Introduction

Baldwin High School's Career Clusters allow students to choose an area of interest in high school from the clusters listed below. Students take classes tailored to their cluster, which helps them navigate their way to greater success, no matter what they choose to do after high school graduation. Each cluster includes multiple career pathways. The program aims to show students the relevance of what they're learning in the classroom, whether they want to attend a two-year college, a four-year university, or go straight into the world of work.

Learn more about our programs:

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Overview



Career Clusters
Career Clusters are broad occupational groupings based on a set of common knowledge and skills required for a specific career. Career Clusters provide opportunities for all students regardless of their career goals and interests.

Career Pathways
Career Pathways are a sub-grouping of occupations and career specialties used as an organizing tool for curriculum design and instruction. Career pathways are grouped based on their requirements for a set of common knowledge and skills for career success.

Program of Study
A Program of Study is a sequence of instruction (based on recommended standards, knowledge, and skills). This sequence of instructions provides preparation for a career.

Individualized Graduation Plan
An IGP includes a program of study and learning that represents a mapped academic plan reflecting a student's unique set of interests, needs, learning goals, and graduation requirements. It goes beyond the "four-year plan" by recording the student's connections to the larger community, including examples of community service and volunteerism; membership in community organizations, participation in leadership activities outside of school; involvement in job shadowing, mentorships, and/or apprenticeships; and the pursuit of skill development through hobbies, athletics, and fine arts.

Career Pathway Benefits

- Provide a framework for seamless education. They are the core of the workforce and economic development in our state.
- Promote the connection between education and workforce/economic development
- Provide a seamless transition from high school to college
- Focus on high skill, high demand, and high wage careers
- Increase emphasis on attainment of a technical skill proficiency, degree/credential

Notice of Non-Discrimination

The Baldwin County School District does not discriminate on the basis of race, color, national origin, sex, gender, disability, genetic information, pregnancy, religion, age, or veteran status in its educational programs, activities, or employment practices, including but not limited to admissions, educational services, financial aid, and employment. The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

Ms. Anitra Douglas **Human Resources Director** Baldwin County Board of Education. 110 North ABC Street Milledgeville, Georgia 31061 (478) 457-3314 anitra.douglas@@baldwin.k12.ga.us	**Dr. Rodney Tyson** **Deputy Superintendent** Baldwin County Board of Education 110 North ABC Street Milledgeville, Georgia 31061 (478) 457-2910 matt.adams@baldwin.k12.ga.us	**Ms. Emily Mosley** **Special Education Director** Baldwin County Board of Education 110 North ABC Street Milledgeville, Georgia 31061 (478) 457-3365 emily.mosley@baldwin.k12.ga.us

The Baldwin County School System offers career and technical education programs at Baldwin College & Career Academy and Oak Hill Middle School. These programs are designed to prepare youth for a broad range of employment and further education and are offered under the guidance of certified teachers. The following is a list of programs offered. Admission is open to all students.

Programs

Oak Hill Middle School
Agriculture
Audio-Video Technology
Computer Science
Business Education

Baldwin College & Career Academy CTAE Career Pathways
Agriculture
Audi-Video, Technology & Film
Aviation -- Unmanned Aircraft Systems (Drones)
Construction
Cosmetology
Culinary Arts
Early Childhood Education
Teaching as a Profession
Certified Nursing Assistant
Non-Invasive Diagnostic Medicine
Sports Medicine
Computer Science
Marketing & Management
Navy JROTC
Welding
Workforce Ready
Work-Based Learning

All career and technical education programs follow the system's policies of nondiscrimination on the basis of race, color, religion, national origin, sex, age, and disability in all programs, services, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language proficiency is not a barrier to participation.

For general information about these programs, contact:

James Lassetter
CTAE Director
Baldwin College & Career Academy
155 Highway 49 W
Milledgeville, GA 31061
(478) 453-6429 ext. 5336
james.lassetter@baldwin.k12.ga.us

Dual Enrolment With

CENTRAL GEORGIA TECHNICAL COLLEGE

Early Childhood Care and Education



Becoming an early childhood educator offers a chance to make a profound and lasting impact on children's lives, fostering their development and shaping their future, while providing a fulfilling and rewarding career path. The average annual salary is $30,000.

Welding



If you're looking for a career, you might want to consider welding. It could be the perfect job for you if you like working with your hands, prefer not sitting behind a desk all day, enjoy the variety of working in different locations, and like building things. The average yearly salary is $48,000 to $65,000, depending on job and location.

Nurse Aide



Becoming a nursing aide can be a deeply rewarding and fulfilling career path, offering the opportunity to directly impact patients' lives, gain valuable healthcare experience, and find a sense of purpose. The average yearly salary is $35,200.

Firefighter I



Firefighters save lives, support their communities in emergencies, and build strong bonds through trust and teamwork. The career also provides job stability, solid benefits, and opportunities for advancement without requiring massive college debt. Available 2027 - 2028

IMPORTANT

All Dual Enrollment must go through Dr. Sallad. Dual enrollment requires a yearlong obligation. For more information and to register, please email him.

Agriculture, Food and Natural Resources

Career Cluster

Agriculture Education (Ag Ed) nurtures leaders in every field imaginable. While some Ag Ed students come from farm families. The vast majority do not. Over 98% of pathway completers go on to work or study in a nonfarm, agriculture-related career. Agricultural Education allows students the opportunity to apply mathematics, science, communication, and leadership skills learned throughout their high school courses in real world applications while preparing them to enter the workforce directly upon graduation or continue their education in a two- or four-year college or university.

The opportunities for students with solid Ag Ed skills are booming in fields such as Agri science, animal science, biotechnology, turf management, landscaping, food science, forestry, environmental science, agricultural engineering, agribusiness management, and veterinary medicine. The Ag Ed program combines agricultural technical skills with rigorous coursework, leadership training, an exploration of the ethical and philosophical issues related to genetic engineering, the impact of agriculture on the environment, and other current agricultural topics.

There are three interrelated components to the program: classroom and laboratory experiences, the Supervised Agricultural Experience Program (SAEP), and Future Farmers of America (FFA). The optimal benefit of the Agricultural Education program is only truly recognized when students are active participants in all three parts of the program. This provides a balanced approach to learning in the Agricultural Education classroom and allows students many opportunities to apply classroom learning in solving real world problems.



CAREER OPTIONS

Environmental Engineer

Food Science Technician

Veterinarian

Animal Trainer

Agricultural Inspector

Soil & Plant Scientist

Average Annual Salary Range

Agriculture, Food, and Natural Resources

To help insure the students' successful completion of the pathway all courses MUST be taken in the order listed.

Pathways

Plant and Landscape Systems

02.47100 Basic Ag Science
This course is designed as the foundational course for all Agriculture, Food & Natural Resources Pathways. The course introduces the major areas of scientific agricultural production and research; presents problem solving lessons and introductory skills and knowledge in agricultural science and Agri-related technologies. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. This course is the prerequisite for all AFNR pathways and is intended for students in grades 8-10.

01.46100 General Horticulture & Plant Science
This course is designed as an introduction for the Horticulture-Plant Science Pathway Program of Study. The course introduces the major concepts of plant and horticulture science. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities

01.47000 Nursery & Landscape
This course is designed to provide students with the basic skills and knowledge utilized by the green industry in nursery production and management and landscape design and management. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities.

Plant and Floral Design Systems Pathway

01.46200 Floriculture Production and Management
In this hands-on course, you'll learn how to grow, care for, and create with flowers and ornamental plants while exploring careers in the exciting floral and horticulture industry. You'll gain experience in plant production, greenhouse operations, floral design, and other skills used by professionals every day.

Career and Technical Student Organization (CTSO)

FFA **http://www.ffa.org**
The FFA is a national organization dedicated to preparing members for leadership and careers in the science, business and technology of agriculture. Local, state and national activities and award programs

Audio Video Technology & Film

Career Cluster

The Arts, A/V Technology & Communications Cluster prepares students for careers related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Audio-Video Technology and Film Pathway
The Audio-Video Technology and Film pathway is one of three pathways in the Arts, Audio-Video Technology and Communications Cluster. Completion of this pathway prepares the student for employment in the Audio-Video Communications industry. An individual may design, manufacture, operate and/or repair audiovisual equipment. Students will be involved in the presentation of sound, video and data in a variety of venues. Students may gather information and prepare broadcasts or be involved in the set up and operations of equipment used to record and transmit programs and/or motion pictures. Students may provide sound mixing and/or video editing services. The Audio-Video Technology and Film industry is growing rapidly in the state of Georgia. This pathway culminates with an opportunity for students to take the Skills USA Television Video Production end of pathway assessment.







CAREER OPTIONS

Film & Video Editor

Desktop Publisher

Multimedia Artist & Animator

Camera Operator

Graphic Designer

Television, Video, and Motion Picture

Average Annual Salary Range

$37,000- $60,000



SkillsUSA

Audio-Video Technology and Film I

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.

Course Descriptions

10.51810 Audio & Video Technology & Film I Grades 9-10
The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics.

10.51910 Audio & Video Technology & Film II Grades 10--12
This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations;
Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics.

10.52010 Audio & Video Technology & Film III Grades 11-12
This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production.

Possible Student Pathway Credentialing Opportunities:
Adobe Certified Associate (ACA): Adobe Premiere Pro

Student Organization

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel. A nonprofit national education association, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers in trade, technical and skilled service occupations.

Hospitality & Tourism

Career Cluster

The Hospitality & Tourism pathway prepares students for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging management, travel and tourism, recreation, amusement and attractions management.

Culinary Arts Pathway

Culinary Arts is one of three pathways in the Hospitality and Tourism Cluster. Hospitality jobs are abundant in Georgia. A growing pathway in Georgia's high schools is culinary arts. Students have the opportunity to learn a variety of skills to work in the restaurant and food industry from knife skills, cooking techniques, menu planning, food purchasing and costing, food safety and sanitation to grade manager. Many of these schools have their own school-based catering companies affording students an opportunity for real world experiences. This pathway culminates with an opportunity for students to take the MAVCC Culinary end of pathway assessment or the NOCTI American Culinary Federation end of pathway assessment and to potentially earn a junior culinary certificate.







CAREER OPTIONS

Food Service Manager

Chef

Sports Marketing Manager

Event Planner

Lodging Manager

Travel Specialist

Average Annual Salary Range

$37,000- $60,000

SkillsUSA

FCCLA

Culinary Arts

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

Course Descriptions

Course Descriptions

20.53100 Introduction to Culinary Arts Grades 9-11
Introduction to Culinary Arts is the foundational course designed to introduce students to fundamental food preparation terms, concepts, and methods in Culinary Arts where laboratory practice will parallel class work. Fundamental techniques, skills, and terminology are covered and mastered with an emphasis on basic kitchen and dining room safety, sanitation, equipment maintenance and operation procedures. The course also provides an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway to Culinary Arts.

20.53210 Culinary Arts I Grades 10--11
As the second course in the Culinary Arts Career Pathway, the prerequisite for this course is Introduction to Culinary Arts. Culinary Arts I is designed to create a complete foundation and understanding of Culinary Arts leading to postsecondary education or a food-service career. This fundamentals course begins to involve in-depth knowledge and hands-on skill mastery of culinary arts

20.53310 Culinary Arts II Grades 11-12
As the third course in the Culinary Arts Pathway, the prerequisite for this course is Culinary Arts I. Culinary Arts II is an advanced and rigorous in-depth course designed for the student who is continuing in the Culinary Arts Pathway and wishes to continue their education at the postsecondary level or enter the food-service industry as a proficient and well-rounded individual. Strong importance is given to refining hands-on production of the classic fundamentals in the commercial kitchen.

Possible Student Pathway Credentialing Opportunities:
ServSafe Food Safety Handler Certification

Family, Career and Community Leaders of America (FCCLA) is a Career and Technical Student Organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system. Since 1945, FCCLA members have been making a difference in families, careers, and communities by addressing important personal, work, and societal issues. Through participation in Competitive Events, becoming involved in community service opportunities, student leadership, and attending leadership conferences, members develop real world skills, explore Career Pathways, and become college- and career-ready.

HEALTH SCIENCE

Career Cluster

The Health Science Cluster prepares students for careers related to planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Certified Nursing Assistant

Offered in partnership with Central Georgia Technical College, the Nursing pathway is one of 16 within the Health Science Cluster. Students gain foundational skills and knowledge for a wide range of healthcare careers, with a focus on direct patient care, treatment, counseling, and health education.
This pathway prepares students for advancement in nursing and related fields, including Licensed Practical Nurse, Registered Nurse, Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist, and Nurse Midwife. Because many nursing programs now require a CNA credential for admission, this course provides an excellent starting point for nursing and other medical careers.
The pathway culminates in the opportunity to take the Georgia Medical Care Foundation's CNA end-of-pathway assessment and earn the Certified Nursing Assistant credential.

Sports Medicine

Sports medicine healthcare providers have special training to restore function to injured patients so they can get moving again as soon as possible. They are experts in preventing illness and injury in active people. Sports medicine healthcare providers do work with professional athletes. But they also treat children and teens involved in sports and adults who exercise for personal fitness. Plus, they treat people who have physically demanding jobs, like construction workers.

Non-Invasive Diagnostic Medical Technology

A non-invasive diagnostic technician uses medical imaging techniques, like ultrasound, ECG, and other non-surgical methods, to help doctors diagnose and monitor various medical conditions. This course is designed to offer students (juniors and seniors) the opportunity to explore and apply non-invasive diagnostic procedures in the field of cardiology, radiology, and pulmonology. Students will receive training on taking EKGs and ECG along with a chance to earn certification. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.



CAREER OPTIONS

Registered Nurse

Biological Scientist

Physician

Health Service Manager

Physical Therapist

Biomedical Engineer

Average Annual Salary Range

$30,000-$111,500

Health Science

Cluster Description

The Health Science Career Cluster includes planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.

**Click here to view the Health Science Performance Standards.

To help ensure the students' successful completion of the pathway all courses MUST be taken in the order listed.

Pathways

Certified Nursing Assistant (Dual Enrollment with CGTC)

Nursing Aide Fundamentals
Medical Terminology for AHS
Diet And Nutrition for AHS

Sports Medicine and
Diagnostics / Non-Invasive Technology in Healthcare

25.52100 Introduction to Healthcare Science

Introduction to Healthcare Science is the foundational course for all Health Science pathways and is a prerequisite for all other Health Science pathway courses. This course will enable students to receive initial exposure to the many healthcare careers as well as employability, communication, and technology skills necessary in the healthcare industry.

25.44000 Essentials of Healthcare

Anatomy and Physiology is a vital part of most healthcare post-secondary education programs. The Essentials of Healthcare is a medical-focused anatomy course addressing the physiology of each body system, along with the investigation of common diseases, disorders, and emerging diseases. The prerequisite for this course is Introduction to Healthcare.

25.44600 Sports Medicine

Sports Medicine is the third course in the Therapeutic Services/Sports Medicine Career Pathway. The course is appropriate for students who wish to pursue a career in healthcare with a focus on the musculoskeletal system, injury assessment, injury prevention, or rehabilitation, including careers in Sports Medicine and Rehabilitative Services.

Or

25.44500 Non-Invasive Diagnostic Medical Technology

This course is designed to offer high school students (juniors and seniors) the opportunity to explore and apply non-invasive diagnostic procedures in the field of cardiology, radiology, and pulmonology. Students will receive training on taking EKGs with a chance to earn an EKG certification. The prerequisites for this course are Introduction to Healthcare and Essentials of Healthcare.

Student Organization

HOSA **http://www.hosa.org**

HOSA is a national student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA's goal is to encourage all health occupations instructors and students to join and be actively involved in the HSTE-HOSA Partnership.

TRANSPORTATION, DISTRIBUTION, & LOGISTICS

Career Cluster

The Transportation, Distribution & Logistics Cluster prepares students for the planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Unmanned Aircraft Systems (Drones)
The outlook for unmanned aircraft (UAV) pilots is promising, with a growing demand for skilled professionals. The global drone market is expected to reach $54.6 billion by 2030, and some reports predict a 50% increase in demand for drone pilots over the next five years. UAV pilots are employed in many industries, including: Agriculture, Construction, Delivery services, Energy, Law enforcement, Mapping and surveying, Military, and Transportation.
UAV pilots who are skilled at navigating urban airspace, following safety standards, and adhering to regulations are likely to find employment. However, they will also need to meet comprehensive training and certification requirements.







UAV pilots are employed in many indsutries including:
Agriculture
Construction
Delivery Services
Energy
Law Enforcment
Mapping & Surveying
Military
Transportation

Drone Pilot Income
$44,000 to $100,000
Depending on Industry



Unmanned Flight (Drones)

Pathways

Unmanned Flight Systems

47.46000 Fundamentals of Aerospace
This course is designed as the foundational course for both the Aviation Maintenance and the Flight Operations pathways. Students will gain a fundamental knowledge base in aviation history and regulations, the basic principles of flight, aerospace careers, and factors influencing work systems, aerospace technologies, and basic aviation meteorology. These concepts can later be applied to various aerospace occupations. Classroom and lab activities will assure students a thorough understanding of the aerospace environment. The pre-requisite for this course is advisor approval.

47.48800 Flight Operations
Navigation and Communication are essential to the safe operation of aircraft within the airspace system. This course provides a foundation that enables the student to apply the basics of aircraft navigation and utilize efficient communication methods for safe aircraft operations. The prerequisite for this course is Fundamentals of Aerospace.

47.488910 Unmanned Flight Systems
This course provides a foundation to prepare a student to earn a commercial license to pilot an unmanned aircraft system. Topics discussed include weather and effects of weather on an unmanned aircraft; types and uses of unmanned aircraft; pre-flight planning and checks; FAA requirements; technology and remote instrumentation; radio communications, plus much more. Students will have an opportunity to earn their remote pilot license by taking and successfully passing the FAA Part 107 Exam.

Georgia TSA TECHNOLOGY STUDENT ASSOCIATION

The Technology Student Association (TSA) is a student organization that is interested in technology, engineering, design, and innovation. TSA gives you the chance to put your classroom skills to work through exciting competitions, hands-on projects, and real-world challenges.

Whether you enjoy coding, robotics, engineering, architecture, video production, or problem-solving, TSA offers opportunities to compete, make new friends, develop leadership skills, and have fun as you prepare for your future!

INFORMATION TECHNOLOGY

Career Cluster

The Information Technology Cluster assists students with building linkages in Information Technology occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Internet of Things

The demand for programming (software development) has gone well beyond desktop computers and the web, into a ubiquitous world of personal devices, smart cars, intelligent factories, and even more. These systems interact with us directly, as well as with each other. This course will focus on the interaction of programming and devices, using data from various sensors and sources in order to make decisions, take actions, and more. A common industry term to describe this work is Internet of Things. Students will show first-hand how programming and machines interact to accomplish common and essential tasks throughout our society.







CAREER OPTIONS

Computer System Analyst

Software Developer

Web Developer

Computer Network Specialist

Information Systems Manager

Network System Administrator

Average Annual Salary Range

$45,000- $111,000

Information Technology

To help ensure the students' successful completion of the pathway, all courses MUST be taken in the order listed.

Game Design

11.44600 Introduction to Software Technology **Grades 9 – 10**

Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.

11.47100 Computer Science Principles or AP Computer Science Principles **Grades 10 – 11**

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

11.42900 Game Design: Animation & Simulation **Grades 11 – 12**

Are you ready to design and develop? The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about the life cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed that will allow students' applications to interact with "real-world" stimuli.

Student Organizations:

The Technology Student Association (TSA) is a student organization that is interested in technology, engineering, design, and innovation. TSA gives you the chance to put your classroom skills to work through exciting competitions, hands-on projects, and real-world challenges.

Whether you enjoy coding, robotics, engineering, architecture, video production, or problem-solving, TSA offers opportunities to compete, make new friends, develop leadership skills, and have fun as you prepare for your future!

SkillsUSA http://www.skillsusa.org

SkillsUSA is a national organization that provides quality education experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communication skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service activities.

CONSTRUCTION

Career Cluster

Carpentry - Construction includes the building of new structures as well as additions and modifications to existing ones. The construction industry also includes maintenance, repair, and improvements on these structures. Carpenters construct and repair building frameworks and structures—such as stairways, doorframes, partitions, and rafters—made from wood and other materials. They also may install kitchen cabinets, siding, and drywall. Although most carpenters learn their trade through a formal apprenticeship, some learn on the job, starting as a helper. Carpenters use many different hand and power tools to cut and shape wood, plastic, fiberglass, or drywall. They commonly use hand tools, including squares, levels, and chisels, as well as many power tools, such as sanders, circular saws, and nail guns.



Career Options

Construction Carpenter

Drywall Installer

Roofers

Construction Forman

Cabinet Maker

Average Yearly Salary

$40,000 to $85,000





Construction

To help ensure the students' successful completion of the pathway, all courses MUST be taken in the order listed.

Pathway Courses

46.54500 - Industry Fundamentals and Occupational Safety
This course is designed as the foundational course in Carpentry, Plumbing, Electrical, and Masonry. The course prepares the trainee for the basic knowledge to function safely on or around a construction site and in the industry in general and will provide the trainee with the option for an Industry Certification in the Construction Core.

46.54600 – Introduction to Construction
This course offers an opportunity for students to build on their knowledge and skills developed in Industry Fundamentals and Occupational Safety. It introduces them to four construction craft areas and is also the second step towards gaining a Level One Industry Certification in one of the craft areas. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students will be introduced to and develop skills to differentiate between blueprints related to each individual craft area.

46.55000 – Carpentry I
This is the third of three courses that provide the student a solid foundation in carpentry skills and knowledge. As the third step in gaining a Level One Industry Certification in Carpentry, the course provides an overview of the building materials used in the carpentry craft, as well as teaching techniques for reading and using blueprints and specifications related to the carpentry craft. The course provides specific knowledge and skills in site layout and floor and wall framing systems, and includes basic industry terminology for a carpentry craftsperson.

Student Organization

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Cosmetology

Career Cluster

Personal Care Services workers assist individuals with their personal appearance including shampooing, cutting, coloring, and styling hair; providing manicures, pedicures, and scalp and facial treatments; providing makeup analysis; cleaning and styling wigs and hairpieces; and providing personal fitness training. Also, within personal care services, funeral directors and attendants make funeral arrangements for grieving families. Cosmetologists cut, trim, shampoo, style, color, bleach, highlight hair and offer permanent wave service. They also provide scalp and facial treatments and makeup analysis. Some also clean and style wigs and hairpieces and a growing number of actively sell skin care products. Barbers and cosmetologists usually work in a barbershop or salon.



Career Options

Hairstylist
Barber
Makeup Artist
Nail Technician
Color Specialist

Average Yearly Salary

Depending on Career and location range
$30,000 to $70,000







Cosmetology

To help insure the students' successful completion of the pathway all courses MUST be taken in the order listed.

Pathway Courses

12.54400 - Introduction to Personal Care Services
This course introduces practices of the personal care professions including nail technicians, estheticians, barbers, and cosmetologists. Emphasis will be placed on professional practices and safety. Students will experience basic hands on skills in each area to help them determine the pathway they are most interested in pursuing. By completing courses in the personal care services pathways, students can potentially earn credit toward the hours required by the Georgia State Board of Barbering and/or Cosmetology or hours toward their license as an esthetician or nail technician. Pre-requisite for this course is advisor approval.

12.41000 – Cosmetology Services II
This course is designed to enhance the understanding of anatomy of the skin and hair relating to the Cosmetology Industry. Students will master shampooing, permanent waving, haircutting, basic skin care, and make-up application while maintaining safety and sanitation in the workplace set forth by OSHA standards. The prerequisite for this course is Introduction to Personal Care Services.

12.41100 – Cosmetology Services III
This course will cover haircutting, hair color, and relaxers. Both theory and practical work will be implemented for students to have basic entry-level skills in the field of cosmetology. Safety and infection control will be applied throughout this course. Professional work ethics, communication skills, critical thinking skills, soft skills and professional image will be utilized during this course. This course aligns to the regulations and requirements of the State Board of Cosmetology. The prerequisites for the course are Introduction to Personal Care Services and Cosmetology Services II.

Student Organizations

SkillsUSA http://www.skillsusa.org
SkillsUSA is a national organization that provides quality education experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communication skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service activities.

Family, Career and Community Leaders of America (FCCLA) is a Career and Technical Student Organization that functions as an integral part of the Family and Consumer Sciences education curriculum and operates within the school system. Since 1945, FCCLA members have been making a difference in families, careers, and communities by addressing important personal, work, and societal issues. Through participation in Competitive Events, becoming involved in community service opportunities, student leadership, and attending leadership conferences, members develop real-world skills, explore Career Pathways, and become college- and career-ready.

Cosmetology Practicum & Licensing Program

Cosmetology Practicum I is a hands-on course designed to provide students with the practical experience and technical skills required to become a licensed cosmetologist. The course enables students to earn hours toward the 1,500 training hours (250 theory and 1,250 service application hours) mandated by the Georgia State Board of Cosmetology. Instruction focuses on key industry competencies, including chemical texturing, hair coloring and bleaching, skin, scalp, and hair treatments, styling, haircutting, manicuring, and pedicuring. The program also supports career readiness through participation in the co-curricular student organization SkillsUSA and integrates leadership and professional development into daily instruction. Additionally, the course offers opportunities for articulation alignment with technical colleges and other postsecondary education pathways.

Prerequisite: Introduction to Personal Care Services, Cosmetology Services II, Cosmetology Services III

These classes are by teacher invitation only and include:

• 12.41200 – Cosmetology Services IV • 12.41300 – Application of Cosmetology Services • 12.41400 – Cosmetology Practicum I • 12.41500 – Cosmetology Practicum II • 12.41600 – Cosmetology Practicum III • 12.42200 – Cosmetology Practicum IV • 12.42300 – Cosmetology Practicum V • 12.42400 – Cosmetology Practicum VI • 12.42500 – Salon Management & State Board Preparation





Education and Training

Career Cluster

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.

The overall demand for workers in educational services will increase because of a growing emphasis on improving education and making it available to more people. 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.

Education Pathways are:
Teaching as a Profession
Early Childhood Education



Career Options

Early Childhood Teacher

Middle Grades Teacher

High School Teacher

Media Center Specialist

Counselor

Special Education Teacher

Physical Education Teacher

Para-Professional

Average Salary

Depending on Level of Education & Years Teaching

$40,000 to $80,000







Education and Training

To help insure the students' successful completion of the pathway all courses MUST be taken in the order listed.

Teaching as a Profession

13.01100 - Examining the Teaching Profession
The Examining the Teaching Profession is the foundational course under the Teaching as a Profession pathway and prepares students for future positions in the field of education. Teaching as a Profession students' study, apply, and practice the use of current technologies, effective teaching and learning strategies, the creation of an effective learning environment, the creation of instructional opportunities for diverse learners and students with special needs, and plan instruction based on knowledge of subject matter, students, community, and curriculum performance standards.

13.01200 – Modern Issues in Education
This course engages the candidate in observations, interactions, and analyses of critical and contemporary educational issues. The candidate will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States and actively examines the teaching profession from multiple vantage points both within and outside of the school.

13.01200 – Teaching as a Profession Practicum
The practicum offers a candidate in the Teaching as a Profession career pathway a field experience under the direct supervision of a certified teacher (mentor teacher). The practicum stresses observing, analyzing and classifying activities of the mentor teacher and comparing personal traits with those of successful teachers.

Early Childhood Care and Education I

20.52810 - Early Childhood Education I
The Early Childhood Education I course is the foundational course under the Early Childhood Care & Education pathway and prepares the student for employment in early childhood education and services. The course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children.

20.42400 - Early Childhood Education II
Early Childhood Education II is the second course in the Early Childhood Care and Education pathway and further prepares the student for employment in early childhood care and education services. The course provides a history of education, licensing and accreditation requirements, and foundations of basic observation practices and applications.

20.42500 - Early Childhood Education III
The course provides in-depth study of early brain development and its implications for early learning, appropriate technology integration, and developmentally appropriate parenting and child guidance trends. Also addressed are collaborative parent/teacher/child relationships and guidance, child directed play, the changing dynamics of family culture and diversity, the causes and effects of stress on young children, and infant nutrition.

Student Organizations

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Marketing

Career Cluster

Marketing professionals are responsible for developing, implementing, and managing a company's marketing efforts, both through traditional and digital formats, to stimulate customer interest and generate sales. To assess consumer demand, marketing managers evaluate the products and services offered by their own firm and its competitors.

Marketing and Management involves all areas of starting and operating a business and is defined by nine functional areas: financing, risk management, selling promotion, pricing, purchasing, marketing-information.

A positive aspect of the marketing and management field is the variety of jobs this field offers. Another positive aspect is the room for advancement to higher-level jobs or other positions.



Career Options

Director of Marketing

Survey Researchers

Business Teachers

Advertising & Promotions

Social Media Marketing

Digital Content Writer





Marketing & Management

To help insure the students' successful completion of the pathway all courses MUST be taken in the order listed.

Pathway Courses

08.47400 - Marketing Principles
Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of employability, foundational business and marketing skills, economics, entrepreneurship, marketing information management, product/service management, promotion, selling, and channel management and distribution

08.44100 – Marketing and Entrepreneurship
Marketing and Entrepreneurship is the second course in the Marketing and Management Career Pathway. Marketing and Entrepreneurship begins an in-depth and detailed study of marketing while also focusing on management with specific emphasis on small business ownership. This course builds on the theories learned in Marketing Principles by providing practical application scenarios which test these theories.

08.44200 – Marketing Management
Marketing Management is the third course in the Marketing and Management pathway. Students assume a managerial perspective by applying economic principles in marketing, analyzing operation's needs, examining channel management and financial alternatives, managing marketing information, pricing products and services, developing product/service planning strategies, promoting products and services, purchasing, and professional sales

Student Organization

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. The DECA experience starts in the classroom where students learn business concepts in preparation for college and careers. A powerful instructional component, DECA brings the classroom to life by empowering the teacher-advisor to make learning relevant with educational programs that integrate into classroom instruction, apply learning, connect to business and promote competition.

Welding

Career Cluster

Welding is a career choice that does not require a college degree. Welders can get a welding certificate in as little as nine months to start earning a good living.
Welders are judged by their skill level, and most jobs require passing a hands-on welding test. Welding is a career that offers more choices of industries to work in and advancement opportunities than just about any other career choice.
Welders are needed in almost every industry and those who want to advance their career have the ability to do so with additional schooling. Welding is essential in so many industries and art forms, and the demand for skilled, qualified welders is at an all-time high.

The Welding pathway offered at BHS is a dual enrollment program with Central Georgia Technical College.



Career Options

Fabricators

Machinist

Sheet Metal Workers

Structural & Steel Workers

Welders/Cutter

Underwater welder

Salary Range

$25,000 to $100,000





Courses

WELD 1000 - Introduction to Welding Technology
WELD 1010 - Oxyfuel and Plasma Cutting
WELD 1090 - Gas Metal Arc Welding

Government & Public Administration

Career Cluster

The Government & Public Administration Career Cluster includes the planning and performing of government management and administrative functions at local, state, and federal levels.
The goal of the Junior Reserve Officer Training Corps (JROTC) is to provide students the opportunity to become better informed, responsible citizens through a military environment.

The Navy JROTC (NJROTC) curriculum emphasizes citizenship and leadership development, as well as maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and meteorology. Classroom instruction is augmented throughout the year by community service activities, drill competition, field meets, visits to naval activities, marksmanship training, and other military training.

No military obligation is incurred by participation in the program, though all students are expected to wear the uniform (issued free) once a week.
Students are expected to participate in field training activities and community/school service projects.
Successful graduates of this program can earn scholarships to a college or university. Entry-level active military pay is increased if a student has had at least two years of high school ROTC.



Career Options

US Navy

US Marine Corp

Coast Guard

Air Force

Army

National Guard

Law Officer

Politics

Local or State Government

Average Salary

The Average Salary depends on a number of factors and will vary.





Navy Junior ROTC

To help insure the students' successful completion of the pathway all courses MUST be taken in the order listed.

Course Descriptions

28.42100 Naval Science I Cadet Field Manual

The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

28.42200 Naval Science I Introduction to NJROTC

The purpose of this course is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128.

28.42300 Naval Science II Maritime History

The purpose of this course is to build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to the maritime history of the world and the United States from the American Revolution through the present time. The material includes Bosnia, the demise of the Soviet Union, and the September 11, 2001 terrorists' attack upon the United States. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128.

28.42400 Naval Science II Nautical Science

The purpose of this course is to introduce the various nautical sciences through classroom work and some laboratory time. The development of core skills that students should master is integrated throughout the course and includes geography, oceanography, astronomy, physical science, meteorology, and weather. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128.

28.42500 Naval Science III Naval Knowledge

The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to expound upon the virtues of the United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128.

28.42600 Naval Science III Naval Orientation and Skills

The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to provide classroom and practical application in Naval and Ship Organization. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128.

28.42700 Naval Science IV Naval Leadership and Ethics

The purpose of this course is to take a more in-depth look at what leadership is and to learn how to maximize leadership abilities. More importantly, this course will assist the student in adding the polish necessary to be a truly effective leader in the NJROTC unit, school, community, and in life. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128.

28.42800 Naval Science IV Effective Communications

The purpose of this course is to teach the students the techniques of effective communication, which is one of the most important skills that a good leader must develop in order to be successful. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128.



WORK-BASED LEARNING

Work-Based Learning Programs are structured educational experiences that integrate classroom learning (school-based) with productive, structured work experiences (work-based), related to a student's career goal.

Key Components:

- School-based learning
- Work-based learning
- Connecting activities
- Provides paid or unpaid work experience
- Promotes a partnership between education and industry
- Integrates academic and technical instruction

Work-Based Learning provides an opportunity for **juniors and seniors** to start preparing for a career while still in high school. Individual programs of study in the freshman and sophomore years prepare students for a successful work-based learning experience.

Through Work-Based Learning, students are able to earn wages while learning from skilled professionals, increase career options and future employability, strengthen academic skills, experience the connection between education and real-life work skills, earn post-secondary credit while in high school and experience potential careers in the workplace.

Work-Based Learning enables employers to play an active role in shaping the quality of their future workforce. Through Work-Based Learning, employers are able to increase skill levels of potential workers, work with educators to develop curriculum based on industry standards, recruit and screen potential employers, reduce turnover of entry-level employees through the hiring of Work-Based Learning graduates, and improve competitiveness in the international marketplace.

All students wishing to take a Work-Based Learning (WBL) Course must first complete an application with the Work-Based Learning Coordinator. Once you have been accepted into WBL the Coordinator will notify your counselor to add you to the class.

Work-Based Learning

WBL

Georgia's Future Workforce

CAREER & TECHNICAL STUDENT ORGANIZATIONS

FBLA **http://fbla-pbl.org**

Future Business Leaders of America-Phi Beta Lambda is a nonprofit education association of students preparing for careers in business and business-related fields. The FBLA Mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

FFA **http://www.ffa.org**

The FFA is a national organization dedicated to preparing members for leadership and careers in the science, business and technology of agriculture. Local, state and national activities and award programs provide opportunities to apply knowledge and skills acquired through agriculture education.

HOSA **http://www.hosa.org**

HOSA is a national student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the health care industry and to enhance the delivery of quality health care to all people. HOSA's goal is to encourage all health occupations instructors and students to join and be actively involved in the HSTE-HOSA Partnership.

SkillsUSA **http://www.skillsusa.org**

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TSA **http://www.tsaweb.org**

Technology Student Association (TSA) is a national, non-profit organization for students with an interest in technology. TSA members learn problem-solving, decision-making, critical thinking and leadership skills as they relate to design, communications, power, energy, transportation, engineering, manufacturing, construction and biotechnology. TSA strives to meet the educational needs and challenges of all students in an increasingly and ever-changing technological world.

FCCLA **http://www.fcclainc.org**

Family, Career and Community Leaders of America, Inc. (FCCLA) is a nonprofit national career and technical student organization for young men and women in family and consumer sciences education in public and private school through grade 12.

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe. The DECA experience starts in the classroom where students learn business concepts in preparation for college and careers. A powerful instructional component, DECA brings the classroom to life by empowering the teacher-advisor to make learning relevant with educational programs that integrate into classroom instruction, apply learning, connect to business and promote competition.