

It is recommended but not required for students to complete a pathway.

# CAREER & TECHNOLOGY COURSES & CAREER PATHWAYS 2015-2016

<b><i>Business and Technology Pathway</i></b>	<b>Prerequisites</b>	<b>Grade</b>	<b>Units</b>
<p><b><u>Introduction to Business and Technology A &amp; B:</u></b> The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.</p>	None	9-12	½ unit per semester
<p><b><u>Business and Technology A &amp; B:</u></b> Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow. Mastery use of spreadsheets and the ability to apply leadership skills to make informed business decisions will be a highlight of this course for students. Publishing industry appropriate documents to model effective communication and leadership will be demonstrated through project based learning. Students will use spreadsheet and database software to manage data while analyzing, organizing and sharing data through visually appealing presentation.</p>	Introduction to Business and Technology	10-12	½ unit per semester
<p><b><u>Business Communication A &amp; B:</u></b> As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in society will be addressed. Students will create, edit, and publish professional-appearing business documents with clear and concise communication. Creative design, persuasive personal and professional communications will be applied through research, evaluation, validation, written, and oral communication. Leadership development and teamwork skills will be stressed as students work independently and collaboratively. Presentation skills will be developed and modeled for students master presentation software in this course.</p>	Business and Technology	11-12	½ unit per semester
<b><i>Business Accounting Pathway</i></b>			
<p><b><u>Introduction to Business and Technology A &amp; B:</u></b> The course is designed for high school students as a gateway to the career pathways above, and provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course. Emphasis is placed on developing proficient fundamental computer skills required for all career pathways. Students will learn essentials for working in a business environment, managing a business, and owning a business. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry.</p>	None	9-12	½ unit per semester
<p><b><u>Personal Finance A &amp; B:</u></b> How money smart are you? Step into this course specifically designed for high school students to understand the importance of the financial world, including planning and managing money wisely. Areas of study taught through application in personal finance include sources of income, budgeting, banking, consumer credit, credit laws and rights, personal bankruptcy, insurance, spending, taxes, investment strategies, savings accounts, mutual funds and the stock market, buying a vehicle, and living independently. Based on the hands-on skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be MONEY SMART!</p>	None	9-12	½ unit per semester

Through project-based learning activities and tasks, students will apply mathematical concepts in realistic scenarios and will actively engage by applying the mathematics necessary to make informed decisions related to personal finance. Financial Literacy places great emphasis on problem solving, reasoning, representing, connecting and communicating financial data.			
<b>Principles of Accounting I A &amp; B:</b> Where does all the money go? As a person would not go to a foreign country and not learn the language, accounting is the "language of business." Principles of Accounting I is a skill-level course that is of value to all students pursuing a strong background in business, marketing, and management. Using financial information, students will learn how to make decisions about planning, organizing, and allocating resources using accounting procedures. Performing accounting activities for sole proprietorships and corporations following Generally-Accepted Accounting Procedures are included in the course. Students analyze business transactions and financial statements, perform payroll, and evaluate the effects of transactions on the economic health of a business.	Personal Finance	10-12	½ unit per semester

### ***Fashion, Merchandising, and Retail Management Pathway***

<b>Marketing Principles A &amp; B:</b> Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.	None	9-12	½ unit per semester
<b>Fashion, Merchandising, and Retail Essentials A &amp; B:</b> Fashion, Merchandising and Retailing Essentials is the second course in the Fashion, Merchandising and Retail Management Pathway. This course introduces students to the retail industry including the fundamentals of fashion marketing, key marketing concepts essential to every business, types of businesses involved in the industry, and an array of career opportunities. Students will develop skills in such areas as fashion economics, marketing segmentation and target marketing, product selection and buying, and inventory systems.	None	9-12	½ unit per semester
<b>Advanced Fashion, Merchandising, and Retailing A &amp; B:</b> Advanced Fashion, Merchandising and Retailing is the third course in the Fashion, Merchandising and Retail Management Career Pathway and focuses on the application of knowledge and the performance of key skills required in a retail environment. Students will develop skills necessary for managing the following elements: pricing, visual merchandising, advertising, special promotions, professional sales, and customer service.	Fashion, Merchandising, and Retail Essentials A & B	10-12	½ unit per semester

### ***Sports and Entertainment Marketing Pathway***

<b>Marketing Principles A &amp; B:</b> Marketing Principles is the foundational course for the Marketing and Management, Fashion Merchandising and Buying, and Marketing Communications and Promotion Pathways. Marketing Principles addresses all the ways in which marketing satisfies consumer and business needs and wants for products and services. Students develop a basic understanding of Employability, Foundational and Business Administration skills, Economics, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, Strategic Management, and Global Marketing strategies. Instructional projects with real businesses, work-based learning activities including School-Based Enterprises, and DECA application experiences should be incorporated in this course.	None	9-12	½ unit per semester
--	------	------	---------------------

<p><b>Introduction to Sports and Entertainment Marketing A &amp; B:</b> This course introduces the student to the major segments of the Sports and Entertainment Industry and the social and economic impact the industry has on the local, state, national, and global economies. The products and services offered to consumers and the impact of marketing on these products and services are examined. Units include: Business Fundamentals, Product Mix, Product Knowledge, Product/Service Management, Business Regulations, Interpersonal Skill, Selling, Marketing Information Management, Economics, Distribution, Pricing, Advertising, Publicity/Public Relations, Sales Promotion, Business Risks, and Organization.</p>	None	9-12	½ unit per semester
<p><b>Advanced Sports and Entertainment Marketing A &amp; B:</b> This course provides students opportunities to develop managerial and analytical skills and deepen their knowledge in sports/entertainment marketing. Topical units include: Marketing-Information Management, Selling, Publicity/Public Relations, Sales Promotion, Management of Promotion, Product Mix, Pricing, Positioning, and Marketing Planning.</p>	Introduction to Sports and Entertainment Marketing	10-12	½ unit per semester

## Engineering and Technology Pathway

<p><b>Foundations of Engineering and Technology A &amp; B:</b> The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM.</p>	None	9-12	½ unit per semester
<p><b>Engineering Concepts A &amp; B:</b> Engineering Concepts is the second course in the Engineering and Technology Pathway. Students will learn to design technical solutions to engineering problems using a whole systems approach to engineering design. Students will demonstrate the application of mathematical tools, teamwork, and communications skills in solving various design challenges, while maintaining a safe work environment.</p>	Foundations of Engineering and Technology	10-12	½ unit per semester
<p><b>Engineering Applications A &amp; B:</b> Engineering Applications is the third course in the Engineering and Technology Pathway. Students will apply their knowledge of Science, Technology, Engineering, and Math (STEM) to develop solutions to technological problems. Solutions will be developed using a combination of engineering software and prototype production processes. Students will use market research, cost benefit analysis, and an understanding of the design cycle to create and present design, marketing, and business plans for their solutions. A capstone project will allow students to demonstrate their depth of knowledge of the engineering design process and prepare them for future opportunities in the field of engineering.</p>	Engineering Concepts	11-12	½ unit per semester
<p><b>Research &amp; Development A &amp; B:</b> This course is designed to develop interest in technical problem-solving activities. It provides students with opportunities to research, design, and experiment in one or more of the technology systems (communication, energy and power, transportation, production, and bio-related technologies). Considerable independent work is involved as students investigate appropriate solutions to technological problems, utilizing research, data collection, design, prototype development, and working models.</p>	Four semesters of Technology or Pre-Engineering or Teacher's Approval	11-12	½ unit per semester

## NJROTC Pathway

<p><b>Naval Science IA &amp; IB:</b> Naval Science I introduces students to the Navy JROTC Program, emphasizing leadership, citizenship, patriotism and a disciplined life style. Students participate in academics, close order drill, and physical fitness. The curriculum includes Navy JROTC organization and regulations, introduction to leadership, our nation and its</p>	None	9-12	½ unit per semester
---	------	------	---------------------

people, sea power and maritime geography, oceanography, naval history, health and first aid. Additionally, students have the opportunity to advance in the Navy JROTC promotion system based on individual merit accomplishments and participation. Normally, first year students achieve the rate of Seamen during their first year.			
<b>Naval Science IIA &amp; IIB:</b> Naval Science II begins with an introduction to naval leadership to include approaches to leadership and influencing behavior and personal responsibility. Students continue to participate in close order drill and physical fitness. In addition to naval leadership, the curriculum includes citizenship and fundamentals of American democracy, naval history: 1815 through World War II, fundamentals of navigation, and an introduction to survival training. Normally students continue to advance through the promotion system and can achieve the rate of Petty Officer during their second year.	Navel Science I	10-12	½ unit per semester
<b>Naval Science IIIA &amp; IIIB:</b> Naval Science III begins with leadership techniques to include evaluation of performance and how to give instruction. Students continue to develop their close order drill ability and physical fitness. In addition to advanced leadership techniques, the curriculum includes military justice, astronomy, international law, sea power and national security, naval history: post World War II, and naval operations, communications and intelligence. Normally students continue to advance through the promotion system and can achieve the rate of Chief Petty Officer or Ensign during their third year.	Naval Science II	11-12	½ unit per semester
<b>Naval Science IVA &amp; IVB:</b> Naval Science IV begins and ends with advanced leadership techniques to include applying leadership traits and principles. Students continue to develop their close order drill ability and physical fitness and are expected to develop their instructional abilities in these areas. In addition to learning how to apply leadership techniques, Naval Science IV students are leaders within the Navy JROTC unit. Most are billet holders, meaning they are assigned jobs and responsibilities that they perform under the tutelage of the Senior Naval Science Instructor and Naval Science Instructor. Normally students have advanced through the promotion system achieving the rate of Chief Petty Officer, Ensign Lieutenant Junior Grade, Lieutenant, or Lieutenant Commander. <i>***Field orientation trips to major military bases occur each semester as well as numerous after school activities, i.e. drill team, color guard, rifle marksmanship, athletics and orienteering. Navy JROTC underclassmen have the opportunity to attend adventure training during the summer. Rising seniors can attend Navy JROTC leadership academies, Girls' State, Boys' State, etc. which prepares them for leadership roles during the coming school year. Navy JROTC classes are held at Lassiter HS.</i>	Navel Science III	11-12	½ unit per semester

## Audio Video Technology and Film Pathway

<b>Audio Video Technology and Film I A &amp; B:</b> This course will serve as the foundational course in the Audio & Video Technology & Film pathway. The course prepares students for employment or entry into a postsecondary education program in the audio and video technology career field. Topics covered may include, but are not limited to: terminology, safety, basic equipment, script writing, production teams, production and programming, lighting, recording and editing, studio production, and professional ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program. All material covered in Audio & Video Technology & Film I will be utilized in subsequent courses.	None	9-12	½ unit per semester
<b>Audio Video Technology and Film II A &amp; B:</b> This one credit course is the second in a series of three that prepares students for a career in Audio Video Technology and Film production and/or to transfer to a postsecondary program for further study. Topics include Planning, Writing, Directing and Editing a Production; Field Equipment Functions; Operational Set-Up and Maintenance; Advanced Editing Operations; Studio Productions; Performance; Audio/Video Control Systems; Production Graphics; Career Opportunities; and Professional Ethics. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA) and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and	Audio Video Tech and Film I	10-12	½ unit per semester

<p>technical skills and may be considered an integral part of the instructional program.</p>			
<p><b><u>Audio Video Technology and Film III A &amp; B:</u></b> This one-credit transition course is designed to facilitate student-led projects under the guidance of the instructor. Students work cooperatively and independently in all phases of production. Skills USA, the Georgia Scholastic Press Association, Technology Student Association (TSA), and Student Television Network are examples of, but not limited to, appropriate organizations for providing leadership training and/or for reinforcing specific career and technical skills and may be considered an integral part of the instructional program.</p>	<p>Audio Video Tech and Film II</p>	<p>11-12</p>	<p>½ unit per semester</p>
<p><b><u>Audio Video Technology and Film IV A &amp; B:</u></b> This course is designed to assist students in mastering skills necessary to gain entry level employment or to pursue a post-secondary degree or certificate.</p>	<p>Audio Video Tech and Film III</p>	<p>12</p>	<p>½ unit per semester</p>