

Middle School Career and Technical Education (2023): Grades 7, 8

Adopted 2023

The student takes one or more career interest surveys, aptitude tests, or career assessments and explores various college and career options. The student is expected to: **CDT.MS.1**

- A.** analyze and discuss the initial results of the assessments; **CDT.MS.1.A**
- B.** explore and describe the CTE career clusters; **CDT.MS.1.B**
- C.** identify various career opportunities within one or more career clusters; and **CDT.MS.1.C**
- D.** research and evaluate emerging occupations related to career interest areas. **CDT.MS.1.D**

The student investigates educational and training requirements for career and education pathways in one or more of the career clusters. The student is expected to: **CDT.MS.2**

- A.** research and describe applicable academic, technical, certification, and training requirements for one or more of the careers in an identified career cluster; and **CDT.MS.2.A**
- B.** use available resources to research and evaluate educational and training options for one or more of the careers in an identified career cluster. **CDT.MS.2.B**

The student analyzes educational and career opportunities. The student is expected to: **CDT.MS.3**

- A.** describe academic requirements for transitioning from middle school to high school and from high school to career or postsecondary education; **CDT.MS.3.A**
- B.** explore and list opportunities for earning college credit in high school such as Advanced Placement examinations, International Baccalaureate examinations, dual credit courses, and local and statewide articulated credit courses; **CDT.MS.3.B**
- C.** investigate and describe various methods available to pay for college and other postsecondary training, including financial aid, scholarships, college savings, employee benefits, and other sources of income; **CDT.MS.3.C**
- D.** discuss the impact of effective college and career planning; **CDT.MS.3.D**
- E.** identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative (TSI®) impact personal academic and career

goals; CDT.MS.3.E

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- F.** investigate and describe the importance of co-curricular, extracurricular, career preparation, and extended learning experiences in developing college applications or resumes; CDT.MS.3.F
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- G.** investigate and report on the steps required to participate or enroll in a variety of career and educational opportunities, including entry-level employment, military service, apprenticeships, community and technical colleges, and universities, as applicable to the career; CDT.MS.3.G
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- H.** identify professional associations affiliated with a particular career pathway; and CDT.MS.3.H
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- I.** define entrepreneurship and identify entrepreneurial opportunities within a field of personal interest. CDT.MS.3.I
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The student develops skills for personal success. The student is expected to: CDT.MS.4

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- A.** demonstrate effective time-management and goal-setting strategies; CDT.MS.4.A
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- B.** identify skills that can be transferable among a variety of careers; CDT.MS.4.B
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- C.** give oral professional presentations on a topic related to career and college exploration using appropriate technology; CDT.MS.4.C
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- D.** apply core academic skills to meet personal, academic, and career goals; CDT.MS.4.D
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- E.** explain the value of community service and volunteerism; and CDT.MS.4.E
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- F.** define and identify examples in the workplace of characteristics required for personal and professional success such as work ethic, integrity, dedication, and perseverance. CDT.MS.4.F
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The student investigates labor market information and recognizes the impact of college and career choices on personal lifestyle. The student is expected to: CDT.MS.5

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- A.** analyze labor market trends related to a career of interest; CDT.MS.5.A
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- B.** classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; CDT.MS.5.B
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- C.** analyze the effects of changing employment trends, societal needs, and economic conditions on career choices; CDT.MS.5.C
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- D.** prepare a personal budget reflecting the student's desired lifestyle; and CDT.MS.5.D
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- E.** use resources to compare salaries of at least three careers in the student's interest area. CDT.MS.5.E
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The student investigates job-seeking skills. The

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- A.** identify the steps of an effective job search; CDT.MS.6.A

student is expected to: CDT.MS.6

B. describe appropriate appearance for an interview; and CDT.MS.6.B

C. participate in a mock interview. CDT.MS.6.C

The student creates professional documents required for employment. The student is expected to: CDT.MS.7

A. write a resume; CDT.MS.7.A

B. write appropriate business correspondence such as a cover letter and a thank you letter; CDT.MS.7.B

C. complete sample job applications; and CDT.MS.7.C

D. explain protocol for selecting and using references. CDT.MS.7.D

The student creates an individual career and academic plan. The student is expected to: CDT.MS.8

A. select a career pathway in a desired field, such as military service, entrepreneurship, or industry; CDT.MS.8.A

B. document high school courses and postsecondary educational requirements for that career pathway; and CDT.MS.8.B

C. write a plan for starting one's career after the completion of high school and any post-secondary education. CDT.MS.8.C
