

Life and Career Ready Standards
Middle School Career and Technical Education Standards
Alignment

Strand A: Self-Knowledge and Life Skills

Standard A.1 Self-Knowledge

Students demonstrate an understanding of their own capabilities, characteristics, attitudes and how these attributes impact their future choices, including local, state, national, and global opportunities.

Performance Expectation	Grades 6-8	
	Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness, emphasizing national and global awareness.	
		Alignment
CTE MS Discovery Career Awareness Explore the wide variety of career opportunities and skills they require	Career and occupational discovery and research activities	Partial
	Relating personal aptitudes with potential careers	Partial
	Inventory of self, abilities & values	Strong
CTE MS Discovery Career Pathway Understand how school, school programs and education plans lead to specific careers	Guidance to make connections between skills, interests, education, and careers	Strong
	Understanding of pathways available to achieve plan	
	Creation of individual education/career plan	

Standard A. 2 Life Skills:

Students demonstrate positive interpersonal and life skills and understand how they are important to success in relationships, school, work, and community.

Performance Expectation	Grades 6-8	
	Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the regional and national community. <ul style="list-style-type: none"> a. Work independently to solve problems. b. Work as a productive member or leader of a team. c. Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions. 	
		Alignment
CTE MS Experience Career Workplace Skill exposure to common workplace interpersonal skills (soft skills)	Team work development including project-based elements	Strong (b)
	Communications development including networking, listening for action and conflict resolution	Strong (c)
	Critical thinking skills including creating thinking, problem solving and time management	Strong (a)

Standard A. 3 Problem Solving

Students are engaged community members who identify problems and apply skills to resolve problems within local and global communities

Performance Expectation	Grades 6-8	
	Students evaluate and develop problem-solving skills and resolve problems within the community. <ul style="list-style-type: none"> a. Evaluate skills and understand gaps in skill sets. b. Develop creative solutions to meet local and global needs. 	
		Alignment
CTE MS Experience Career Workplace Skill exposure to common workplace interpersonal skills (soft skills)	Team work development including project-based elements	Partial (b)
	Communications development including networking, listening for action and conflict resolution	Partial (b)
	Critical thinking skills including creating thinking, problem solving and time management	Strong (a)

Strand B: Aspirations

Standard B.1 Exploring Opportunities

Students understand their options and can navigate choices and experiences concerning interests and future opportunities.

Performance Expectation	Grades 6-8	
	Students use and analyze resources to purposely and creatively explore a variety of post high school options.	
		Alignment
CTE MS Discovery Career Awareness Explore the wide variety of career opportunities and skills they require	Career and occupational discovery and research activities	Strong
	Relating personal aptitudes with potential careers	Partial
	Inventory of self, abilities & values	Partial

Strand C: Building Paths for the Future

Standard C.1 Planning

Students develop goals and implement career and life plans.

Performance Expectation	Grades 6-8	
	Students develop, implement, and adjust goals as they relate to potential future paths. a. Demonstrate awareness of available academic opportunities, course levels, alternate options, and timelines. b. Draw on curiosity to seek out meaningful career exploration opportunities in interactive settings.	
		Alignment
CTE MS Discovery Career Awareness Explore the wide variety of career opportunities and skills they require	Career and occupational discovery and research activities	Strong (b)
	Relating personal aptitudes with potential careers	Strong (b)
	Inventory of self, abilities & values	Strong (b)
CTE MS Discovery Career Pathway Understand how school, school programs and education plans lead to specific careers	Guidance to make connections between skills, interests, education, and careers	Strong (a)
	Understanding of pathways available to achieve plan	Strong (a)
	Creation of individual education/career plan	Strong (a)

Standard C.2 Career Awareness and Adaptability

Students integrate personal interests, changing employment trends, community and societal needs, and current economic conditions into ongoing career plans, adapting as necessary.

Performance Expectation	Grades 6-8	
	Students integrate personal aptitudes and interests, changing employment trends, community and societal needs, and current economic conditions into ongoing career plans, adapting as necessary. <ol style="list-style-type: none"> a. Identify horizontal and vertical opportunities (within career cluster hierarchies) related to personal aptitudes and interests and the skills needed for potential career options. b. Recognize that career planning to attain career goals is a lifelong process. c. Use knowledge of career clusters to develop and adapt career plans. 	
		Alignment
CTE MS Discovery Career Awareness Explore the wide variety of career opportunities and skills they require	Career and occupational discovery and research activities	Strong (a)
	Relating personal aptitudes with potential careers	Strong (b)
	Inventory of self, abilities & values	Strong (b)
CTE MS Discovery Career Pathway Understand how school, school programs and education plans lead to specific careers	Guidance to make connections between skills, interests, education, and careers	Strong (a)
	Understanding of pathways available to achieve plan	Strong (a,b,c,)
	Creation of individual education/career plan	Strong (c)

Criteria for a middle school CTE Program

- CTE experience (not CTE promotion/recruitment). Experience defined by:
 - Multiple exposure
 - Multi- hour exposure
 - Adherence to MS-CTE standards
- Collaboration with CTE school and middle school per law. [20-A MRSA §15688-A, 8](#)
- Adherence to MS-CTE standards
 - Developmentally appropriate hands on skill experience
 - Safety training as needed
 - Workplace skills component (soft skills) OR be aligned to LCR standards
 - Career exploration component OR be aligned to LCR standards
 - Career pathway exposure OR be aligned to the LCR standards
 - Initial development of a career plan OR be aligned to the LCR standards requirement on a career plan
- More than a one-time experience
 - Continuity increases participation and CTE selection.
 - Students need multiple exposures to experiences to enable decisions
 - Familiarity with school removes CTE "stigma"
- Multiple avenues of access
 - At Middle School, CTE School & Community
- Flexible to serve all sending schools
 - Models can differ per CTE school
 - Models can differ per sending school in CTE catchment area