

## **Architecture and Construction**

| EDUCATION<br>LEVELS | GRADE  | English/<br>Language Arts                                      | Math  | Science                              | Social Studies/<br>Sciences                                     | Other Required Courses<br>Other Electives<br>Recommended<br>Electives<br>Learner Activities  | *Career and Technical Courses<br>and/or Degree Major Courses for<br>Design/Pre-Construction Pathway | SAMPLE<br>Occupations Relating<br>to This Pathway   |
|---------------------|--|--|---|--------------------------------------|---|--|---|---|
|                     | Intere   | st Inventory Admin   | istered and Plan of S                                 | tudy Initiated for all               | Learners  |  |   |   |
| SECONDARY           | 9  | English/<br>Language Arts I                                    | Algebra I   | Earth or Life or<br>Physical Science | State History<br>Civics or<br>World History                     | All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities such as SkillsUSA are                                  | Click here to view the course catalog: https://www.graderesults.com/cte                             | <ul> <li>Architect</li> <li>Building Code Official</li> <li>Building Designer</li> <li>Civil Engineer</li> <li>Code Official</li> <li>Cost Estimator</li> <li>Drafter</li> <li>Electrical Engineer</li> </ul>   |
|                     |  | English/<br>Language Arts II                                   | Geometry  | Biology                              | U.S. History  |  |   |   |
|                     | 11   | English/<br>Language Arts III<br>Technical Writing             | Algebra II  | Physics                              | Economics<br>Psychology   |  |   |   |
|                     | Colle  | lege Placement Assessments-Academic/Career Advisement Provided |   |                                      |   | also important includ-<br>ing public speaking,   | <u>Preparation Courses</u>  | ▶ Electronic Engineer   |
|                     | 12   | English/<br>Language Arts IV                                   | Trigonometry<br>Pre-Calculus                          | Chemistry                            |   | record keeping and<br>work-based experi-<br>ences.   |   | <ul> <li>Environmental Designer</li> <li>Environmental Engineer</li> <li>Fire Prevention and Protection<br/>Engineer</li> </ul>   |
|                     | Articulation/Dual Credit Transcripted-Postsecondary courses may be taken/moved to tl |  |   |                                      |   | the secondary level for articulation/dual credit nurnoses  |   | ► Industrial Engineer   |
| <b>.</b> .          | Year   | English<br>Composition<br>English Literature                   | Algebra<br>Trigonometry                               | Physics                              | American Government or History Psychology/ Interpersonal Skills | All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include. | Click here to view the course catalog: https://www.graderesults.com/cte                             | <ul> <li>Interior Designer</li> <li>Landscape Architect</li> <li>Materials Engineer</li> <li>Mechanical Engineer</li> <li>Regional and Urban Planner/<br/>Designer</li> <li>Safety Director</li> <li>Specification Writer</li> <li>Structural Engineer</li> </ul> |
| POSTSECO            | Year<br>14   |  | Business<br>Accounting<br>Pre-Calculus or<br>Calculus | Environmental<br>Science             | Sociology<br>Business Law                                       |  |   |   |
|                     | Year<br>15   | Continue courses in the area of specialization.                |   |                                      |   |  | Preparation Courses   | Surveying and Mapping Technician  |
|                     | Year<br>16   |  |   |                                      |   |  |   |   |