

**CAREER PLANNER
2023-2024**



Photo Credit: Jessica Taylor, Dawson News

Preparing students for success after high school is an inherent component of Dawson County Schools. Whether students plan to enter the workforce immediately or attend college after high school graduation, careful consideration of high school course options can impact their futures. To better prepare students for the demands of the 21st century economy and for post-secondary education, Dawson County Schools has provided this planning guide for use by students and their parents.

Use this planning guide for the next four years, and use it to set career goals and plan for the world of future work. Go over the information in the guide together, and begin to have discussions concerning post high school plans and how you can reach the goals that you set. Bring this guide with you to each annual advisement appointment at your high school, and share with your advisor as you all work together to map out the next year's schedule of courses. Finally, mark your choices in the guide as you go through high school and as your career decisions possibly change and evolve.

This planning guide shows the clear connection between class work and future success, pointing out the relevance of academic learning in the classroom. It also provides information on a variety of occupations that differ in the scope of education and training required to obtain future employment.



Amy Smith
CTAE Director/CEO College & Career Academy
 1665 Perimeter Rd.
 Dawsonville, GA 30534
 amy.smith@dawson.k12.ga.us
 706-216-5744

The Dawson County School District does not discriminate on the basis of race, color or national origin, sex or disability in any student program. It is the policy of the Board of Education to comply fully with the requirements of Title VI, Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act and all accompanying regulations. Any student, parent or another person who believes he or she or any student has been discriminated against or harassed in violation of this policy should promptly report the same to the principal of the school or the appropriate coordinator listed below, who will implement the board's discriminatory complaints or harassment procedures.

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DEAR PARENTS AND STUDENTS

DAWSON COUNTY SCHOOL DISTRICT

28 Main Street, Dawsonville, GA 30534
 706-265-3246, Fax: 706-216-5719
<http://dawson.ss7.sharpschool.com>

SUPERINTENDENT AND SCHOOL BOARD MEMBERS

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1860 Dawson Forest Road, E.
 Dawsonville, Georgia 30534
 Cindy Kinney, *Principal*
 706-216-3300, Fax 706-216-6822

KILOUGH ELEMENTARY SCHOOL

1063 Kilough Church Road,
 Dawsonville, GA 30534
 Teresa Conowal, *Principal*
 706-216-8595, Fax 706-216-7424

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370 Forest Rd W, Dawsonville, GA 30534
 Adam Maroney, *Principal*
 706-216-5812, Fax 706-216-0182

ROBINSON ELEMENTARY SCHOOL

1150 Perimeter Road,
 Dawsonville, Georgia 30534
 Linda Bearden, *Principal*
 706-265-6544, Fax 706-265-1529

DAWSON COUNTY JUNIOR HIGH

109 Allen Street, Dawsonville, GA 30534
 Brody Hughes, *Principal*
 706-216-5801, Fax 706-265-7252

DAWSON COUNTY MIDDLE SCHOOL

5126 Hwy 9 South, Dawsonville, GA 30534
 Paige Galt, *Principal*
 706-216-4849, Fax: 770.706-265-1426

HIGHTOWER ACADEMY

1665 Perimeter Road, Dawsonville, GA 30534
 Stan Williams, *Assistant Principal*
 706-265-1244, Fax: 706-265-2867

DAWSON COUNTY HIGH SCHOOL

1665 Perimeter Road, Dawsonville, GA 30534
 Michael Negley, *Principal*
 706-265-6555, Fax: 706-265-3936



Career Pathways are state-approved career enhancement programs defined as a coherent, articulated sequence of rigorous academic and career-related courses starting in the ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate degree and beyond.

Career, Technical, and Agricultural Education (CTAE) provides students with the opportunity to select at least three sequenced courses in a career pathway.

CTAE CONCENTRATOR

A concentrator is defined as a student who takes at least two CTAE courses in a specific program area during their high school career.

PATHWAY COMPLETER

A pathway completer is defined as a student who completes three CTAE courses in a specific program area during high school.

Selection of a pathway is based on self-awareness and the investigation of occupations plus related educational levels aligned with the pathway. Most high-demand, high-skilled, high-wage occupations in all concentrations still require education beyond high school.

Implementation of career pathways is a collaborative effort between the Dawson County School District, the Georgia Department of Education, the Technical College System of Georgia and the University System of Georgia.

PUBLIC NOTICE DAWSON COUNTY SCHOOL DISTRICT

The Dawson County School District 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, Food, and Natural Resources*
- *Audio Visual Tech*
- *Business Management, and Administration*
- *Education and Training*
- *Start-Up Entrepreneurship*
- *Finance*
- *Government and Public Administration*
- *Health Science*
- *Hospitality and Tourism*
- *Information Technology*
- *Law, Public Safety, Corrections, and Security*
- *Marketing*
- *Science, Technology, Engineering, and Mathematics (STEM)*

WHAT ARE CAREER PATHWAYS?

OVERVIEW OF CAREER CLUSTERS/PATHWAYS

- Georgia's 17 Career Cluster/Pathways provide a structure for organizing and delivering quality Career, Technical and Agricultural Education (CTAE) programs.
- Modeled after the National Career Clusters configuration utilized by most of the United States, Georgia's 17 Career Cluster/Pathways Model represents approximately 96 career pathways to help students navigate their way to greater success in college and career.
- As an organizing tool for curriculum design and instruction, the 17 Career Clusters provide essential knowledge and skills for the students' career pathways.
- This model functions as a:
 - *Useful guide in developing programs of study that bridge secondary and postsecondary curriculum.*
 - *Indicator of a range of career options for students' graduation plans of study.*
 - *Method of allowing students to discover their interests and passions, empowering them to choose the educational pathway that may lead to success in high school, college and career.*
- The 17 Career Cluster/Pathways encompass both secondary and postsecondary education and will strengthen and improve student transition from secondary to postsecondary education.



DAWSON COUNTY HIGH SCHOOL 2023 – 2024 Career Pathways Guide

CTAE Director ~ Amy Smith ~ amy.smith@dawson.k12.ga.us

AGRICULTURE, FOOD, AND NATURAL RESOURCES

Agriculture Mechanics Systems Pathway

- Basic Agricultural Science
- Ag Mechanics Technology I
- Ag Mechanics Technology II

Animal/Mechanical Systems Pathway

- Basic Agricultural Science
- Ag Mechanics Technology I
- Ag Animal Production/Management

Food Animal Systems Pathway

- Basic Agricultural Science
- Animal Science and Biotechnology
- Ag Animal Production/Management

Horticulture and Animal Systems Pathway

- Basic Agricultural Science
- General Horticulture/Plant Science
- Animal Science and Biotechnology

Horticulture/Mechanical Systems Pathway

- Basic Agricultural Science
- General Horticulture/Plant Science
- Ag Mechanics Technology I

Plant and Landscape Systems Pathway

- Basic Agricultural Science
- General Horticulture/Plant Science
- Nursery and Landscape

ARTS, A/V TECHNOLOGY, AND COMMUNICATIONS

Audio-Video Technology and Film II

- Audio and Video Technology and Film
- Audio-Video Technology and Film II
- Broadcast Video Production Application

BUSINESS, MANAGEMENT, AND ADMINISTRATION

Entrepreneurship Pathway ~ Phasing Out FY25

- Intro to Business/Technology
- Legal Environment of Business
- Entrepreneurship

Start Up Entrepreneurship

- Entrepreneurship Essentials
- The Entrepreneurial Venture
- Adv Entrepreneurial Strategies

EDUCATION AND TRAINING

Early Childhood Ed I Pathway

- Early Childhood Ed I
- Early Childhood Ed II
- Early Childhood Ed III

Early Childhood Ed II Pathway

- Early Childhood Ed I
- Early Childhood Ed II
- Early Childhood Ed III
- Early Childhood Ed Practicum

Teaching as a Profession Pathway

- Examining the Teaching Profession
- Contemporary Issues in Education
- Teaching as a Profession Practicum

GOVERNMENT AND PUBLIC ADMINISTRATION

JROTC – Army Pathway

- Army Leadership Ed 1
- Army Leadership Ed 2
- Army Leadership Ed 3
- Army Leadership Ed 4

HEALTH SCIENCE

Therapeutic Services - Allied Health and Medicine Pathway

- Intro to Healthcare Science
- Essentials of Healthcare
- Allied Health and Medicine

Therapeutic Services – Patient Care

- Intro to Healthcare Science
- Essentials of Healthcare
- Patient Care Fundamentals

HOSPITALITY AND TOURISM

Culinary Arts Pathway

- Introduction to Culinary Arts
- Culinary Arts I
- Culinary Arts II

INFORMATION TECHNOLOGY

Programming Pathway

- Intro to Software Technology
- Computer Sci Principles / AP Comp Science
- Programming, Games, Apps, and Society

LAW, PUBLIC SAFETY, CORRECTIONS, AND SECURITY

Law Enforcement Services / Criminal Investigations Pathway

- Intro to Law, Public Safety, Corrections/Security
- Criminal Justice Essentials
- Criminal Investigations

MARKETING

Mktg/Management Pathway ~ Phasing Out FY25

- Marketing Principles
- Marketing/Entrepreneurship
- Marketing Management

SCIENCE, TECH, ENGINEERING, AND MATHEMATICS

Engineering and Technology Pathway

- Foundations of Engineering and Technology
- Engineering Concepts
- Engineering Applications

Earn Science Credit!

The following courses count towards satisfying the fourth science requirement **AND** CTAE pathway completion.

- Essentials of Healthcare
- General Horticulture and Plant Science
- Animal Sci Technology/ Biotechnology
- Computer Science Principles
- Programming, Games, Apps, and Society

Foreign Language Credit

Students that complete all three courses in the **PROGRAMMING PATHWAY** will also fulfill the 2 year Foreign Language credit required by four-year universities.



96 percent of CTAE students go onto to post-secondary, advanced training, military, or employment.



The **99 percent** graduation rate of Dawson County High School's CTAE pathway completers is strong evidence that DCHS students graduate both college and career ready!



PATHWAY REQUIREMENTS
To fulfill the state pathway requirements, students must complete the three courses shown in the pathway and take the End of Pathway Assessment



CAPSTONE EXPERIENCE FOR ALL PATHWAYS
Work-Based Learning (WBL) Internship opportunities are available in ALL career cluster areas. Please see our WBL Coordinators for an application.



CAREER CLUSTERS

AGRICULTURE, FOOD AND NATURAL RESOURCES

Careers with common knowledge and skills related to production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

ARTS, A/V TECHNOLOGY AND COMMUNICATIONS

Careers with common knowledge and skills related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

BUSINESS MANAGEMENT AND ADMINISTRATION

Careers with common knowledge and skills related to the preparation of students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.

EDUCATION AND TRAINING

Careers with common knowledge and skills related to planning, managing, and providing education and training services as well as related learning support services.

GOVERNMENT AND PUBLIC ADMINISTRATION

Careers with common knowledge and skills related to planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, foreign service, revenue, and regulations.

HEALTH SCIENCE

Careers with common knowledge and skills related to planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.

HOSPITALITY AND TOURISM

Careers with common knowledge and skills related to the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.

INFORMATION TECHNOLOGY

Careers with common knowledge and skills related to the preparation for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities.

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY

Careers with common knowledge and skills related to employment in emergency and fire services, legal services, protective services, and homeland security.

MARKETING

Careers with common knowledge and skills related to the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing career cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Careers with common knowledge and skills related to planning, managing, and providing scientific research and professional and technical services.



Designed to meet the needs of young adolescents, middle schools bridge the gap between elementary and high school by providing students with an opportunity to learn in a safe, nurturing, and positive environment. According to the National Middle School Association (NMSA) characteristics of effective middle schools include courageous, collaborative leadership, a shared vision that guides decisions, high expectations for every member of the learning community, students and teachers engaged in active learning, and school community partnerships.

These characteristics are also found within the Career, Technical and Agricultural Education programs in Georgia. CTAE is making giant strides to bring middle school programs to new career readiness goals. The new curriculum includes national standards, CTAE standards and Georgia Performance Standards, in addition to career development activities allowing students to make the connection between class work and workforce.

Each Middle School CTAE Program area course includes essential and relevant performance standards for math, science, language arts, and social studies. Middle school CTAE courses also reinforce Reading Across the Content, Technical Writing standards, Entrepreneurship standards, and CTAE Foundation Skills. CTAE middle school courses feature rigorous performance standards that students master to help prepare them for choosing a high school career pathway that interests them.

MIDDLE SCHOOL PERFORMANCE STANDARDS

APPROVED CAREER, TECHNICAL AND AGRICULTURAL EDUCATION EXPLORATORY PROGRAMS

Middle School Computer Science

Foundations of Secure Information Systems (Grade 6)
Foundations of Computer Programming (Grade 7)

Middle School Engineering and Technology

Exploring Engineering and Technology (Grade 6)
Invention and Innovation (Grade 7)
Technological Systems (Grade 8)

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Georgia's **HOT** Careers to 2030

The careers in this chart have it all!

Skills and Abilities
 ● advanced skills required ○ moderate skills required

Work Activities
 ● frequently found ○ occasionally found

HOT jobs have faster than state annual average job growth, above the state annual average wage, and have at least 100 annual openings.

Skills and Abilities
 Critical Thinking/Problem Solving
 Judgement & Decision Making
 Service Oriented/Instructing
 Listening/Reading
 Oral Expression/Comprehension
 Dexterity/Arm-Hand Steadiness
 Reasoning
 Written Expression/Comprehension
 Assisting & Caring for Others
 Coaching/Training & Teaching Others
 Communicating Outside Others
 Control Machines/Inspect Others
 Working With Computers
 Monitor Processes, Materials, Surroundings
 Physical Acts/Handle-Move Objects
 Process/Analyze Data or Information
 Schedule/Organize Plan, & Prioritize Work
 Thinking Creatively

Work Activities
 2021 Edition - Georgia Wage Estimate
 2020-30 Annual Openings

Occupational Characteristics
 Fast Job growth
 Above average wages
 At least 100 expected annual job openings

Education Level	Critical Thinking/Problem Solving	Judgement & Decision Making	Service Oriented/Instructing	Listening/Reading	Oral Expression/Comprehension	Dexterity/Arm-Hand Steadiness	Reasoning	Written Expression/Comprehension	Assisting & Caring for Others	Coaching/Training & Teaching Others	Communicating Outside Others	Control Machines/Inspect Others	Working With Computers	Monitor Processes, Materials, Surroundings	Physical Acts/Handle-Move Objects	Process/Analyze Data or Information	Schedule/Organize Plan, & Prioritize Work	Thinking Creatively	2021 Edition - Georgia Wage Estimate	2020-30 Annual Openings
Bachelor's degree continued																				
Personal Financial Advisors	○	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	\$13,700	740
Producers & Directors	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$93,200	650
Registered Nurses	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	●	\$74,400	5,470
Securities, Commodities, & Financial Svcs Sales Agents	●	○	●	●	●	●	○	●	●	●	●	●	●	●	●	●	●	●	\$89,800	1,300
Social & Community Service Managers	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$71,500	430
Training & Development Specialists	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$69,000	1,250
Writers & Authors	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$70,800	330
Associate's degree																				
Cardiovascular Technologists & Technicians	●	●	●	●	●	●	●	●	○	●	●	○	●	○	●	●	●	●	\$64,100	130
Diagnostic Medical Sonographers	●	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	\$63,500	260
Magnetic Resonance Imaging Technologists	●	●	●	●	○	●	●	●	●	●	●	○	●	●	●	●	●	●	\$73,700	160
Occupational Therapy Assistants	●	●	○	●	●	●	●	●	○	●	●	●	●	●	●	●	●	●	\$69,800	240
Paralegals & Legal Assistants	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$56,300	1,600
Physical Therapist Assistants	○	●	○	●	●	●	●	●	○	●	○	●	○	●	○	●	●	●	\$61,400	540
Radiologic Technologists	●	○	●	●	●	●	●	●	○	●	○	●	○	●	○	●	●	●	\$60,500	490
Respiratory Therapists	●	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$59,000	390
Postsecondary non-degree award																				
Tool and Die Makers	●	●	○	●	●	○	○	●	●	○	○	○	○	○	○	○	○	○	\$58,500	120
Some college, no degree																				
Actors	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	\$72,900	340
High school diploma or equivalent																				
Chefs & Head Cooks	○	●	●	●	●	●	●	●	●	●	○	●	●	●	●	●	●	●	\$62,300	360
Flight Attendants	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○	\$61,900	1,220
Food Service Managers	●	●	○	●	●	●	●	●	○	●	○	●	○	●	○	●	○	●	\$61,000	1,810
Industrial Machinery Mechanics	●	●	○	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	\$55,600	1,560
Lodging Managers	●	●	○	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	\$60,900	230
Media & Communication Workers, All Other	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$67,500	110
Private Detectives & Investigators	●	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	\$64,300	110
Tax Preparers	●	○	○	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	\$55,500	250
Transportation, Storage, & Distribution Managers	●	●	○	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	\$113,500	480

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

GEORGIA'S STEM Careers to 2030

Science | Technology | Engineering | Mathematics

Knowledge Understanding of principles and facts of subject matter ● full knowledge required ○ some knowledge required Education Typical education needed to enter an occupation Hot jobs have faster than state annual average job growth, above the state annual average wage, and have at least 100 annual openings.	Knowledge																Education			Occupational Characteristics				
	Administration and Management	Biology/Chemistry	Design/Bldg and Construction	Clerical/Customer and Personal Svc	Telecom/Communications and Media	Computers and Electronics	Economics and Accounting	Education and Training	Engineering and Technology	English Language	Law and Govt/Public Safety and Security	Mathematics	Mechanical/Production and Processing	Medicine and Dentistry	Personnel and Human Resources	Physics	Psychology/Sociology and Anthropology	Therapy/Counseling	Doctoral or Professional Degree	Master's Degree	Bachelor's Degree	HS Diploma/Assoc Degree/Some College	2021 Edition - Georgia Wage Estimates	2020-30 Annual Openings
Life and Physical Science, Engineering, Mathematics, and Information Technology Occupations																								
Aerospace Engineers			○			●		●	●		●	●									✓		\$117,900	170
Biological Science Teachers, Postsecondary		●		●	○	●	●	●	●				●					✓					\$93,800	90
Biological Scientists, All Other	●	●	○	○		●	●	●	○	●										✓			\$78,800	100
Biological Technicians		●				●				●	●									✓			\$49,600	250
Chemical Technicians		○				●				●	●									✓			\$54,100	290
Chemists		○	○			●		●	●	●										✓			\$90,400	140
Civil Engineering Technicians	●		●	●		●	●	●	●		○				●					✓			\$53,000	130
Civil Engineers	●		●	○		●	●	●	●	○	●			●	●					✓			\$84,300	580
Computer & Information Systems Managers	●			○		●	●	●	●	●	●			●						✓			\$154,900	1,320
Computer Hardware Engineers			●	○	●			●	●	●	●				●					✓			\$112,000	140
Electrical & Electronics Engineering Techs			○	○		●		●	●	●	●	●			●					✓			\$70,300	370
Electrical Engineers			○			●	●	●	●		○				●					✓			\$105,600	360
Electronics Engineers, Exc Computer			○	○		●		●	●	●	●	●			●					✓			\$105,600	300
Engineers, All Other	●	●	○	○	○		●	●	●	○	●	●			●					✓			\$105,500	630
Environmental Engineers	●	●	○	○		●		●	●	●	●				●					✓			\$89,300	130
Environmental Scientists & Specialists, Including Health Hot	●	●		○		●		●	●	○	●				●					✓			\$78,600	260
Forensic Science Technicians		○				●		●	●	●										✓			\$52,300	90
Industrial Engineering Technicians			○	○		●		●	●	○	●	●			●					✓			\$66,600	140
Industrial Engineers Hot	●		○	○		●	●	●	●	●	●	●								✓			\$90,400	660
Life, Physical, & Social Science Technicians, All Other	●	●		○		●	●	●	●	●	○									✓			\$59,700	170
Mechanical Drafters			○	○		●		●	●	●	●	●			●					✓			\$56,500	100
Mechanical Engineers	●	○	○	●		●	●	●	●	●	●	●			●					✓			\$95,800	400
Medical Scientists, Except Epidemiologists Hot		●				●				●	●		●					✓					\$78,800	210
Operations Research Analysts Hot	●					●		●	●	●	●									✓			\$74,200	360
Sales Engineers				○		●		●	●	●										✓			\$125,700	390
Sales Reps, Wholesale & Mfg, Tech & Scientific Products	●			○		●				●	●	○								✓			\$92,400	780
Surveying & Mapping Technicians			○	○		●		●	●	●										✓			\$48,500	180
Health Occupations																								
Cardiovascular Technologists & Technicians Hot				○		●	●	●	●				●								✓		\$64,100	130
Chiropractors	●	○		○		●		●	●	●	●	●			○	●	✓						\$67,300	80
Dentists, General	●	○		○			○	●	●	●	●	●			○	✓							\$182,900	130
Diagnostic Medical Sonographers Hot		○		●		●		●	●	●	●		○	○						✓			\$63,500	260
Dietitians & Nutritionists	●	●		●		●		●	●	●	●	●			○	●				✓			\$53,400	270
Health Specialties Teachers, Postsecondary Hot	●	●		●	○	●		●	●	●	●	●			○	●	✓						\$127,300	690



<https://explorer.gdol.ga.gov/gsipub/index.asp?docid=356>

GEORGIA'S STEM Careers to 2030

Science | Technology | Engineering | Mathematics

Knowledge Understanding of principles and facts of subject matter ● full knowledge required ○ some knowledge required	Knowledge																		Education		Occupational Characteristics						
	Administration and Management	Biology/Chemistry	Design/Bldg and Construction	Clerical/Customer and Personal Svc	Telecom/Communications and Media	Computers and Electronics	Economics and Accounting	Education and Training	Engineering and Technology	English Language	Law and Govt/Public Safety and Security	Mathematics	Mechanical/Production and Processing	Medicine and Dentistry	Personnel and Human Resources	Physics	Psychology/Sociology and Anthropology	Therapy/Counseling	Doctoral or Professional Degree	Master's Degree	Bachelor's Degree	HS Diploma/Assoc Degree/Some College	2021 Edition - Georgia Wage Estimates	2030-30 Annual Openings			
Health Occupations Continued																											
Licensed Practical & Licensed Vocational Nurses	●	○																						✓	\$46,500	2,230	
Magnetic Resonance Imaging Technologists ²⁰²⁴		○	○																						✓	\$73,700	160
Nurse Anesthetists	●	●	○																						✓	\$186,800	50
Nurse Practitioners ²⁰²⁴		●	○																						✓	\$110,500	1,250
Nursing Instructors & Teachers, Postsec ²⁰²⁴	●	●	○																						✓	\$75,000	110
Occupational Therapists ²⁰²⁴		○	○																						✓	\$92,500	280
Ophthalmic Medical Technicians																									✓	\$35,900	110
Opticians, Dispensing	●																								✓	\$40,700	180
Pharmacists	●	●																							✓	\$123,600	470
Pharmacy Technicians																									✓	\$33,400	1,160
Physical Therapists ²⁰²⁴	●																								✓	\$92,500	470
Physician Assistants ²⁰²⁴		●	○																						✓	\$108,400	520
Radiologic Technologists ²⁰²⁴		○																							✓	\$60,500	490
Recreational Therapists	●		○																						✓	\$50,300	70
Registered Nurses ²⁰²⁴		○	○																						✓	\$74,400	5,460
Respiratory Therapists ²⁰²⁴		●	○																						✓	\$59,000	380
Speech-Language Pathologists ²⁰²⁴																									✓	\$81,300	400
Surgical Technologists																									✓	\$49,900	330
Therapists, All Other																									✓	\$64,200	80
Veterinarians ²⁰²⁴	●	●	○																						✓	\$99,700	120
Veterinary Technologists & Technicians		○																							✓	\$35,600	320
Architecture Occupations																											
Architects, Exc Landscape & Naval	●		○																						✓	\$102,000	290
Architectural & Civil Drafters			○																						✓	\$59,100	200
Architectural & Engineering Managers	●		○																						✓	\$154,500	340
Architecture Teachers, Postsec			○																						✓	\$86,300	30
Landscape Architects	●	○																							✓	\$78,700	50
Social Science Occupations																											
Psychologists, All Other	●		○																						✓	\$100,800	90
Psychology Teachers, Postsec																									✓	\$86,400	70
Social Science Research Assistants	●																								✓	\$58,200	160
Social Scientists & Related Workers, All Other	●	●	*																						✓	\$94,600	190
Survey Researchers	●		*	*																					✓	\$56,300	70
Urban & Regional Planners	●		*	*																					✓	\$66,500	100

²⁴Note: This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the Georgia Department of Labor and does not necessarily reflect the official position of the U.S. Department of Labor. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.

<https://explorer.gdol.ga.gov/gsipub/index.asp?docid=356>

For more information, contact Workforce Statistics Division at (404) 232-3875 or at workforce_info@gdol.ga.gov



NONTRADITIONAL OCCUPATIONS

Nontraditional careers are those occupations or fields of work for which individuals from one gender comprise less than 25% of the individuals employed. Students are encouraged to enroll in courses that fit their career goals regardless of the gender make-up in the classroom. Some examples of nontraditional careers are:

- Nursing for males
- Agriculture for females
- Engineering for females

LOCAL EDUCATION AGENCY ACCOUNTABILITY

Two different methods of evaluation/review are used try the state to assist local systems in their compliance of federal legislation regarding Perkins funding and gender equity.

CTAE PROGRAM REVIEWS

- *Required by Perkins*
- *Conducted with 1/5 of systems annually*
- *Serves as mechanism for evaluation both internally and externally*
- *Provides professional learning for review teams*

METHODS OF ADMINISTRATION (MOA) COMPLIANCE REVIEWS

- *Required by Office for Civil Rights*
- *Conducted in 5 systems per year based on a federally approved targeting plan*
- *Serves as a mechanism for evaluation both internally and externally*
- *Provides professional learning for compliance review teams*

Keeping accurate documentation of non-traditional education progress made for each Georgia school system is critical to measure continuous improvement in program concentrations and pathways.

NONTRADITIONAL OCCUPATIONS AND RESOURCES

CAREER PLANNING RESOURCES

www.georgiacrn.org

Georgia Career Resource Network is a web site designed to assist counselors, instructors, and administrators with career-related programs, initiatives, and information.

www.gafutures.org

GAfutures is an internet site for planning, paying, and applying for college.

www.careervoyages.gov

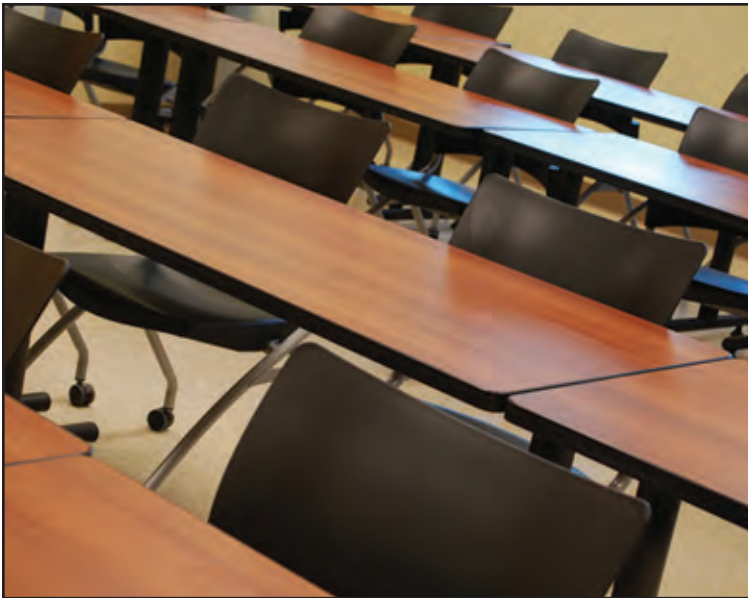
Career Voyage is a national website for emerging industries and high demand occupations.

www.bls.gov/oco/

The Occupational Outlook Handbook is a nationally recognized source of career information. It describes what workers do on the job, working conditions, the training and education needed, earnings, and expected job prospects. The handbook covers a wide range of occupations.

www.myplan.com

MyPlan.com is a career database which allows visitors to search, browse or query through over 900 different careers, read career profiles, job descriptions, and educational requirements, and explore career outlooks.



CTAE FOURTH SCIENCE OPTIONS

The following 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.

COURSE NAME	CTAE PATHWAY
Essentials of Healthcare	Health Science
Sports Medicine	Health Science
General Horticulture and Plant Science	Agriculture, Food and Natural Resources
Animal Science Technology/Biotechnology	Agriculture, Food and Natural Resources
Advanced Placement Computer Science Principles	Information Technology
Computer Science Principles	Information Technology
Programming, Games, Apps and Society	Information Technology



All CTAE students enrolled in a third-year career pathway course or work-based learning during the school year will participate in organizational ethics and soft skills training. Through a sequence of activities during the school year, students will spend time developing personal philosophies around employability standards and the job-search process.

Mock interviews will expose each student to the interview portion of the job search process, as well as provide feedback on the development of resumes and other career-related documents. This event will be community-driven, as volunteers from across the county spend time creating an experience that will help students learn what is expected in a job interview, while also providing constructive feedback on all aspects on the interview process. A focus during the school year includes the following standards:

- *Discipline and Character*
- *Attendance and Punctuality*
- *Job Shadowing and Community Service Projects*
- *Productivity and Academic Performance*
- *Responsibility and Organization*
- *Attitude and Respect*
- *Teamwork and Work Habits*
- *Self-Management and Time Management*
- *Oral and Written Business Communication Skills*
- *Appearance and Professional Image*

CTAE MOCK INTERVIEWS

**FOR MORE INFORMATION
about Mock Interviews or to be a
volunteer, please contact**

Kristy Moore,
WBL Coordinator
kristymoore@dawson.k12.ga.us



Students who successfully complete the requirements of this intense focus will receive GeorgiaBEST (Business Ethics Student Training) certification awarded by the Georgia Department of Labor. Georgia businesses and hiring managers are recognizing the importance of GeorgiaBEST and understand that these students have gone above and beyond to prepare themselves for the workplace.

DEFINITIONS AND DESCRIPTIONS

PERSONAL CHARACTERISTICS

Attitude: The ability to demonstrate a positive, optimistic outlook; take responsibility for actions; use appropriate language; avoid gossip; show politeness; smile on a regular basis; to be enthusiastic and self-confident; take direction; to be eager and motivated to complete tasks.

Initiative: The ability to be productive and show ambition; go above and beyond the minimum job requirements; voluntarily start projects; attempt non-routine jobs and tasks; establish credibility; to be able to work independently; complete assigned tasks efficiently, effectively and timely; the ability to work towards goals.

Flexibility: The ability to adapt; display a teachable heart and willingness to change or compromise; to be receptive to new information; the ability to learn from mistakes for the benefit of self and the employer.

Organization: The ability to manage both one's self and one's own time and the time of others; use resources effectively; plan and prioritize work and personal life to meet goals and deadlines; the ability to overcome procrastination.

Discipline: The ability to follow the chain of command; demonstrate good character; to be even tempered; behave appropriately; accept unavoidable interruptions and pressure; the ability to pay attention to details; display a high level of concentration even when assigned an unpleasant task; the ability to demonstrate grit and resilience.

Integrity: The ability to demonstrate moral, ethical, loyal, trustworthy, and honest behavior; to be accountable and dependable; play fair; maintain confidentiality; do the right thing even when no one is looking; the ability to produce quality work; work to fulfill the mission of the organization; the ability to define personal values versus what is valued.

GEORGIABEST AND CAREER RESEARCH

CAREER PLANNING RESOURCES

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www.myplan.com

MyPlan.com is a career database which allows visitors to search, browse or query through over 900 different careers, read career profiles, job descriptions, and educational requirements, and explore career outlooks.

GEORGIABEST AND CAREER RESEARCH

INTERACTIONS WITH OTHERS

Respect: The ability to acknowledge and appreciate the opinions, property, and rights of others; value diversity and cultural differences; respond appropriately to those in authority; respond to feedback unemotionally and nondefensively; the ability to negotiate diplomatic solutions to interpersonal and workplace issues; acknowledge the economic, political, and social relationships that impact multiple levels of an organization; the ability to intervene when others demonstrate negative attitudes or disrespect and help them recognize the inappropriateness of their behavior.

Effective Communication: The ability to display appropriate listening, nonverbal, verbal, interpersonal, and written skills; send a consistent, clear, concise, and courteous message that is easily understood by the receiving party; ask questions, clarify or summarize, and provide feedback to ensure the message has been understood; the ability to read and interpret workplace documents and writing clearly and correctly; the ability to give and receive information and convey our ideas and opinions with those around us.

Teamwork: The ability to work collaboratively and cooperatively with others toward a common goal or success of the team; participate appropriately as a team member by assisting others or requesting help when needed; handle criticism, conflicts, and complaints appropriately; demonstrate leadership; relate well to others; take an interest in what others say and do in order to build relationships; contribute to the group with ideas, suggestions, and effort; the ability to participate in group decision-making.

EMPLOYER EXPECTATIONS

Attendance and Punctuality: The ability to come to work/school every day on time; leave and return for meals and breaks on time; the ability to notify supervisor/instructor in advance of planned absences; make up work or assignments punctually; come to work/school prepared to work.

Customer Service: The ability to see the customer's point of view; handle customer complaints correctly; interact appropriately with customers; the ability to sell the company as well as the product by demonstrating exceptional service; listen attentively and provide undivided attention; identify and anticipate needs; make customers feel important and appreciated; convey sincerity; know how to apologize; give more than expected; follow through on promises; solicit regular feedback and encourage and welcome suggestions; the ability to treat internal customers well; show appreciation; communicate regularly with customers; demonstrate the power of "yes"; provide helpful, courteous and knowledgeable service.

Critical Thinking and Problem Solving: The ability to analyze facts and use a logical approach to form an accurate, objective decision or plan of action; recognize and clearly define a problem, determine the cause, identify, prioritize, and select alternatives for a solution, then implement the solution even for difficult or complex issues; evaluate and monitor progress and revise the plan as needed; the ability to identify resources needed to solve a problem; generate new ideas; consider the relative costs and benefits of potential actions to choose the most appropriate one; discover a rule or principle underlying the relationship between two or more objects and apply it to a new situation or when solving a problem; the ability to "think on one's feet", assess problems, and find well-thought out solutions within a reasonable time frame; the ability to think critically and creatively, share thoughts and opinions; the ability to understand framework for sound ethical decisions.

Technology Usage and Social Media Ethics: The ability to follow policy regarding use of personal technology while at work/school; demonstrate proper use of company technology; understand how one's online actions and behavior can have far-reaching and long-lasting effects; understand the need for accurate online company information.

Professionalism: The ability to act appropriately and display the character, conduct, standards, and behavior expected from a professional person; display appropriate language, dress, grooming and hygiene; acknowledge that appearance reflects on the image of the employer; the ability to display proper etiquette in meetings or at work-related functions.

Adherence to Policy: The ability to follow company rules, regulations, procedures, and directions especially those related to safety; display good workplace habits; keep assigned area neat and orderly; the ability to maintain equipment to ensure longevity and efficiency; determine causes of operating errors or equipment issues and decide what to do about it; take proactive measures to address unsafe practices or behaviors.

EMPLOYER SUMMIT SURVEY



WE SURVEYED **770** EMPLOYERS IN GEORGIA ABOUT SOFT SKILLS. THEY PROVIDED THE FOLLOWING FEEDBACK...

What is your employee turnover rate?



To what do you attribute your turnover rate?



85% of the surveyed employers said **SOFT SKILLS** or **WORK ETHICS** were an issue at their company

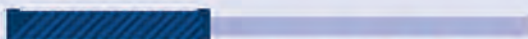
The issues of most concern are:



ATTENDANCE & PUNCTUALITY



DISCIPLINE & CHARACTER



ATTITUDE & RESPECT



MOBILE DEVICE USAGE

A WHOPPING

87%



OF EMPLOYERS SAID **CREATIVE THINKING & PROBLEM SOLVING SKILLS**

WERE OF MORE CONCERN THAN BASIC...



Math Skills



Reading Skills



Locating Information Skills

76%

OF EMPLOYERS SAID THEY WOULD BE WILLING TO **GIVE PREFERENCE** TO AN APPLICANT WHO HOLDS A GeorgiaBEST CERTIFICATE



42% of employers believe policy makers should place a high priority on **WORKERS WITH BETTER SOFT SKILLS**

THE EMPLOYERS SPOKE AND WE LISTENED! WE WILL BE ATTACKING THIS LACK OF EMPLOYABILITY SKILLS EPIDEMIC USING A THREE-PRONGED APPROACH:

GeorgiaBEST@School

GeorgiaBEST@Work

GeorgiaBEST@Home

CONNECT:



www.dol.georgia.gov





DUAL ENROLLMENT

To be eligible for the Dual Enrollment program, a student must:

- Be enrolled in the ninth, tenth, eleventh or twelfth grade in accordance with O.C.G.A. §20-2-690(c);
- Be admitted to an eligible, participating USG, TCSG or Private postsecondary institution as a dual credit enrollment student;
- Be enrolled in courses listed in the approved Dual Enrollment Course Directory;
- Maintain satisfactory academic progress as defined by the eligible postsecondary institution;
- Complete the Dual Enrollment online application which includes three parts: Student and Parent/ Guardian, High School and Postsecondary Institution. All three sections are completed and submitted to Georgia Student Finance Commission;
- Complete required advisement conference with the high school counselor along with parent/guardian prior to 1st, 2nd and/or summer semesters of each participating school year completing both Dual Enrollment program documents as well as the district Dual Enrollment document. It is vitally important that students meet with high school counselor to ensure all prior approvals and course alignment occur. Not completing this step could lead to inability to participate in Dual Enrollment if requirements are not met!

Students, who meet all eligibility requirements, receive a student-specific award amount to be applied toward tuition, mandatory fees and books. In addition, postsecondary credit hours taken as a Dual Credit Enrollment student, for which Dual Enrollment payment is made are not counted as “attempted-hours” nor are they included in the “combined paid-hours” limit for the purposes of HOPE Scholarship or Zell Miller Scholarship eligibility.

School counselors have Dual Enrollment information and this link is also helpful:

https://www.GAfutures.org/Financial_Aid_Planning/Scholarships/Grants_and_Scholarships/Accel_Program.aspx

Dual Enrollment program provides district students the opportunity to be “dual credit enrolled”. This means a Dual Enrollment student is enrolled at both the high school and college or technical college. In this program a student may be part time or full time at the postsecondary school. The student receives credit for approved courses on the high school transcript as well as their college or technical college transcript. Thus, Dual Enrollment students take postsecondary coursework for credit towards both high school graduation and postsecondary requirements. Beginning with Fall term 2016 (FY 2017) the program is offered during all terms of the school year: fall, spring and summer semesters.



UNIVERSITY OF NORTH GEORGIA

Cumming Campus
300 Aquatic Circle, Cumming, GA 30040
470-239-3100

Dahlonega Campus
82 College Circle
Dahlonega, GA 30597



LANIER TECHNICAL COLLEGE

Dawson Campus
516 Allen St, Dawsonville, GA 30534
706-216-5461



YOUNG HARRIS COLLEGE

1 College Street
Young Harris, GA 30582
800-241-3754



Agricultural Mechanics Systems is the selection, operation, maintenance, servicing, selling, and use of power unite, machinery, equipment, structures, and utilities used in agriculture. Although the class is titled Agricultural Mechanics, the knowledge gained from the class can transverse many career fields such as welding, wiring, construction, electrical, diesel and small engine repair. This pathway is well suited for a student seeking a career in any of these named fields, as well as for someone who would like have knowledge of the basics in this skill area.

PATHWAY CONCENTRATION COURSES

- Basic Agricultural Science
- Agricultural Mechanics Technology I
- Agricultural Mechanics Technology II

RECOMMENDED COURSES

- Agricultural Mechanics III
- Agricultural Metal Fabrication
- Agricultural Power and Machinery
- Agricultural Electricity and Electrical Controls
- Agricultural Construction

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges and Colleges/Universities

- Small Engine Repair
- Welding and Metal Fabrication
- Industrial Maintenance
- Construction Technology
- Electrical Technology
- Diesel Repair

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FFA

AGRICULTURE, FOOD AND NATURAL RESOURCES

AGRICULTURAL MECHANICS SYSTEMS PATHWAY

TOP CAREER CHOICES

Welder

\$22 per hour
20% growth rate over next 5 years

Agriculture Engineers

Bachelor Degree needed
\$74,000 annual salary
3 annual average openings in Georgia

Agriculture Inspectors

High School Diploma needed
\$41,000 annual salary
30 annual average openings in Georgia

Farm Equipment Mechanics

High School Diploma needed
\$33,900 annual salary
10 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Agricultural Application Software
and Developer

Agricultural Engineer

Buyers and Purchasing Agents

Chemical Technicians

Engineering Specialist

Farm and Ranch Managers

Food Cooking Machine Operators

Graders and Sorters

Machine Operators

Maintenance Technician

Slaughters and Meat Packers

Systems Technicians



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



This pathway is a great combination for students who are interested in animal science and agriculture mechanics. A strong understanding of agriculture mechanics is necessary with all farm work, including food and animal farms. Workers in Agricultural Mechanics 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.

PATHWAY CONCENTRATION COURSES

- Basic Agricultural Science
- Agricultural Mechanics Technology I
- Agricultural Animal Production and Management

RECOMMENDED COURSES

- Biology
- Business Management
- Computer Applications
- Economics
- Environmental Science

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges and Colleges/Universities

- Small Engine Repair
- Welding and Metal Fabrication
- Industrial Maintenance
- Construction Technology
- Electrical Technology
- Diesel Repair

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FFA

AGRICULTURE, FOOD AND NATURAL RESOURCES

ANIMAL AND MECHANICAL SYSTEMS PATHWAY

TOP CAREER CHOICES

Mechanical Engineers

Bachelor Degree needed
\$74,800 annual salary
110 annual average openings in Georgia

Agricultural Supervisors

High School Diploma needed
\$48,690 annual salary
56 annual average openings in Georgia

Farm/Ranch Managers

High School Diploma needed
\$73,730 annual salary
179 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Agricultural Sciences Teachers
Agricultural Technician
Animal Breeders
Animal Scientists
Aquacultural Managers
Control and Valve Installers & Repairers
Crop Farmworkers and Laborers
Farm/ Ranch Manager Advisors
Mechanical Engineering
Mechanical Engineers
Soil/Plant Scientists
Technologists



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



This pathway prepares students for a wide range of post secondary options such as beef/dairy production, poultry science, veterinary medicine, animal genetics and breeding, equine production, poultry production, aquaculture and fisheries science, etc., as well as the basic skills necessary to perform entry level tasks to enter the workforce or technical or certificate program such as a Veterinary technician.

PATHWAY CONCENTRATION COURSES

- Basic Agricultural Science
- Animal Science and Biotechnology
- Agricultural Animal Production and Management

RECOMMENDED COURSES

- Equine Science
- Small Animal Production
- Veterinary Science

POST-SECONDARY DEGREES, DIPLOMAS, & CERTIFICATES

Technical Colleges and Colleges/Universities

- Animal Science
- Equine Science
- Genetics
- Poultry Science
- Veterinary Medicine

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FFA

AGRICULTURE, FOOD AND NATURAL RESOURCES

FOOD ANIMAL SYSTEMS PATHWAY

TOP CAREER CHOICES

Agricultural Inspector

Bachelor Degree needed
\$40,000 annual salary

Poultry Field Technician

Associate Degree needed
\$41,000 annual salary

Veterinarian

Doctorate needed
\$110,000 annual salary

Veterinarian Technician

Associate Degree needed
\$32,000 annual salary

ADDITIONAL CAREER CHOICES

Agriculture Teacher

Animal Breeders

Animal Caretakers

Animal Control Workers

Aquacultural Animal Caretakers

Biologists

Domestic Animal Production

Farm Manager

Laboratory Animal Caretakers

Research

Sales and Service

Science Teacher

Veterinary Assistants

Zoologists



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



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. 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.

PATHWAY CONCENTRATION COURSES

- Basic Agriculture Science
- General Horticulture and Plant Science
- Animal Science and Biotechnology

RECOMMENDED COURSES

- Biology
- Business Management
- Computer Applications
- Economics
- Environmental Science

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Associates in Science

Colleges/Universities

- Bachelor of Science, Agricultural Business
- Bachelor of Science, Agricultural Education
- Bachelor of Science, Plant Science
- Master and PhD in all areas

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FFA

AGRICULTURE, FOOD AND NATURAL RESOURCES

HORTICULTURE AND ANIMAL SYSTEMS PATHWAY

TOP CAREERS CHOICES

Nursery and Greenhouse Managers

\$69,300 annual salary
Bachelor's Degree
450 annual average openings in Georgia

Soil and Plant Scientists

\$68,900 annual salary
Bachelor's Degree
10 annual average openings in Georgia

Animal Scientists

\$61,700 annual salary
Doctoral Degree
1 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Agricultural Sciences Teachers
Animal Breeders
Animal Scientists
Animal Trainers
Career/Technical Education Teachers
Nonfarm Animal Caretakers
Nursery and Greenhouse Managers
Nursery Workers
Soil and Plant Scientists
First-Line Supervisors of Animal
Husbandry and Animal Care Workers



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



A career in horticulture and mechanical systems 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. 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.

PATHWAY CONCENTRATION COURSES

- Basic Agricultural Science
- General Horticulture and Plant Science
- Agricultural Mechanics Technology I

RECOMMENDED COURSES

- Biology
- Chemistry
- Economics
- Work-Based Learning

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Agriculture Chemicals
- Crop Science
- Horticulture
- Landscape Specialist
- Marketing in Agriculture
- Plant Production
- Soil Management
- Sustainable Urban Agriculture

Colleges/Universities

- Agroecology
- Agronomy
- Environmental Studies
- Horticulture
- Natural Resources Management
- Plant Science
- Soil and Land Resources
- Sustainable Agriculture and Farming Systems
- Sustainable Food and Bioenergy Systems
- Water, Wetlands, and Marine Resources Management

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FFA

AGRICULTURE, FOOD AND NATURAL RESOURCES

HORTICULTURE MECHANICAL SYSTEMS PATHWAY

TOP CAREER CHOICES

Mechanical Engineers

Bachelor Degree needed
\$74,800 annual salary
110 annual average openings in Georgia

Nursery and Greenhouse Managers

Bachelor Degree needed
\$69,300 annual salary
450 annual average openings in Georgia

Nursery Workers

High School Diploma needed
\$18,200 annual salary
490 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Agricultural Sciences Teachers
Control and Valve Installers and Repairers
Crop Farmworkers and Laborers
Farm and Ranch Managers
Landscaping and Grounds keeping
Managers
Mechanical Engineering
Mechanical Engineers
Nursery and Greenhouse
Nursery Workers
Soil and Plant Scientists
Technologists
Workers



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



This pathway is designed to give student knowledge of scientific agricultural production and research. It introduces the major concepts of plant and horticulture science while utilizing the green industry in nursery production and landscape design and management. Occupations include plant biotechnology, commercial production of horticulture and agronomic crops.

PATHWAY CONCENTRATION COURSES

- Basic Agricultural Science
- General Horticulture and Plant Science
- Nursery and Landscape

RECOMMENDED COURSES

- Biology
- Chemistry
- Computer Applications
- Entrepreneurship
- Statistics
- Work-Based Learning

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges and Colleges/Universities

- Horticulture
- Natural Resource and Environmental Science
- Plant Pathology

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FFA

AGRICULTURE, FOOD AND NATURAL RESOURCES

PLANT AND LANDSCAPE SYSTEMS PATHWAY

TOP CAREER CHOICES

Administrative Services Manager

Bachelor Degree needed
\$68,016 annual salary
420 annual average openings in Georgia

Executive Secretary and Administrative Assistant

Moderate On-the-Job Training needed

ADDITIONAL CAREER CHOICES

Administrative Assistant
Agricultural Science Teachers
Biologists
Communications Equipment Operator
Computer Operator
Crop Farmworkers and Laborers
Environmental Scientists
Farm and Ranch Managers
Food Scientists and Laborers
Hydrologists
Nursery and Greenhouse Mangers
Nursery Workers



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Audio and Video Technology and Film is a class that teaches all aspects of video production from pre-production, production, and post-production, including theory and practical application. Students will have the opportunity to participate in various types of broadcast/video production from events and commercials to mini-movies and documentaries.

PATHWAY COURSES

- Audio and Video Technology and Film
- Intro to Film Production
- Film Production Application

RECOMMENDED COURSES

- Introduction to Business and Technology
- Business Communications
- Digital Design
- Intro to Animation and 3D Design
- Marketing Principles
- Photography
- Visual Arts
- Work-Based Learning
- World Language
- Yearbook/Journalism

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Technical Studies
- Telecommunications Arts

Colleges/Universities

- Broadcast Design
- Journalism and Broadcasting
- Mass Communications
- Mass Media/Arts
- Public Relations
- Video/Digital

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- SkillsUSA

ARTS, A/V TECHNOLOGY & COMMUNICATIONS

AUDIO-VIDEO TECHNOLOGY AND FILM II PATHWAY

TOP CAREERS CHOICES

Audio and Video Equipment Technician

Long-Term On-the-Job Training needed
\$40,498 annual salary
80 annual average openings in Georgia

Broadcast News Analyst

Bachelor Degree needed
\$57,845 annual salary
20 annual average openings in Georgia

Broadcast Technician

Associate Degree needed
\$35,443 annual salary
50 annual average openings in Georgia

Film/ Video Editor and Camera Operators

Bachelor Degree needed
\$58,210 annual salary
13% Growth Annually in Georgia

ADDITIONAL CAREER CHOICES

Audio-Video Operator Broadcast Field
Supervisor Broadcast Technician Camera
Operator
Chief Engineer
Control Room Technician Director
Non-Linear Video Editor Radio and TV
Announcer Reporter
Sound Technician
Station Manager Transmission Engineer



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Entrepreneurs, innovators, and small businesses play a key role in Georgia's economy. Business professionals may be managers, owners, accountants, economists, administrators, or analysts. These individuals must possess excellent communication skills and be able to establish working relationships with many different people.

PATHWAY COURSES

- Introduction to Business and Technology
- Legal Environment of Business
- Entrepreneurship

RECOMMENDED COURSES

- Any Business and Computer Science Course
- Marketing Principles
- Work-Based Learning
- World Language
- Yearbook/Journalism

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Business Management
- Business Office Technology
- Entrepreneurship
- Hospitality Industry
- Human Resources Associate
- Management and Supervisory Development
- Office Administration

Colleges/Universities

- Business
- Business Administration

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FBLA

**BUSINESS MANAGEMENT
AND ADMINISTRATION
Phasing out by FY25**

ENTREPRENEURSHIP PATHWAY

TOP CAREERS CHOICES

Advertising and Promotion Manager

Bachelor Degree needed
\$76,898 annual salary
60 annual average openings in Georgia

Chief Executive

Bachelor Degree plus work experience needed
\$155,168 annual salary
850 annual average openings in Georgia

Employment, Recruitment, and Placement Specialist

Bachelor Degree needed
\$50,877 annual salary
440 annual average openings in Georgia

Social and Community Service Manager

Bachelor Degree needed
\$59,904 annual salary
100 annual average openings in Georgia

Training and Development Manager

Bachelor Degree needed
\$79,498 annual salary
60 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

- Appraiser and Assessor of Real Estate
- Accountant and Auditor
- Administrator
- Bank Teller
- Business Educator
- Chief Executive Officer
- Claims Adjuster
- Claims Examiner
- Computer Support Specialist
- Computer Systems Analyst
- Cost Estimator
- Database Administrator
- Entrepreneur
- Financial Analyst
- Financial Manager
- Investigator
- Network and Computer System
- Paralegal and Legal Assistant
- Personal Financial Advisor
- Sales Manager
- Tax Prepare



A startup or start-up is a company or project undertaken by an entrepreneur to seek, develop, and validate a scalable business model. While entrepreneurship includes all new businesses, including self-employment and businesses that do not intend to go public, startups are new businesses that intend to grow large beyond the solo founder. At the beginning, startups face high uncertainty and have high rates of failure, but a minority of them do go on to be successful and influential..

PATHWAY COURSES

- Entrepreneurship Essentials
- The Entrepreneurial Venture
- Advanced Entrepreneurial Strategies

RECOMMENDED COURSES

- Any pathway in the field of interest
- Any Business or Computer Science course
- World Language

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Business Management
- Entrepreneurship
- Hospitality Industry

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FBLA

BUSINESS MANAGEMENT AND ADMINISTRATION

START-UP ENTREPRENEURSHIP PATHWAY

TOP CAREERS CHOICES

Architect

Bachelor or Master's Degree
Median Income \$76,500

Carpenter

Industry experience
Median income \$35,950

Caterer

Industry experience
Median Income \$27,000

Farmer

Industry Experience
Median Income \$35,000

Hairstylist

State-issued license
Median Income \$27,500

Interior Designer

Bachelor's Degree
Median Income \$52,500

Mechanic

Associate Degree
Certification from NIAS, Apprenticeship
Median Income \$45,000

Personal Trainer

Varies by state
Median Income \$29,000

Software Developer

Bachelor's Degree
Median Income \$76,500

ADDITIONAL CAREER CHOICES

Carpenter
Etsy Store Owner
Event Planner
Food Truck Owner
Life Coach
Makeup Artist
Massage Therapist
Photographer
Private Music Teacher
Roofer
Translator



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Educational services is the second largest industry which includes a variety of institutions that offer academic education or career and technical instruction. This includes elementary, middle and secondary schools, universities, colleges, professional schools, community or junior colleges and career and technical institutes. The overall demand or educational services will increase as growing emphasis on improving education along with retirements will create large numbers of job openings.

EARLY CHILDHOOD EDUCATION I PATHWAY CONCENTRATION COURSES

- Early Childhood Education I
- Early Childhood Education II
- Early Childhood Education III

EARLY CHILDHOOD EDUCATION II PATHWAY CONCENTRATION COURSES

- Early Childhood Education I
- Early Childhood Education II
- Early Childhood Education Practicum

RECOMMENDED COURSES

- Any education course
- Psychology
- Work-Based Learning
- World Language

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

- Early Childhood Education

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FCCLA

EDUCATION AND TRAINING

EARLY CHILDHOOD EDUCATION I & II PATHWAYS

TOP CAREER CHOICES

Elementary School Teacher

Bachelor Degree needed
\$46,888 annual salary
2,590 annual average openings in Georgia

Kindergarten Teacher

Bachelor Degree needed
\$45,969 annual salary
330 annual average openings in Georgia

Preschool Teacher

Post-Secondary Vocational Training needed
\$24,419 annual salary
500 annual average openings in Georgia

Special Education Teacher Preschool, Kindergarten or Elementary

Bachelor Degree needed
\$46,358 annual salary
450 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

After-School Program Supervisor
Child Care Administrator
Child Care Director and Owner
Child Care Workers
Child Life Specialist
Education Administrator
Educational and Teacher Aide
Elementary School Teacher
High School Early Childhood Education
Instructional Coordinator
Preschool and Childcare Center
Preschool Teacher
Recreation Attendant
Special Education Teacher
Teacher
Teacher Assistants
University Instructor and Professor



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Educational services is the second largest industry which includes a variety of institutions that offer academic education or career and technical instruction. This includes elementary, middle and secondary schools, universities, colleges, professional schools, community or junior colleges and career and technical institutes. The overall demand for educational services will increase as growing emphasis on improving education along with retirements will create large numbers of job openings.

PATHWAY COURSES

- Examining the Teaching Profession
- Contemporary Issues in Education
- Teaching as a Profession Practicum

RECOMMENDED COURSES

- Any Education Course
- World Language
- Human Growth and Development
- Psychology
- Work-Based Learning

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- CDA Prep
- Child Care Assistant and/or Child Care Manager
- Child Development Associate I and/or II
- Child Development Specialist
- Early Childhood Care and Education Basics
- Early Childhood Care and Education Program Administration
- Early Childhood Education or Exceptionalities
- Education of the Gifted
- Infant-Toddler Care Specialist

Colleges/Universities

- Adult, Art, Music or Special Education
- Career and Technical Education
- Early Childhood Education
- Education of the Gifted
- English, Math, Science or Social Studies Education
- Family and Consumer Sciences Education
- Health and Physical Education
- Human Resource and Organizational Development
- Middle School Education
- Professional School Counseling
- School Psychology
- Speech Communication
- World Language Education

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FCCLA

EDUCATION AND TRAINING

TEACHING AS A PROFESSION PATHWAY

TOP CAREERS CHOICES

Middle School Special Education Teacher

Bachelor Degree needed
\$46,891 annual salary
230 annual average openings in Georgia

Post-Secondary Education Administrator

Bachelor Degree plus work experience needed
\$81,328 annual salary
160 annual average openings in Georgia

Post-Secondary Vocational Education Teacher

Bachelor Degree plus work experience needed
\$45,386 annual salary
370 annual average openings in Georgia

Secondary School Teacher

Bachelor Degree needed
\$49,956 annual salary
1,360 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Administration
Adult Educator
After-School Program Supervisor
Associate Teacher
Coach
County Extension Agent
Education Evaluator
Educational and Teacher Aide
Elementary School Teacher
High School Teacher
Media Specialist
Middle School Teacher
Post-Secondary Vocational Education
Recreation Attendant
School Administration
Social Services Aide
Special Education Teacher
Teacher



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



The program's focus is reflected in its mission statement, "To Motivate Young People to be Better Citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. Army JROTC is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

PATHWAY CONCENTRATION COURSES

- JROTC Army Leadership Education 1
- JROTC Army Leadership Education 2
- JROTC Army Leadership Education 3
- JROTC Army Leadership Education 4

RECOMMENDED COURSES

- Any CTAE course
- World Language
- Modern US Military History

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

- ROTC (Scholarships available)
- Academy Nominations
- Armed Forces (Advanced Placement Enlistment Opportunities) Army, Air Force, Marines, Navy, Coast Guard
- Active Reserve and National Guard options available

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- Academic Team
- Color Guard
- Drill Team
- Leadership Team
- Raiders
- Rifle Team

GOVERNMENT AND PUBLIC ADMINISTRATION

JROTC ARMY PATHWAY

TOP CAREER CHOICES

Students enrolled in JROTC programs may find high-demand, high-wage, and high-skilled occupations in the public sector at www.occsupplydemand.org or if they plan on a career in the military they will find "Military Occupations" listed on GAfutures.org under the Career Planning Tab.

ADDITIONAL CAREER CHOICES

Air Traffic Controller
Aircraft Repairer
Animal Care Specialist
Broadcast Specialist
Cavalry Scout
Chaplain
Computer and Detection Repairer
Construction Equipment Repairer
Criminal Investigation Special Agent
Dental Specialist
Equipment Repairer
Finance Officer
Health Care Specialist
Human Resource Specialist
Information Technology Specialist
Intelligence Analyst
Interpreter and Translator
Medical Laboratory Specialist
Military Police Officer
Missile Fire Control Operator
Missile Fire Control Maintainer
Multi Media Illustrator
Signal Intelligence Analyst
Special Forces
Technical Engineer
Transportation Management Coordinator
Visual Information Equipment Operator



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Employment is projected to increase 27% through 2014 - more than in any other industry. The healthcare industry offers jobs in a variety of establishments: hospitals, nursing and residential care facilities, physicians, dental, and other health practitioners offices, home health care services, outpatient care centers, ambulatory health care services and medical and diagnostic laboratories.

PATHWAY CONCENTRATION COURSES

- Introduction to Healthcare Science
- Essentials of Healthcare
 - Essentials of Healthcare is an embedded course. When 1 full credit is earned in this course, a second elective credit is recorded in transcript history. The second course recorded is Human Anatomy and Physiology.
- Allied Health and Medicine

RECOMMENDED COURSES

- World Language
- Psychology
- Work-Based Learning

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Clinical Lab Technology
- Dental Assisting or Hygiene
- Medical Assisting
- Nurse Aid
- Pharmacy Technology
- Practical Nursing
- Radiologic Technology
- Registered Nursing
- Surgical Technology

Colleges/Universities

- Doctor
- Dentist
- Nurse Practitioner
- Physical Therapist
- Registered Nurse
- Surgeon

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- HOSA

HEALTH SCIENCE

THERAPEUTIC SERVICES ALLIED HEALTH AND MEDICINE PATHWAY

TOP CAREERS CHOICES

Dental Hygienist

Associate Degree needed
\$55,390 annual salary
280 annual average openings in Georgia

Medical and Clinical Laboratory Technician

Associate Degree needed
\$30,846 annual salary
250 annual average openings in Georgia

Pediatrician

First Professional needed
\$139,298 annual salary
70 annual average openings in Georgia

Physical Therapist

Master Degree needed
\$65,042 annual salary
120 annual average openings in Georgia

Surgical Technologist

Post-Secondary Vocational Training needed
\$32,157 annual salary
140 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Clinical Laboratory Technician

Dental Hygienist

EMT

Medical Doctor

Medical Laboratory Technician

Orthopedic Technologist

Paramedic

Pharmacist

Physical Therapist

Radiologic Technologist

Surgical Technologist

Veterinarian



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



The Patient Care pathway is appropriate for students wishing to pursue a career in the Healthcare Industry. The course will enable students to receive initial exposure to Healthcare Science skills and attitudes applicable to the healthcare industry. The concepts of health, wellness, and preventative care are evaluated, as well as, ethical and legal responsibilities of today's healthcare provider. Fundamental healthcare skills development is initiated including medical terminology, microbiology, and basic life support.

PATHWAY COURSES

- Introduction to Healthcare Science
- Essentials of Healthcare
 - Essentials of Healthcare is an embedded course. When 1 full credit is earned in this course, a second elective credit is recorded in transcript history. The second course recorded is Human Anatomy and Physiology.
- Patient Care Fundamentals
- Patient Care Fundamentals

RECOMMENDED COURSES

- World Language
- Human Anatomy/Physiology
- Physics
- Psychology
- Work-Based Learning

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

See www.GAFutures.org for additional information

Technical Colleges

- Dental Hygiene
- Orthopedic Technology
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology

Colleges/Universities

- Dentist
- Doctor
- Nurse Practitioner
- Physical Therapist
- Registered Nurse
- Surgeon

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- HOSA

HEALTH SCIENCE

THERAPEUTIC SERVICES PATIENT CARE PATHWAY

TOP CAREERS CHOICES

Health Educator

Master Degree needed
\$53,290 annual salary
90 annual average openings in Georgia

Medical and Health Services Manager

Bachelor Degree needed
\$74,486 annual salary
330 annual average openings in Georgia

Occupational Therapist

Master Degree needed
\$58,427 annual salary
100 annual average openings in Georgia

Registered Nurse

Associate/ Bachelor Degree needed
\$53,893 annual salary
3,340 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Certified Nursing Assistant

Dental Assisting

Licensed Practical Nurse

Medical Assisting

Occupational Therapy Assistant

Physical Therapy Assistant

Respiratory Therapist

Surgical Technologist



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Sports Medicine is a branch of Health Science devoted to muscu-loskeletal disorders that alter the functional ability of the patient. Careers in this industry focus on improvement of ability to perform life tasks through the combined use of physical training (exercise, movement, and modification of activities), medications, adaptive equipment, orthotics (braces), and prosthesis devices. Careers in rehabilitation focus on helping people return to independence and self-reliance.

PATHWAY COURSES

- Introduction to Healthcare Science
- Essentials of Healthcare
- Sports Medicine

RECOMMENDED COURSES

- Human Anatomy/Physiology
- Internships
- Physics
- Psychology
- Work-based Learning
- World Language

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Associates of Science in Nursing
- Dental Hygiene
- Orthopedic Technology
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology

Colleges/Universities

- Dentist
- Doctor
- Nurse Practitioner
- Physical Therapist
- Registered Nurse
- Surgeon

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- HOSA

HEALTH SCIENCE

THERAPEUTIC SERVICES SPORTS MEDICINE PATHWAY

TOP CAREERS CHOICES

Athletic Trainer

Bachelor Degree needed
\$35,917 annual salary
20 annual average openings in Georgia

Occupational Therapist Aide

Short-Term On-the-Job Training needed
\$20,259 annual salary
10 annual average openings in Georgia

Orthotist and Prosthetist

Bachelor Degree needed
\$35,464 annual salary
10 annual average openings in Georgia

Physical Therapist

Master Degree needed
\$65,042 annual salary
120 annual average openings in Georgia

Physical Therapist Assistant

Associate Degree needed
\$40,830 annual salary
90 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Chiropractor
Doctor of Osteopathic Medicine
Doctor of Podiatric Medicine
Massage Therapist
Occupational Therapist
Orthopedic Doctor
Physical Therapy Assistant
Physician's Assistant
Radiologist
Radiologist Technician



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



The Culinary Arts pathway introduces 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. Courses also provide an overview of the professionalism in the culinary industry and career opportunities leading into a career pathway in culinary arts.

PATHWAY COURSES

- Introduction to Culinary Arts
- Culinary Arts I
- Culinary Arts II

RECOMMENDED COURSES

- Algebra
- Any Science Elective
- Business Essentials
- Computer Applications
- Entrepreneurship
- World Language (Spanish and French)

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Catering Specialist
- Culinary Arts (Standard Pathway or Baking & Pastry Pathway)
- Culinary Nutrition Assistant
- Food and Beverage Director
- Food and Beverage Management
- Food Production Worker I
- Hospitality Management
- Hotel/Restaurant/Tourism Management
- Prep Cook
- Restaurant Manager

Colleges/Universities

- Culinary Arts (Standard Pathway or Baking & Pastry Pathway)
- Food and Beverage Management
- Food Science
- Hospitality Management

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- CTI
- FCCLA

HOSPITALITY AND TOURISM

CULINARY ARTS PATHWAY

TOP CAREERS CHOICES

Chef and Head Cook

Work experience needed
\$31,304 annual salary
110 annual average openings in Georgia

Food Services Manager

Work experience needed
\$49,860 annual salary
400 annual average openings in Georgia

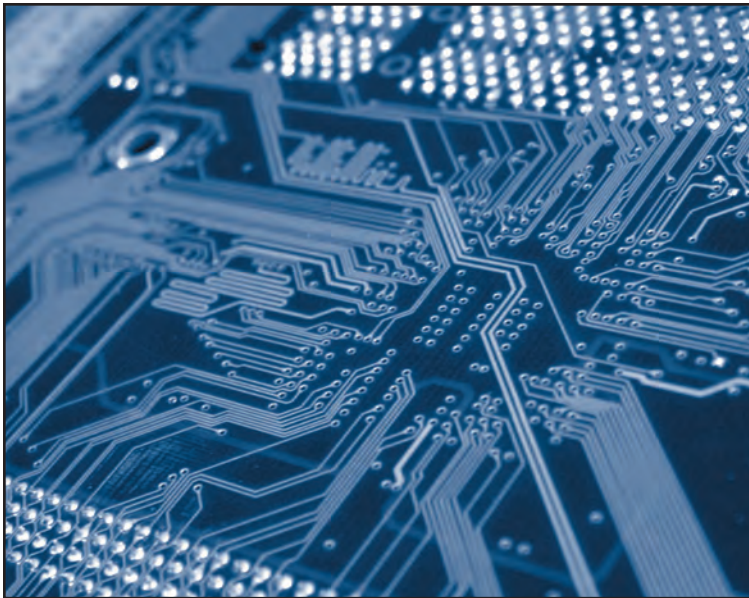
Pastry Chef

Work experience needed
\$34,890 annual salary
130 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Baker
Cake Designer
Caterer
Chocolatier
Culinary Arts Instructor
Dining Room Management
Dining Room Service
Food and Beverage Director
Food Stylist and Photographer
Food Writer and Critic
Hotel Manager
Kitchen Manager
Personal Chef
Research and Development Chef
Restaurant Entrepreneur





The Programming pathway gives many opportunities to strengthen problem solving skills, and provides needed skills in all disciplines.

PATHWAY COURSES

- Introduction to Software Technology
- Computer Science Principles/AP Computer Science Principles
- Programming, Apps, Games and Society

RECOMMENDED COURSES

- Any Business and Computer Science Course
- Broadcast/Video Production
- Introduction to Engineering Drawing and Design
- Introduction to Graphics and Design
- Work-Based Learning
- World Language

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Business Information Systems
- CISCO CCNP Specialist
- CISCO Network Specialist
- Computer Forensics
- Computer Information Systems
- Computer Programming
- Computer Science
- Computer Software Engineering
- Computer Support Specialist
- Drafting Technology
- Information Science
- Information Technology
- Internet Specialist/Website Design
- LINUX/UNIX System Administrator
- Mathematics
- Networking Specialist
- PC Repair & Network Technician
- Wireless Engineering Technology
- Wireless Networking Technician

Colleges/Universities

- See www.GAcollege411.org for additional information.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- CTI
- FBLA

INFORMATION TECHNOLOGY

PROGRAMMING PATHWAY

TOP CAREERS CHOICES

Computer Programmers

Bachelor Degree needed
\$73,674 annual salary
330 annual average openings in Georgia

Computer Software Engineers

Bachelor Degree needed
\$77,022 annual salary
730 annual average openings in Georgia

Computer System Analysts

Bachelor Degree needed
\$74,443 annual salary
890 annual average openings in Georgia

Computing and Information Systems Managers

Bachelor Degree plus experience needed
\$101,400 annual salary
530 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Actuaries
Computer Scientist
Computer Software Engineer
Computer Systems Analyst
Database Administrator
Mathematician



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



This pathway is designed to provide students with career-focused educational opportunities in various public safety fields. Each course has elements which cover tactics, methods, and skills utilized in law enforcement and other public safety organizations.

PATHWAY COURSES

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

RECOMMENDED COURSES

- Accounting
- Anatomy
- Any health care science course
- Introduction to Business and Technology
- World Language
- Forensics Science Elective
- Legal Environment of Business
- Wildlife Management
- Work-Based Learning

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Criminal Justice Technology
- Law Enforcement Technician

Colleges/Universities

- Criminal Justice
- Criminology
- Pre-law

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- SkillsUSA

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

LAW ENFORCEMENT SERVICES CRIMINAL INVESTIGATIONS PATHWAY

TOP CAREERS CHOICES

Corrections Officer

Moderate-Term On-the-Job Training needed
\$27,498 annual salary
470 annual average openings in Georgia

Forensic Science Technician

Associate Degree needed
\$35,818 annual salary
20 annual average openings in Georgia

Lawyer

First Professional Degree needed
\$115,960 annual salary
460 annual average openings in Georgia

Police and Sheriff's Patrol Officer

Long-Term On-the-Job Training needed
\$35,402 annual salary
910 annual average openings in Georgia

ADDITIONAL CAREER CHOICES

Attorney
Bailiff
Border Patrol
Correctional Officer/Jailer
Crime Scene Investigator
Detective
Dispatcher and Communications Officer
Forest Ranger
Game Warden
Judge
Paralegal
Parole Officer
Police Officer
Private Detective and Investigator
Private Security Guard
Probation Officer
Sheriff's Deputy
Special Agent
State Trooper



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Students develop knowledge and skills in the foundational areas of marketing (economics, human relations and business basics) and the functional areas of marketing (product and service planning, marketing information management, purchasing and pricing, selling and promotion, risk management, financing and distribution/logistics), as well as international marketing, management and entrepreneurship.

PATHWAY COURSES

- Marketing Principles
- Marketing and Entrepreneurship
- Marketing Management

RECOMMENDED COURSES

- Any Business and Computer Science Course
- Sports and Entertainment Marketing
- Work-Based Learning
- World Language

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Business Administration
- Business Management
- Entrepreneurship
- Expert Sales Management
- Fashion Design and Marketing
- Retail and Merchandising

Colleges/Universities

- Accounting
- Advertising
- Business Economics
- Communication
- Graphic Arts
- Hospitality Administration
- International Business
- Management
- Marketing
- Professional Sales
- Real Estate
- Risk Management and Insurance

MARKETING

Phasing out by FY25

MARKETING AND MANAGEMENT PATHWAY

TOP CAREERS CHOICES

Chief Executive

Bachelor Degree plus experience needed
\$155,168 annual salary
850 annual average openings in Georgia

Human Resources, Training and Labor Relations Specialist

Bachelor Degree needed
\$53,061 annual salary
150 annual average openings in Georgia

Marketing Manager

Bachelor Degree plus experience needed
\$94,307 annual salary
310 annual average openings in Georgia

Marketing Research Analyst

Bachelor Degree needed
\$61,464 annual salary
210 annual average openings in Georgia

Personal Financial Advisor

Bachelor Degree needed
\$75,754 annual salary
470 annual average openings in Georgia

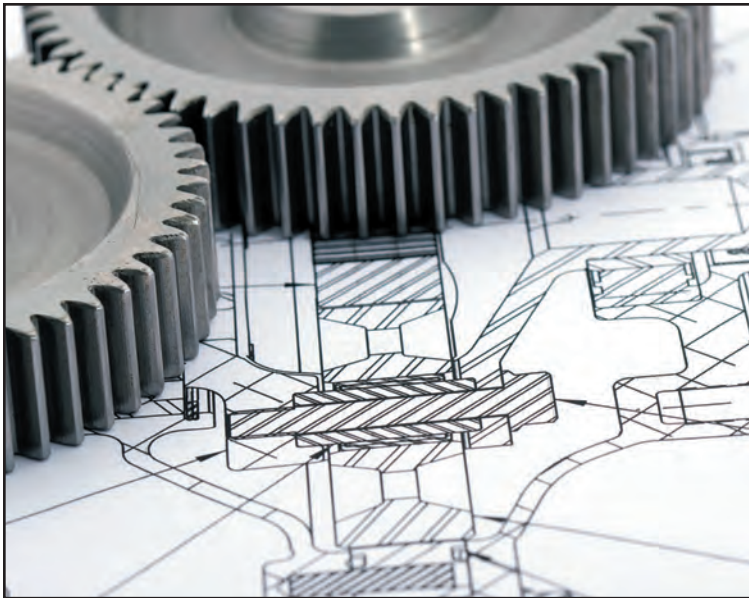
ADDITIONAL CAREER CHOICES

Advertising Account Executive
Advertising Executive
Agent
Airline Customer Service Agent
Art Dealer and Director
Automobile Salesperson
Barber and Salon Owner
Brand Manager
Cashier
Communications Specialist
Creative Director
Customer Service Representative
Demonstrator and Product Promoter
Desktop Publisher
Entertainment Marketer
Entrepreneur
Fashion Retailer
Floral Designer
Funeral Director
Insurance Agent
Interior Designer
Landscape Architect
Logistics Specialist
Market Research Analyst
Marketing Specialist
Media Buyer
Mortgage Broker
Painter and Illustrator
Product Development Management
Public Relations Specialist
Purchaser
Real Estate Agent
Retail Buyer and Salesperson
Sales Representative
Sign Maker
Sports Marketer
Travel Agent
Website Designer
Web Developer



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



Introduction to Engineering Design (IED) is a high school level course that is appropriate for 9th or 10th grade students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

PATHWAY COURSES

- Foundations of Engineering and Technology
- Engineering Concepts
- Engineering Applications

RECOMMENDED COURSES

- Algebra/Geometry
- Trigonometry/Physics

POST-SECONDARY DEGREES, DIPLOMAS, AND CERTIFICATES

Technical Colleges

- Electrical Utility Technology
- Engineering Technology
- Industrial Systems Technology
- Mechatronics Technology
- Military
- On-the-Job Training
- Special Purpose Schools
- State Registered Apprenticeships
- Wireless Engineering Technology

Colleges/Universities

- See www.GAcollge411.org for additional information.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

- FIRST Robotics
- TSA

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

ENGINEERING AND TECHNOLOGY PATHWAY

TOP CAREERS CHOICES

Civil Engineer

Bachelor Degree needed
\$56,259 annual salary

Electrical Engineer

Bachelor Degree needed
\$52,990 annual salary

Industrial Engineer

Bachelor Degree needed
\$47,720 annual salary

Materials Engineer

Bachelor Degree needed
\$51,420 annual salary

Mechanical Engineer

Bachelor Degree needed
\$47,900 annual salary

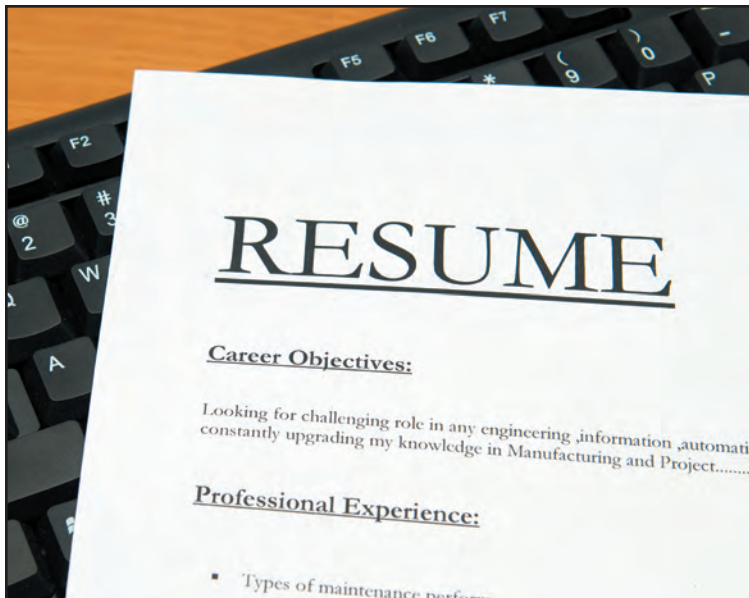
ADDITIONAL CAREER CHOICES

Civil Engineer
Designer
Drafter
Machinist
Manufacturing
Mechanical Engineer
Quality Control Inspector



Source: GADOE Plans of Study

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Georgia-Career-Pathways-New-Rule.aspx>



WORK-BASED LEARNING DAWSON is a structured experience that connects a student's career goal and classroom learning with a productive learning environment. Work-Based Learning provides students with opportunities for instruction in occupational skills and career exploration, and guidance in identifying employment and educational goals. Students have the opportunity to connect what they learn in school with work site application.

Work-Based Learning Dawson program is designed to provide experiences and activities that support a school to career transition. This simply means that students are allowed to work off campus in the business community in order to learn more about a chosen career. Once a student has met all requirements, the Coordinator will determine the correct placement for the student. The students will earn one unit of credit for each completed course.

REQUIREMENTS FOR INTERNSHIP DAWSON

- 16 years of age or older in good standing with the school system
- A valid picture ID
- A Georgia Driver's License and proof of auto insurance in order to provide your own dependable transportation or ability to provide your own dependable transportation
- On track for graduation and willing to utilize the Internship Dawson Program as an elective credit
- Career, technical, and agriculture education (CTAE), academic, fine arts, or world language coursework related to a career goal and job placement
- A good attendance and discipline record
- Parental support and consent
- Willing to submit to all health related screenings required by the sponsoring employer (ex. pre-employment drug screenings, etc.)

CAREER DEVELOPMENT

Dawson County Schools follows the state model where each high school has one Career Development Coordinator. The coordinator is required to attend GADOE trainings, as well as all region meetings. Some responsibilities of the coordinator include: properly placing students in the right course number, finding job or internship placements for students, creating business partnerships, conducting employer/mentor training, visiting jobsites four times annually, using CNet to record all data such as job visits and wage/hour reports, teaching employability skills, coordinating shadow day, being active in community groups such as the Chamber of Commerce.

SPECIALTIES

WORK-BASED LEARNING DAWSON

INTERNSHIP DAWSON IS AVAILABLE THROUGH THE FOLLOWING PROGRAMS

- Agriculture, Food, and Natural Resources
- Arts, AV Technology and Communications
- Business Management and Administration
- Education and Training
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Information Technology
- Law, Public Safety, Correction and Security
- Marketing
- Science, Technology, Engineering and Mathematics (STEM)

OTHER PATHWAYS

- Advanced Academic Pathways
- Fine Arts Pathways
- World Language Pathways



WHAT IS YOUTH LEADERSHIP DAWSON?

Youth Leadership Dawson is a leadership development program that informs, motivates and increase the awareness of selected high school juniors through interaction with community leaders. The program is a joining venture between the Dawson County Schools and the Dawson Chamber of Commerce. It is our goal to build individual leadership skills, foster positive group dynamics and increase civic and community involvement while creating youth development and youth leadership. Through a series of sessions combining lectures and tours, students learn about such topics as: Judicial System, Tourism, Economic Development, Social Services and Career Development. While each year follows a similar format, each class is adjusted to meet the specific needs and interests of the class while also staying abreast of current events and new venues.

SELECTION PROCESS

The selection process begins in January with application with nominations from teachers. Students can also self-nominate. Potential participants are asked to complete an application and provide two letters of reference from a community leader and an educator.

In March, each finalist will be interviewed by a Selection Committee comprised of members of the business community. The Selection Committee strives to achieve balance in the class by ensuring diversity of race/ethnicity, gender, and class rank. All applicants are notified of the results of the selection process in April of each year.

SPECIALTIES

YOUTH LEADERSHIP DAWSON

YOUTH LEADERSHIP DAWSON PARTICIPANTS WILL...

- *Be given the opportunity to network with business leaders throughout community.*
- *Gain career knowledge from a large variety of source.*
- *Gain valuable leadership skills, develop excellent communication skills while realizing the importance of a team.*
- *Find their self-esteem is enhanced and verbal expression deepened.*
- *Improve their sense of civic responsibility and servant leadership by participating in community service projects.*
- *Develop relationships with students with different backgrounds including ethnic, religious, and cultural groups while interacting with peers. Share in hands-on activities and team building exercises outside of the classroom walls.*
- *Develop increasing awareness of their community.*
- *Get excited about returning and contributing to our community after college; and become more confident, self-motivated leaders a ready to make their mark in our community.*



ACADEMIC AND HONORS, AP CLASSES

ENGLISH

AP and Honors courses provide students with more academic rigor, opportunity for enrichment, and opportunity to work toward the AP test in English. Basic requirements for Honors and AP courses include a higher reading level, willingness and ability to accept more academic rigor, self-discipline and motivation, and a desire to prepare for college. Students who wish to take honors and AP English courses should see their current teacher for a recommendation.

DAWSON COUNTY SCHOOLS SECONDARY ENGLISH

Georgia Standards of Excellence (GSE) English Language Arts Course Sequence

Grade	Support	Standard	Advanced	Accelerated
6th	6th Grade Language Arts REP	6th Grade Language Arts	6th Grade Language Arts Advanced	
7th	7th Grade Language Arts REP	7th Grade Language Arts	7th Grade Language Arts Advanced	
8th	8th Grade Language REP	8th Grade Language Arts	8th Grade AC/Gifted	Honors/Gifted 9th Grade Literature (HS Credit)
9th	Basic Reading and Writing and 9th Grade Literature	9th Grade Literature	Honors 9th Grade Literature	Honors/Gifted 10th Grade Literature
10th	REP 10th Grade Literature	10th Grade Literature	Honors 10th Grade Literature	Honors American Literature
11th	American Literature	American Literature	Honors American Literature	Honors English Literature AP Language, AP Literature, Dual Enrollment
12th	Multicultural Literature	12th English Literature Multicultural Literature	Honors English Literature	AP Language, AP Literature Dual Enrollment

ACADEMIC AND HONORS, AP CLASSES

ENGLISH

9th Grade Rep - Basic Reading and Writing I

Provides fundamental skills development in all areas of English/Language Arts in a language lab setting which includes, drill and practice opportunities in writing, organizing, speaking, reading, and critical thinking.

9th Grade Literature and Composition

Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Presents the writing process: planning, drafting, revising, editing and proofing; the study of form in personal narratives, descriptions, and expository papers. Includes reading a variety of multicultural literature: short stories, novels, tales, poetry, drama and nonfiction. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study.

Honors 9th Grade Literature and Composition

Integrates writing, grammar and usage, literature, speaking, listening, and critical thinking skills. Presents the writing process: planning, drafting, revising, editing and proofing; the study of form in personal narratives, descriptions, and expository papers with emphasis on writing. Includes reading a variety of multicultural literature: short stories, novels, tales, poetry, Shakespearean drama, and nonfiction. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study. Summer reading assignments are mandatory, and outside reading is required throughout the course.

10th Grade Literature and Composition

Includes literary selections from multiple genres to improve reading comprehension and a strong ability to analyze various genres of writing. Stresses organization and development of logical, analytical thinking. Includes grammar, mechanics, usage, research skills, and activities designed to enhance problem solving, critical analysis, and listening abilities. Presents the writing process, with a focus on argumentative writing and research skills.

Honors 10th Grade Literature and Composition

Includes literary selections from multiple genres to improve reading comprehension and a strong ability to analyze various genres of writing. Stresses organization and development of logical, analytical thinking. Includes grammar, mechanics, usage, research skills, and activities designed to enhance problem solving, critical analysis, and listening abilities. Summer reading assignments are mandatory, and outside reading is required throughout the course.

American Literature and Composition

Offers opportunities to improve reading, writing, speaking, listening, and critical thinking skills through the study of American literature. Includes a variety of literary genres and multicultural writers in a chronological or thematic pattern. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

Honors American Literature and Composition

Offers opportunities to improve reading, writing, speaking, listening, and critical thinking skills through the study of American literature. Includes a variety of literary genres and multicultural writers in a chronological or thematic pattern. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process. Emphasizes oral and written response to literature, distinguishing characteristics of various genres, literary elements, and vocabulary study. Summer reading assignments are mandatory, and outside reading is required throughout the course.

AP Language and Composition

This college-level class is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. Summer reading assignments are mandatory, and outside reading is required throughout the course.

12th Grade Literature and Composition

Offers opportunities to improve reading, writing, speaking, listening, and critical thinking skills through the study of literary selections from British/English writers organized chronologically or thematically. Emphasizes developing control in expository writing (thesis support), moving toward precision in personal narrative, descriptive, and persuasive writing. Refines research skills. Integrates grammar, mechanics, and usage into the writing process.

AP Literature and Composition

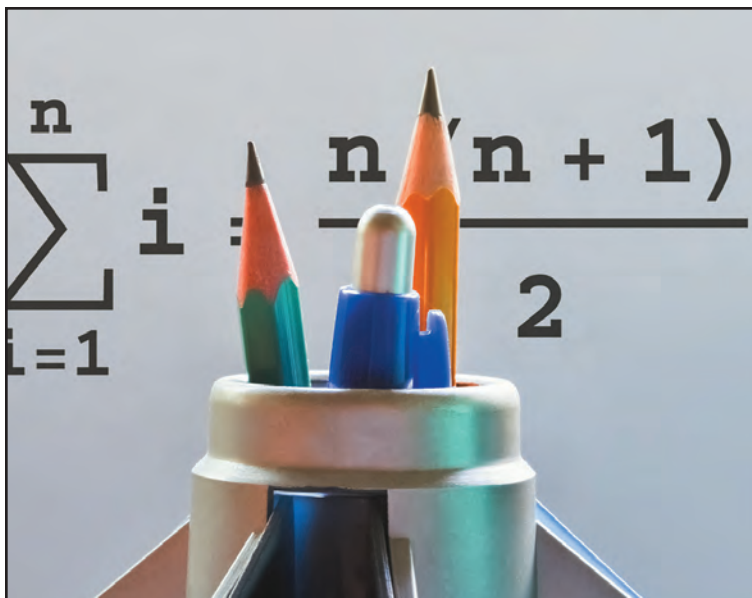
This course conforms to the College Board recommendations for the AP Literature and Composition Examination. It covers the study and practice of writing and the study of literature. It emphasizes writing critical analysis of literature and includes essays in exposition and argument, poetry, drama, prose fiction, and expository literature.

Yearbook/Journalism

Yearbook journalism is an English elective class that produces the school's yearbook. Students must be able to attend events and activities before and after school. Counts for elective English credit.

Multicultural Literature

Multicultural Literature focuses on works by and about people of diverse ethnic backgrounds (African, African-American, Native American, Asian, Hispanic/Latin). It stresses exploring themes of linguistic and cultural diversity and developing critical thinking skills through class discussion and oral and written presentations. Counts for elective English credit. Some colleges may not recognize this course for 12th grade English credit.



ACADEMIC AND HONORS, AP CLASSES

MATHEMATICS

Georgia Mathematics focuses on actively engaging the student in the development of mathematical understanding by working independently and cooperatively to solve problems, estimating and computing efficiently, using appropriate tools, concrete models and a variety of representations, and conducting investigations and recording findings. There is a shift toward applying mathematical concepts and skills in the context of authentic problems and student understanding of concepts rather than merely following a sequence of procedures. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different solution pathways and sometimes more than one right answer in applied mathematics. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things leads, via reasoning, to knowing more—without having to commit the information to memory as a separate fact. It is the reasoned, logical connections that make mathematics manageable. The implementation of the Georgia Standards of Excellence in Mathematics places the expected emphasis on sense-making, problem solving, reasoning, modeling, representation, connections, and communication.

DAWSON COUNTY SCHOOLS SECONDARY MATHEMATICS			
Georgia Standards of Excellence (GSE) Mathematics Course Sequence			
Grade	Support	Standard	Advanced
6th	6th Grade Math REP	6th Grade Math / 6th Grade Math Advanced	Accelerated 6th Grade Math
7th	7th Grade Math REP	7th Grade Math / 7th Grade Math Advanced	Accelerated 7th Grade Math
8th	8th Grade Math REP	8th Grade Math	Enhanced Algebra
9th	Foundations of Algebra	Algebra	Honors Geometry
10th	Geometry	Geometry	Honors Advanced Algebra
11th	Advanced Algebra	Advanced Algebra	Honors Pre-Calculus AP Calculus AP Statistics Approved DE Course
12th	Adv Math Decision Making Financial Algebra	Pre-Calculus Advanced Math Decision Making Approved DE Math Course	AP Calculus AP Statistics Approved DE Course

ACADEMIC AND HONORS, AP CLASSES

MATHEMATICS

Foundations of Algebra

Foundations of Algebra is a first year high school mathematics course option for students who have completed mathematics in grades 6 – 8 yet will need substantial support to bolster success in high school mathematics. The course is aimed at students who have reported low standardized test performance in prior grades and/or have demonstrated significant difficulties in previous mathematics classes.

Foundations of Algebra will provide many opportunities to revisit and expand the understanding of foundational algebra concepts, will employ diagnostic means to offer focused interventions, and will incorporate varied instructional strategies to prepare students for required high school mathematics courses. The course will emphasize both algebra and numeracy in a variety of contexts including number sense, proportional reasoning, quantitative reasoning with functions, and solving equations and inequalities.

Instruction and assessment include the appropriate use of manipulatives and technology. Mathematics concepts are represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts are introduced and used, where appropriate, in the context of realistic experiences.

Enhanced Algebra: Concepts & Connections

Enhanced Algebra: Concepts and Connections (27.09110) is a course option that thoughtfully blends Grade 8 content standards with Algebra: Concepts and Connections standards. This course awards high school credit for middle school students. In the Enhanced Algebra: Concepts & Connections course, instructional time should regularly incorporate the 8 Mathematical Practices, the Framework for Statistical Reasoning, and the Mathematical Modeling Framework through six big ideas of content: (1) mathematical modeling, (2) numerical reasoning, (3) functional & graphical reasoning, (4) patterning and algebraic reasoning, (5) data and statistical reasoning and (6) geometric and spatial reasoning.

Algebra I

Algebra I is the first course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of algebra with correlated statistics applications.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content. A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

Enhanced Advanced Algebra and Precalculus: Concepts and Connections

The Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections (27.09310) course is a thoughtful blend of the topics from Advanced Algebra: Concepts & Connections and Precalculus. This is a single credit course, intended to provide students the opportunity to develop a deeper understanding of mathematical concepts that are critical to the study of advanced fourth mathematics course options, including Calculus. Students will continue to enhance their understanding of data and statistical reasoning, functional and graphical reasoning, patterning and algebraic reasoning, and geometric and spatial reasoning.

Advanced Algebra

It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry/Honors

Geometry is the second course in a sequence of three required high school courses designed to ensure career and college readiness. The course represents a discrete study of geometry with correlated statistics applications.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including pre-calculus, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content. A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

ACADEMIC AND HONORS, AP CLASSES

MATHEMATICS

Pre-Calculus

Pre-Calculus is a fourth mathematics course designed to prepare students for calculus and other college level mathematics courses.

High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content. A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

Honors Pre-Calculus

Honors Pre-Calculus is the third in a sequence of mathematics courses designed to ensure that students are prepared to take higher level mathematics courses during their high school career, including Advanced Placement Calculus AB, and Advanced Placement Statistics.

The standards in the three-course high school sequence specify the mathematics that all students should study in order to be college and career ready. Additional mathematics content is provided in fourth credit courses and advanced courses including, calculus, advanced statistics, discrete mathematics, and mathematics of finance courses. High school course content standards are listed by conceptual categories including Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Conceptual categories portray a coherent view of high school mathematics content. A student's work with functions, for example, crosses a number of traditional course boundaries, potentially up through and including calculus. Standards for Mathematical Practice provide the foundation for instruction and assessment.

AP Calculus

This course follows the College Board syllabus for the AP Calculus AB Examination. The content includes properties of functions and graphs, limits and continuity, differential calculus, and integral calculus.

AP Statistics

This course conforms to the College Board recommendation for the AP Statistics. The course enables students to apply statistical methods in problem solving using data collected through experimentation, computer simulations, and various sources; provides opportunities to model statistical methods, derive probabilities, and make inferences; presents applications of statistics in real-life situations; and shows how misleading statistics could be better presented.

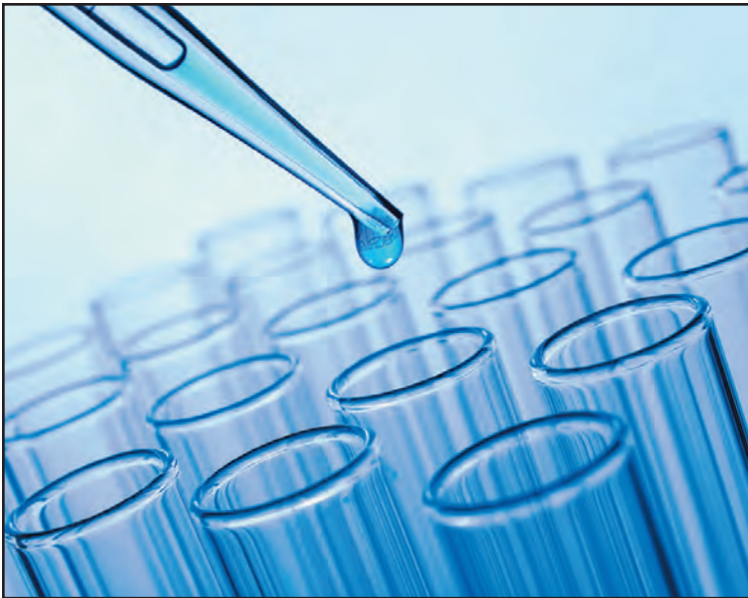
Financial Algebra

The course concentrates on the mathematics necessary to understand and make informed decisions related to personal finance. The mathematics in the course will be based on many topics in prior courses; however, the specific applications will extend the student's understanding of when and how to use these topics.

Advanced Mathematical Decision Making

Advanced Mathematical Decision Making (AMDM) is designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions.

Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.



ACADEMIC AND HONORS, AP CLASSES

SCIENCE

DAWSON COUNTY SCHOOLS SECONDARY SCIENCE

Georgia Standards of Excellence (GSE) Science Course Sequence

Grade	Support	Standard	Advanced	Accelerated
6th		6th Grade Science	6th Grade Science Advanced	
7th		7th Grade Life Science	7th Grade Life Science Advanced	
8th		8th Grade Science	Honors Physical Science (HS credit)	
9th		Physical Science	Honors Biology	
10th	Biology	Biology	Honors Environmental AP Environmental	AP Environmental
11th	Physical Science	Earth Systems Environmental Science	Honors Human A&P Honors Chemistry	AP Chemistry AP Biology
12th	Earth Systems, Zoology	Chemistry, Forensic Science Human A&P	Honors Physics Forensic Science	AP Physics AP Biology Dual Enrollment AP Chemistry

ACADEMIC AND HONORS, AP CLASSES

SCIENCE

Biology I

This is an introductory course in biology and is the study of the chemical and physical properties of life. During the course students will actively delve into all aspects of the living world including, but not limited to, the cell, biological diversity and change, genetics, ecology, and biochemistry.

Honors Biology I

Honors Biology involves in-depth study of the development of living organisms from cellular to organism levels and emphasizes relationships between the living and non-living realms of various ecosystems throughout the world. These same concepts are addressed in any college preparatory biology course, but Honors Biology is differentiated for accelerated learners through the rate and depth of coverage and the focus of the instructional modes. Emphasis is placed upon learner-centered investigations involving problem-solving, real-world application, and critical thinking about issues of significance on personal, community, state, national, and global levels.

AP Biology I

AP Biology aims to help students gain a conceptual framework for modern biology and an appreciation of science as a process. The three main areas of focus are: molecules and cells, heredity and evolution, organisms and populations. Primary focus will be on developing an understanding of concepts rather than on memorizing terms and technical details.

Physical Science

Students in this course will learn basic concepts about matter and energy. They will use appropriate scientific processes and investigative techniques to explore both matter and energy and the laws governing relationships of these in the universe.

Honors Physical Science

This course includes matter and energy concepts with emphasis on higher-order thinking skills. While many of the objectives for this course are similar to Physical Science, these objectives are differentiated to allow for more interdisciplinary topics and greater amounts of independent study and research.

Chemistry I

This course provides the student with understanding of basic chemical knowledge regarding areas such as atomic structure, bonding, nomenclature, chemical reactions, pH, and solutions. All topics will be addressed in terms of practical applications based on common uses in the home and workplace.

Honors Chemistry I

The student will learn facts, formulas, and principles necessary to the essential understanding of the field of chemistry. The student will learn the fundamental concepts underlying the nature of chemistry and its role in society. Although this course covers many of the same topics as Chemistry I, students are provided numerous opportunities to develop critical thinking and problem solving skills to use not only in chemistry, but also in everyday life. This course is designed to be an Honors Chemistry course giving students the skills necessary to succeed at this level of work.

AP Chemistry

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

Human Anatomy/Physiology/Honors

Human Anatomy and Physiology is a rigorous college preparatory, life science course that requires more time in self-study and requires a higher level of discipline. It is a continuation and extension of the life science investigations of previous grades and can serve as the third or fourth year of science that is required for graduation. This course is designed to provide students the opportunity to develop academic practices, learn process skills, higher order thinking skills, and acquire content knowledge necessary to be literate and proficient in Human Biology. The content will be investigated through numerous laboratory and field experiences, various individual and group projects and activities, and traditional educational practices.

Environmental Science

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Whenever possible, careers related to environmental science should be emphasized.

AP Environmental Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Topics include: energy, resources, human impact, natural processes and relationships in the environment and sustainability issues.

ACADEMIC AND HONORS, AP CLASSES

SCIENCE

Physics/Honors

Physics is the study of the interactions of matter and energy. It includes concepts such as velocity, acceleration, force, momentum and charge. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

AP Physics

AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

Earth Systems

This course is designed to continue student investigations, curricula and investigate the connections among Earth's systems through Earth history. These systems – the atmosphere, hydrosphere, geosphere, and biosphere – interact through time to produce the Earth's landscapes, ecology, and resources. This course develops the explanations of phenomena fundamental to the sciences of geology and physical geography, including the early history of the Earth, plate tectonics, landform evolution, the Earth's geologic record, weather and climate, and the history of life on Earth. Instruction should focus on inquiry and development of scientific explanations, rather than mere descriptions of phenomena. Case studies, laboratory exercises, maps, and data analysis are integrated into units.

Forensic Science

Forensic Science is the application of scientific evidence for use in a court of law. In this introductory course, students rely on a thorough understanding of the principles and techniques of science to solve problems. As a consequence, students expand their science skills and knowledge base. The course work requires students to carry out experiments, solve problems using analytical and critical-thinking skills, and communicate their findings to others.

Zoology

Zoology is the study of all things dealing with animals. As the science has advanced over the decades, modern zoologists study more than just recognition and classification of animals; their attention now includes animal anatomy, physiology, development, histology, ecology, behavior, and evolution. The 'story' of animals is told through evolutionary patterns across deep spans of time. Thus, the focus of this course is the recognition of key features of the major body plans that have evolved in animals and how those body plans have changed over time resulting in the diversity of animals that are evident today.



ACADEMIC AND HONORS, AP CLASSES

SOCIAL STUDIES

DAWSON COUNTY SCHOOLS SECONDARY SOCIAL STUDIES

Georgia Standards of Excellence (GSE) Social Studies Course Sequence

Grade	Support	Standard	Advanced	Accelerated
6th		6th Grade Social Studies	6th Grade Social Studies Advanced	
7th		7th Grade Social Studies	7th Grade Social Studies Advanced	
8th		8th Grade Georgia Studies	8th Grade Gifted Georgia Studies	
9th		American Government	Honors American Government	
10th	World History	World History	Honors World History	AP/Honors World History
11th	US History	US History	Honors US History	AP US History
12th	Economics	Economics	Honors Economics	Honors Economics

Additional High School Social Studies Electives include Psychology, AP Psychology, and Dual Enrollment

ACADEMIC AND HONORS, AP CLASSES

SOCIAL STUDIES

American Government

Focuses on basic concepts and principles of the American political system. Covers the structure and function of the American system of government, the roles and responsibilities of citizen participation in the political process, and the relationship of the individual to the law and legal system. Stresses critical analysis of public issues. Integrates and reinforces social studies skills.

AP American or Honors Government

AP U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens.

World History

Emphasizes the political, cultural, economic, and social development and growth of civilizations. Covers the development of change beginning with ancient civilizations, the emergence of nations through trade/communications, intellectual development, scientific/ technological development, emergence of nation states, nations in conflict and the emerging interdependence of nations in the twentieth century.

AP or Honors World History

AP World History is a college level course that covers world history through reoccurring themes. Students will cover the interactions between humans and the environment, the development of interaction between cultures, state-building and expansion, the creation and interaction of economic systems, and the development and transformation of social structures. This class is designed to develop the critical thinking skills, the historical thinking skills, and the analytical skills needed for success in the 21st century.

United States History

Investigates the United States, its people, institutions, and heritage. Emphasizes political, cultural, and social issues, the role of the United States as a world leader, and the issues confronting the United States today. Students will also use critical thinking to link past and present events.

Honors United States History

This course traces the development of U.S. History from the colonial era through modern times. Emphasis is placed on the role of the United States as a world leader and issues relevant to the United States today. Students are equipped with the analytic skills and factual knowledge essential to critically examine the conflicts and developments in U.S. history. The course facilitates the development of historical background through analysis of historical documents and secondary source materials. Students learn to assess historical materials in terms of reliability and importance to evaluate scholarly data and interpretations presented within historical scholarship.

AP United States History

Conforms to College Board topics for the AP United States History Examination. Covers discovery and settlement, colonial society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. Students examine primary documents and acquire the ability to incorporate source material in a thesis driven, analytical, 5-paragraph essay.

Economics-Business Free Enterprise/Honors

Focuses on the American economic system; covers fundamental economic concepts, personal finance, microeconomics, macroeconomics, and international economic interdependence. Stresses the ability to analyze critically and to make decisions concerning public issues.

Psychology

This year-long, one credit elective course investigates the relationship of psychology, the scientific study of behavior and mental processes, to other sciences. The main topics of study are the basic principles of psychology, contributions of major psychologists, the scientific method, uniqueness, experimental ethics, developmental psychology, heredity and environmental aspects of psychology, learning theory, memory and thinking types, biological bases of behavior, personality, intelligence, social disorders, awareness, emotion, motivation, conflict resolution, and research methods used in the study of psychology.

AP Psychology

This year-long, one credit elective course conforms to the College Board topics for the Advanced Placement Psychology examination. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Course topics include the following: Psychological History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Testing and Individual Differences; Abnormal Psychology; Treatment of Psychological Disorders; and Social Psychology. The expectations and class rigor are equivalent to a college freshman Psychology class.



ELECTIVES

WORLD LANGUAGE

Please Note: While the Georgia Department of Education no longer requires students to complete two years of a world language for high school graduation, the University System of Georgia does require the completion of two years of the same world language or two years of sign language in order to be considered for admission. Universities may or may not accept World Language credit that appears on a high school transcript but was earned in Middle School.

DAWSON COUNTY SCHOOLS SECONDARY WORLD LANGUAGE

Georgia Standards of Excellence (GSE) World Language Course Sequence

Grade	Support	Standard	Advanced	Accelerated
8th			Spanish I (HS credit)	Spanish I and II (HS credit)
9th		Spanish I	Spanish II	Spanish III
10th		Spanish I, Spanish II	Spanish III	Spanish IV
11th		Spanish I, Spanish II	Spanish III, Spanish IV	AP Spanish (online)
12th		Spanish II	Spanish IV, AP Spanish (online)	Dual Enrollment

DAWSON COUNTY SCHOOLS SECONDARY SIGN LANGUAGE

Georgia Standards of Excellence (GSE) American Sign Language Course Sequence

Grade	Support	Standard	Advanced
9th		American Sign Language I	American Sign Language I and II
10th		American Sign Language I or II	American Sign Language II or III
11th		American Sign Language I or II	American Sign Language III or Dual Enrollment
12th		American Sign Language I or II	Dual Enrollment

ELECTIVES

WORLD LANGUAGE SPANISH

PREPARING OUR STUDENTS FOR TOMORROW'S WORKPLACE

Second language skills are needed by students for the new global economy for the following reasons:

- Students interested in attending a 4 year college/university must have at least 2 years in a consecutive language.
- The workplace of tomorrow is a world of many cultures and languages. With new forms of global commerce we can't even imagine today.
- 200,000 Americans annually lose out to jobs with business because they cannot communicate in another language.
- Monolingual speakers can be at a disadvantage in employment and political life.
- Managers who know how to deal with a diverse workforce will have an edge.
- 4 of 5 new jobs in the US are created as a result of foreign trade.
- 1/3 of all corporations in the US are either owned or based abroad.
- Georgia ranks 15th in the US in export sales.
- Students earning 3 or more high school credits in the same language meet the requirements for a World Language Pathway.

Spanish I

This course allows students to begin to develop communication skills on a variety of common topics, such as friends, family, school, and leisure activities. Classwork and homework introduce listening, speaking, reading, and writing functions in the target language, as well as the cultures of regions where Spanish is spoken. The course is designed for students who did not take the two-year Spanish sequence in middle school.

Spanish II

This course builds on and expands the skills students acquired in Spanish I class. Students learn to communicate in more detail about a broader range of topics and can ask about, narrate and discuss past, present, and future events and plans. Students who have passed the two-year middle school Spanish sequence or one unit of Spanish I at the high school level should enroll in this class.

Spanish III

This course allows students to extend the skills and content taught at the Spanish II level to participate in more complicated situations, to participate in extended conversations, to respond to authentic print, audio, and visual media in the target language, to react to current events and cultural patterns, and to develop organized composition and reporting skills in Spanish.

Spanish IV

As a continuation of Spanish III, this course develops students' proficiency in using oral and written language to inquire, narrate, and describe in a variety of tenses and situations. Students summarize and respond to authentic materials and media in the target language. Students read and discuss appropriate literary selections and use oral and written skills to respond to the visual art, music, and drama of the target cultures.

AP Spanish

Students who enroll in Honors/AP Spanish Language should already have a good command of Spanish grammar and vocabulary and have competence in listening, reading, speaking, and writing. The course will emphasize the students' ability to understand spoken Spanish in various contexts and develop a vocabulary ample for reading a variety of writings, and their ability to express themselves with reasonable fluency and accuracy in both written and spoken Spanish.

ELECTIVES

WORLD LANGUAGE SIGN LANGUAGE

**American Sign Language (ASL) Level I**

This course teaches basic signs and hand parameters in American Sign Language (ASL). The course practices visual comprehension, signing, and basic expressive and receptive skills. It teaches the glossing system for written ASL and uses class and extracurricular activities to teach the cultural aspects of ASL and the deaf culture. This course requires active participation.

American Sign Language (ASL) Level II

This course continues the study and practice of basic skills initiated in ASL 1. It emphasizes comprehending, signing, developing receptive skills, and using the glossing system for written ASL. Interactive and extracurricular activities increase understanding of ASL and the deaf culture. This course requires active participation.

American Sign Language (ASL) Level III

This course teaches the overall features of the Intermediate Range. The Intermediate level is characterized by an ability to understand and express main ideas and some facts from interactive exchanges and simple connected texts in a culturally appropriate manner. This course requires active participation.



Weight Training

This course is designed to allow students to participate in a program of activities, which promote the development of health-related fitness. Activities/workouts may include but not be limited to: weight training (free weights and machines), run/walk activities, flexibility exercises, speed training and relation techniques.

Advanced Weight Training

This elective course is designed to be a continuation of the course required for graduation, Personal Fitness. Several ideas are revisited but many new concepts are introduced. The course is designed to educate the novice and enhance the performance levels of the athlete by covering principles of movement science. Psychological issues are discussed as they relate to physical performance as well. Developing a pattern of involvement in lifetime activity is the desired goal of this course.

Body Sculpting

This elective course is designed to introduce students to a rhythmic program of activities to promote the development of health related fitness. The course will provide students with the opportunity to improve cardiovascular fitness, flexibility, muscular strength, muscular endurance and body composition. Fundamental skills will be emphasized in each area, culminating in the performance of simple routines by the students. Instruction in each area will be available as equipment and staff are provided. Aerobic Dance is an elective physical education course.

Team Sports (Introductory, Intermediate, Advanced)

INTRODUCTORY - Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football.

INTERMEDIATE - Enhances skills and strategies in team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball and flag football.

ADVANCED - Provides opportunities to officiate and to enhance skills in team sports strategies.

ELECTIVES

PHYSICAL EDUCATION

BENEFITS OF PHYSICAL EDUCATION

- *Improved Muscular Strength*
- *Flexibility*
- *Endurance*
- *Body Composition*
- *Cardiovascular Endurance*
- *Develops Motor Skills*
- *Develops Healthy Habits*

CAREERS

- *Sports Science*
- *Educator/Coach*
- *Physiotherapist*
- *Sports Coach/Consultant*
- *Diet-Fitness Instructor*
- *Sports Medicine*
- *Physical Therapy*



ELECTIVES

FINE ARTS

Beginning Band Levels I, II, III, IV

This course provides opportunities to develop performance skills on a wind or percussion instrument (preferably wind). It emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music.

Intermediate Band Levels I, II, III, IV

This course provides opportunities for intermediate-level performers to increase, refine and develop performance and precision skills on a wind or percussion instrument (preferably wind). It emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music at intermediate levels of understanding.

Advanced Band I, II, III, IV

This course provides opportunities for advanced-level performers to increase, refine and develop performance and precision skills on a wind or percussion instrument (preferably wind). It emphasizes performance and production; may include analysis, historical and cultural influences, improvisation and appreciation of music at advanced levels of understanding.

Intermediate Instrumental Ensemble

This class is for any band member who has prior experience playing percussion instruments in middle school or high school. It would teach the foundations of all instruments in the percussion section and each student would be expected to be able to play mallet instruments, snare rudiments, as well as many other fundamental skills on the various instruments. The students will be playing music for marching band, concert band, and percussion ensemble. Grades are largely based on class participation and playing tests on all percussion instruments.

Symphonic Band

This class has a tradition of excellence, providing a thorough education in group performance, individual instruction, and music theory. Both Symphonic and Concert Bands perform at all concerts and festivals, giving all students the opportunity to showcase their talents. Enrollment involves participation in marching band, concert band, pep band, ensembles and solo playing. Band members are auditioned and placed into either Symphonic or Concert Band. All students receive private instruction on their instrument and sequential instruction in the elements of music. Students will study both solo and ensemble settings, music theory, music history, reading, and writing music.

BENEFITS OF FINE ARTS

- *Develop Positive Self-Esteem*
- *Motivation*
- *Aesthetic Awareness*
- *Cultural Exposure*
- *Improves Creativity*
- *Improves Emotional Expression*
- *Builds Social Harmony*
- *Develops Appreciation of Diversity*

CAREERS

- *Musician*
- *Fine Artist*
- *Performer*
- *Music/Art Therapy*
- *Graphic Designer*
- *Educator*
- *Curator*
- *Illustrator*
- *Theatre Technician*
- *Director*

ELECTIVES

FINE ARTS

Percussion

Emphasis placed on the fundamentals of comprehensive percussion performance including tonal concepts, technical skills, rehearsal skills, aural skills, and rudimentary music theory.

Beginning Guitar

This is an elective course offering beginning instruction for the guitar. You will learn open chords, moveable chords, accompaniment techniques and a variety of playing techniques and styles including both the pickstyle and fingerstyle approaches to the guitar. This is not a lead guitar technique class. The course also includes music fundamentals, theory, songs, performance, listening, analyzing and learning how to read standard music notation and tablature.

Beginning Chorus

Beginning Chorus is offered to students who would like to sing for enjoyment while developing their musical knowledge and vocal skills. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Some uniforms are available for rental. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Extra credit is available. Attention is given to all the areas that are essential to membership in a music performance.

Advanced Chorus

This is a performance based class. It provides opportunities for intermediate-level performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Some uniforms are available for rental. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Extra credit is available. Attention is given to all the areas that are essential to membership in a music performance.

Chamber Singers

This is an advanced level performance based class. It provides opportunities for advanced-level performers to increase, develop, and refine performance skills and precision vocally. Students are required to attend after school events such as concerts and other performances. Emphasis is placed on increasing music reading skills diction, intonation, and vocal technique. Students are REQUIRED to purchase a chorus uniform. Some uniforms are available for rental. Grades are largely based on daily class participation, basic skills tests, class work, and performance participation. Extra credit is available. Attention is given to all the areas that are essential to membership in a music performance.

Theatre Arts I, II, III, IV

Theatre Arts I is an introductory level class. This course serves as a prerequisite to other theatre courses. Theatre Arts I includes the study and application of stage movement, theatre history, basic technical theatre, and acting. In this class the student will learn the importance of working as an ensemble. Grades are based on class work, quizzes, daily participation, group projects, and class performance.

Advanced Performance in Theatre I, II, III, IV

This course is designed to be an advanced course in Theater Arts. It includes in depth study of characterization, voice, physicality, scene study, and theater production through performance. Group and individual work will be used to develop acting skills. This is a performance-based course. The students who are in this class will be required to audition to participate in the class production.

Technical Theatre I, II, III, IV

Technical Theatre is an intermediate level class. In this course the student will learn/ apply the basic fundamentals of costume construction, makeup, scene construction, lighting, sound, and the elements of design that follow these principles. Technical Theatre is a hands on course that will require students to dress out in the appropriate work clothes depending on the project. Grades are based on daily work, quizzes, daily participation, individual projects, group projects, and theatre practicum.

Visual Arts/Comprehensive (VACI)**Visual Arts/Comp I**

Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of art through a variety of media, processes and visual recourses. Explores masters' artworks for historical and cultural significance.

ELECTIVES

FINE ARTS

Visual Arts/Comprehensive I, II, III, IV

Enhances skills in art history, art criticism, aesthetic judgment and studio production. Emphasizes and reinforces knowledge and application of elements and principles of art through a variety of media, processes and visual recourses. Investigates master artworks to increase awareness and to examine the role of art and the artist in past and contemporary societies. This class is for the advanced self directed student seriously interested in a career in the arts.

Visual Arts/Drawing I (VADI)**Visual Arts/Drawing I, II**

Explores a variety of drawing techniques and media, emphasizing basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.

Visual Arts Drawing and Painting I, II

Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

Ceramics and Pottery I, II

Pottery course exploring hand-building and wheel throwing techniques to create utilitarian and aesthetic works. History of clay and art criticism taught in this course.



DO YOU KNOW OF BUSINESS/INDUSTRY IN THE COMMUNITY WHO WOULD LIKE TO GET INVOLVED AS A CAREER DEVELOPMENT PARTNER?

Dawson County Schools is committed to building a strong base of business, industry, and community support that can help provide career development opportunities for our students! These partnerships allow students to go beyond the classroom and into the community to consider different career fields, learn basic workplace behavior, and develop specific skills within an industry. Through career development opportunities, students can apply what they are learning in the classroom as they prepare to transition into post-secondary education and training. Here are some ways to get involved:

CAREER DEVELOPMENT PARTNERS OPPORTUNITIES FOR PARTICIPATION:

- *Advisory Council*
- *Curriculum Development*
- *Teacher Externships*
- *Facilities/Equipment*
- *College and Career Fair Participation*
- *Mock Interviews*
- *CTSO Support*
- *Mentorship*
- *Classroom Speaker*
- *Internship/Mentorship Placement*
- *Competitive Event Judging*
- *Awards/Recognition Support*
- *Career Transitions for Students with Special Needs and/or At-Risk Students*
- *Career Cafe*

SPECIALTIES

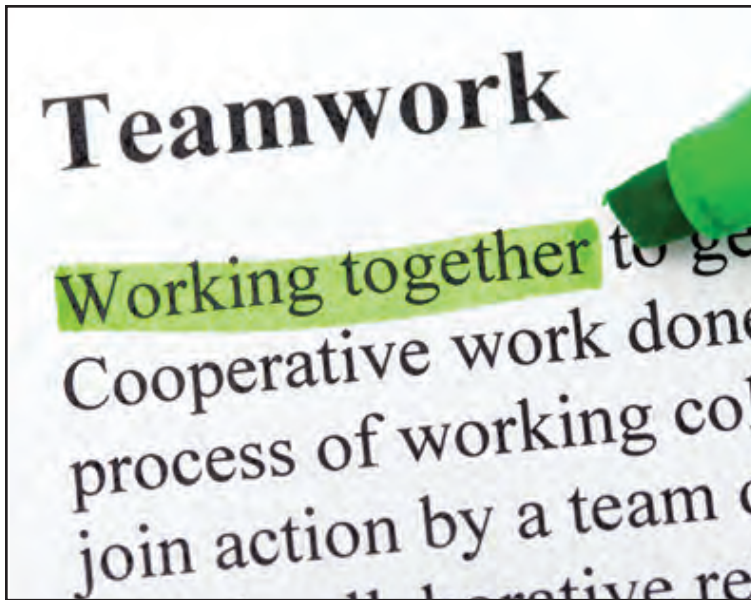
WORKFORCE DEVELOPMENT

WE ARE LOOKING FOR BUSINESS/INDUSTRY THAT WILL BE WILLING TO:

- *Commit to work with schools for the school year and have active participation in a career pathway.*
- *Attend a one-hour pathway advisory council meeting (once a semester).*
- *Display your Career Development Partnership, such as a decal or partnership certificate in your place of business.*
- *Like and follow Dawson County College & Career Development on Facebook, Instagram, and Twitter. Share photos, stories of success, and events.*
- *Report volunteer activities in our Career Development Platform.*
- *Maintain a working relationship with a Pathway Leader or Career Development Coordinator, and alert school and FCS of any changes.*

FOR ADDITIONAL INFORMATION

Contact amy.smith@dawson.k12.ga.us or kristymoore@dawson.k12.ga.us



SPECIALTIES

CAREER & TECHNICAL STUDENT ORGANIZATIONS



CTI
Career and Technical Instruction

Georgia Career and Technical Instruction (CTI) is an organization which provides an avenue for students with disabilities to learn self-advocacy, career exploration and the skills needed for successful transition into their career goals after graduation. Georgia CTI is not organization based on membership. This is achieved through the local CTI Coordinator who works with each CTI student enrolled in a CTAE course. Once a CTI student has declared a career pathway based on assessments, aptitude and interest testing, it is encouraged that the student join the GA CTSO that best fits his/her career interest if available in their local school.



FBLA
Future Business Leaders of America

Georgia FBLA is a nonprofit student organization committed to preparing today's students for success in business leadership. With over 50 years of experience, Georgia FBLA is the premiere organization for student leaders. Georgia FBLA is an affiliate of Future Business Leaders of America-Phi Beta Lambda, Inc., the largest student business organization in the world with more than 250,000 members. Georgia is also the largest FBLA chapter in the nation with over 20,000 members. FBLA is an important partner in the success of school-to-work programs, business education curriculums, and student leadership development. FBLA is recognized by the U.S. Department of Education and Labor as an integral part of a co-curricular approach to business and leadership education. The FBLA mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs. We bring our mission to life through the application of our motto: Service, Education, and Progress.



FCCLA
Family, Career, and Community Leaders of America

FCCLA is a national student organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. Through cooperative and competitive programs, FCCLA members develop skills for life including character development, creative and critical thinking, interpersonal communication, practical knowledge, and career preparation. Participation in national programs and co-curricular chapter activities enables FCCLA members to learn cooperation, take responsibility, develop leadership, and give service.

CTSO CORE VALUES

Career and Technical Student Organizations (CTSO) are designed to build character and develop leadership abilities of high school students. CTSO's promote active community involvement, providing service to others, and participation in competitive events with other high school students across the state. Involvement in CTSO's provide valuable life lessons and educational experiences to prepare students for success in today's society.

Commitment *To create among members, educators and business and industry an adherence and appreciation for all Career, Technical and Agricultural Education Programs.*

Conviction *To develop patriotism through knowledge of our nation's heritage and practice of democracy.*

Education *To create enthusiasm and empower students to become lifelong learners.*

Integrity *To deal honestly and fairly with one another.*

Leadership *To develop leadership abilities through participation in educational, professional, community and social activities.*

Professionalism *To promote high standards in career ethics, workmanship, scholarship and safety.*

Recognition *Appreciation of the value of achievement.*

Service *To cultivate a desire to contribute to the benefit and welfare of others*

Teamwork *To enhance the ability of students to plan together, organize and carry out worthy activities and projects through the use of the democratic process.*

SPECIALTIES

CAREER & TECHNICAL STUDENT ORGANIZATIONS



FFA

An Association of Agricultural Students

FFA represents the relevancy to the core areas offering students opportunities that change lives and prepares students for premier leadership, personal growth and career success. Founded in 1928, the FFA organization represents a large diversity of over 300 careers in the food, fiber, and natural resources industry. FFA is an integral part of a school system. FFA uses agricultural education to create real-world success. Agriculture teachers become advisors to local FFA chapters, which students join. More than 7,000 FFA chapters are currently in existence; their programs are managed on a local, state and national level. Each chapter's Program of Activities is designed with the needs of the students in mind. Activities vary greatly from school to school, but are based in a well-integrated curriculum. Chapter activities and FFA programs concentrate on three areas of our mission: premier leadership, personal growth, and career success. The FFA motto gives members twelve short words to live by as they experience the opportunities in the organization. Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

active members in a local HOSA chapter are eligible for membership in state and national HOSA. The mission of HOSA is to enhance the delivery of compassionate, quality health care by providing opportunities for knowledge, skill and leadership development of all health occupations education students, therefore helping the students to meet the needs of the health care industry. For more information, go to www.hosa.org or www.georgiahosa.org.



SKILLSUSA

Champions at Work

SkillsUSA is a partnership of students, teachers, and industry representatives working together to ensure America has a skilled work force. It helps each student excel. SkillsUSA serves teachers and high school students who are preparing for careers in trade, technical, and skilled service occupation, including health occupations. More than 300,000 students and instructors join SkillsUSA annually, organized into more than 17,000 sections and 54 state and territorial associations. SkillsUSA has served more than 9.9 million members since its founding. SkillsUSA is an applied method of instruction for preparing America's high performance workers enrolled in public career and technical programs. It provides quality educational experiences for students in leadership, teamwork, citizenship, and character development. It builds and reinforces self-confidence, work attitudes, and communications skill. It emphasizes total quality at work: high ethical standard, superior work skill, life-long education, and pride in the dignity of work. SkillsUSA also promotes understanding of the free-enterprise system and involvement in community service.



FIRST ROBOTICS

For Inspiration and Recognition of Science and Technology

FIRST was founded in 1989 to inspire young people's interest and participation in science and technology. Based in Manchester, NH, the 501(c)(3) not-for-profit public charity designs accessible, innovative programs that motivate young people to pursue education and career opportunities in science, technology, engineering, and math, while building self-confidence, knowledge, and life skills. FIRST is More Than Robots. FIRST participation is proven to encourage students to pursue education and careers in STEM-related fields, inspire them to become leaders and innovators, and enhance their 21 st century work-life skills.



TSA

Technology Student Association

Georgia Technology Student Association (GA TSA) is committed to providing students with opportunities to excel and advance as part of their instruction in technology education. Georgia TSA promotes technology education as a means of preparing students for a dynamic world, inviting them to become critical thinkers, problem solvers, and technologically literate leaders. The mission of GA TSA is to prepare its members to be successful leaders and responsible citizens in a technological society through co-curricular activities with the technology education program, thereby developing communication, leadership, and competitive skills.



HOSA

Health Occupations Students of America

Health Science Technology Education (HSTE) is a national student organization that provides a unique program of leadership development, motivation, and recognition exclusively for secondary, post-secondary, collegiate, and adult students enrolled in health occupations education courses or instructional programs. HOSA is an integral part of approved health occupation programs. Health Science Technology Education (HSTE) students who become



JA DISCOVERY CENTERS

ja biztown & ja finance park

ANNUAL IMPACT	
STUDENTS	80,000
VOLUNTEERS	15,000
TEACHERS	5,000
PARTNERS	300

TOTAL IMPACT TO DATE	
STUDENTS	170,000+
LEARNING HOURS	4,700,000+

- SCHOOL SYSTEM PARTNERS**
- ATLANTA PUBLIC SCHOOLS
 - CALHOUN CITY SCHOOLS
 - DAWSON COUNTY SCHOOLS
 - DEKALB COUNTY SCHOOLS
 - FORSYTH COUNTY SCHOOLS
 - FULTON COUNTY SCHOOLS
 - GAINESVILLE CITY SCHOOLS
 - GWINNETT COUNTY PUBLIC SCHOOLS
 - HALL COUNTY SCHOOLS
 - LUMPKIN COUNTY SCHOOLS
 - MARIETTA CITY SCHOOLS

PRESENTED BY:



georgia.ja.org | @jageorgia

OVERVIEW

Through the JA Chick-fil-A Foundation Discovery Center in Atlanta, the JA Discovery Center at Gwinnett and the Mike & Lynn Cottrell JA Discovery Center at North Georgia, a quarter of all middle school students in Georgia participate in the unique and innovative learning delivered by JA BizTown and JA Finance Park. These 360-degree programs bring relevance, authenticity and application into the traditional learning model in order to energize students around academics and their future possibilities.

MODELS

JA BizTown
An unforgettable experience where students interact within a simulated economy and take on the challenge of fueling a business. Here, students discover the intricacies of being a member of the community, while exploring a myriad of opportunities awaiting their futures.

JA Finance Park
An authentic simulation where students experience their financial futures. Guided by their 'life situation,' students apply knowledge gained in the classroom to make routine budget decisions; ultimately, building skills to confidently navigate today's economic environment.

MEASUREMENTS OF SUCCESS

With a focus to engage students in learning and provide all children the opportunity to develop the knowledge, skills, and confidence to thrive, JA collaborated with partners and third-party evaluators to develop an evaluation framework that measures key indicators to drive students' success in academics and beyond:

Student Engagement
Through authentic, experiential and relevant programming, students exhibit positive increases in behavioral and cognitive engagement in academics.

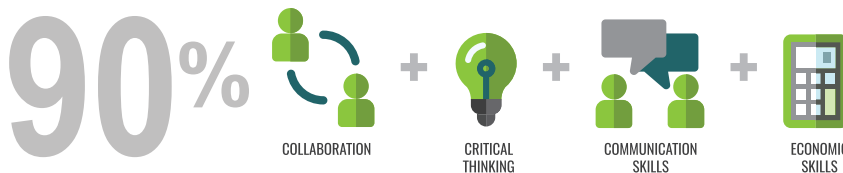
Content Knowledge
With both in-class and on-site learning, students develop foundational economic, business and financial literacy concepts.

Skills & Techniques
Students apply higher-order thinking and problem-solving techniques as well as postsecondary, transferable skills within the context of a real-world setting.

Relevance of Education
Students discover the connections between academic lessons and real-world application in order to understand the influence of education on future opportunities.

OUTCOMES

More Than 90% of Teachers Observed Their Students Effectively Integrating



Application of Content Knowledge



Realization of Relevance of Education





Great Careers Begin Here!



43 exciting program areas filled with
High Demand/High Wage Jobs



We're training YOU for Georgia's **HOT** Careers to 2026!

Associate Degree Programs

(with Annual Wages & Job Openings)

Dental Hygienist - \$63,800 with 200 jobs

Physical Therapist Assistant - \$55,700 with 110 jobs

Radiologic Technologist - \$52,500 with 180 jobs

Registered Nurse - \$64,100 with 2,980 jobs

Web Developer - \$79,300 with 140 jobs

Diploma Programs

(with Annual Wages & Job Openings)

Computer Support Specialist - \$52,700 with 570 jobs

Automotive Body/Related Repairers - \$49,700 with 150 jobs

Supervisors of Construction Trades - \$59,000 with 380 jobs

Office Supervisors - \$56,800 with 1,160 jobs

Source: Georgia Department of Labor



28 Courses Guaranteed to Transfer* to UNG, UGA, GA Tech, and Other Public Universities in Georgia

Close By! • Affordable! • Class Options!

The 28 courses listed below will transfer* to any school
within the University System of Georgia.

*Guaranteed Transfer with a grade of C or better

Technical College System of Georgia (title, prefix, & number)		University System of Georgia Equivalent	USG Area option if USG equivalent not available
American Government	POLS 1101*	POLS 1101	Area E – Social Sciences
American Literature	ENGL 2130	ENGL 2130	Area C – Humanities, Fine Arts, & Ethics
Art Appreciation	ARTS 1101	ARTS 1100 - 1107	Area C - Humanities, Fine Arts, & Ethics
Biology Introduction I	BIOL 1111 BIOL 1111L	BIOL 1111 BIOL 1111L	Area D – Natural Sciences, Math, & Technology Non – Majors biology credit
Biology Introduction II	BIOL 1112 BIOL 1112L	BIOL 1112 BIOL 1112L	Area D – Natural Sciences, Math, & Technology Non – Majors biology credit
Calculus	MATH 1131	MATH 1131	Area A2 – Quantitative Skills Area D – Natural Sciences, Math & Tech
Chemistry I (Intro)	CHEM 1151 CHEM 1151L	CHEM 1151 CHEM 1151L	Area D – Natural Sciences, Math, & Technology Non – Majors chemistry credit
Chemistry II (Intro)	CHEM 1152 CHEM 1152L	CHEM 1152 CHEM 1152L	Area D – Natural Sciences, Math, & Technology Non – Majors chemistry credit
College Algebra	MATH 1111	MATH 1111	Area A2 – Quantitative Skills
Economics (Macro)	ECON 2105	ECON 2105	Area E for Non - Majors
Economics (Micro)	ECON 2106	ECON 2016	Area E for Non - Majors
Economics (Principles)	ECON 1101	ECON 1101	Area E – Social Sciences
English Composition I	ENGL 1101	ENGL 1101	Area A1 –Communication
English Composition II	ENGL 1102	ENGL 1102	Area A1 –Communication
Humanities (Intro)	HUMN 1101	HUMN 1101	Area C – Humanities, Fine Arts & Ethics
Math Modeling (Intro)	MATH 1101	MATH 1101	Area A2 – Quantitative Skills
Pre – Calculus	MATH 1113	MATH 1113	Area A2 or Area D
Physics I (Intro)	PHYS 1111 PHYS 1111L	PHYS 1111 PHYS 1111L	Area D – Natural Sciences, Math, & Technology Non – Majors physics credit
Physics II (Intro)	PHYS 1112 PHYS 1112L	PHYS 1112 PHYS 1112L	Area D – Natural Sciences, Math, & Technology Non – Majors physics credit
Psychology (Intro)	PSYC 1101	PSYC 1101	Area E – Social Sciences
Public Speaking	SPCH 1101	COMM 1100-1110	Area B – Institutional Options Area C – Humanities, Fine Arts & Ethics
Quantitative Skills & Reasoning	MATH 1103	MATH 1001	Area A
Sociology (Intro)	SOCI 1101	SOCI 1101	Area E – Social Sciences
Statistics (Intro)	MATH 1127	MATH 1127	Area D – Natural Sciences, Math, & Technology (not approved in the USG for Area A)
US History I	HIST 2111**	HIST 2111	Area E – Social Sciences
US History II	HIST 2112**	HIST 2112	Area E – Social Sciences
World History I	HIST 1111	HIST 1111	Area E – Social Sciences
World History II	HIST 1112	HIST 1112	Area E – Social Sciences

This table applies if the accepting USG institution offers a comparable course

*Satisfies US and GA Constitution legislative requirements

**Satisfies US and GA History legislative requirements



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UNG is designated as a State Leadership Institution and as The Military College of Georgia®.

Dawson County High School Credit Worksheet

Name: _____

Expected HS Graduation Date: _____

Focus: _____

English (4 units, 9th Lit & Am. Lit are required)			
9th Grade Literature			
10th Grade Lit			
American Lit			
English Lit or Multicultural Lit or AP or DE			
Social Studies (4 units, required as noted)			
Am. Government			
World History			
U.S. History			
Economics			
Math (4 units required)			
Regular Math Track		Alternate Math Track	
Algebra I		Foundations	
Geometry		Algebra 1	
Algebra 2		Geometry	
Pre Calc, CRM, MOF, AP or DE		Algebra 2	
Science (4 units, required as noted)			
Physical Science or Physics			
Biology			
Chemistry or Earth Systems or Env Sci. or AP Env. Sc.			
H A&P/Zoology CTAE Science*/DE/Forensics			
Other Required Courses			
Health			
Personal Fitness			
OR JROTC I, II & III (in lieu of health & PE)			
Electives			
Other Electives: 11 units are required in any combination from CTAE/Fine Art/Modern Language or physical education			
Foreign Language**: Most colleges & universities require at least 2 units of the same modern language but this is not required to graduate.			
TOTAL UNITS REQUIRED:			28



Dawson County College & Career Academy
1665 Perimeter Road
Dawsonville, GA 30534
amy.smith@dawson.k12.ga.us
706-216-5744