

SCOIR



Scoir Career Readiness Curriculum

12th Grade Lesson Plans

Scoir Career Readiness Curriculum

Course Objective & Overview

The Scoir team's vision is a world where every student understands, appreciates, and values their unique talents and pursues career paths strongly matched to their interests and abilities.

The Scoir Career Readiness Curriculum is a comprehensive set of lessons created to support school counselors as they help students transition into adulthood, post-secondary education, and the world of work.

This curriculum is designed to build in complexity and detail as students progress through grades 6-12. Each lesson can also stand alone, which allows counselors to choose specific topics based on preferences and needs for grade level or individual students.

Scoir is focused on providing counselors with valuable materials that are easy to implement and promote and support student success.

This curriculum guides and supports the work you do in preparing students for post-secondary pursuits and provides lessons related to the following areas:

- Career Exploration
- Goal Setting & Academic Planning
- Financial Literacy & Planning
- Developing Workplace Skills
- In-depth Career Research
- Resume Development
- Internship & Work Experience Opportunities
- Networking & Professional Development
- Transitioning to College & Career

ASCA Student Standards are aligned within individual lessons to clearly outline how the Scoir Curriculum supports the academic achievement, attitudes, and skills students need for college and career readiness.

Table of Contents

The 12th grade curriculum is divided into five distinct pathways:

1. **Four-Year College**
2. **Community College**
3. **Trade and Technical Education**
4. **Military Enlistment**
5. **Workforce Entry**

Instruction are delivered through a workshop model, providing students with supervised opportunities to apply the knowledge and skills acquired in previous years while fulfilling the requirements of their selected pathway. Students are advised to complete applications across multiple pathways to ensure they meet the prerequisites of alternative options should their primary choice not materialize.

Path 1: Four-Year College

Lesson 1: Financial Aid

Workshop 1: FAFSA Applications & CSS Profiles

Workshop 2: Unlocking Your Scholarship Potential

Workshop 3: ACT/SAT Prep and Registration

Workshop 4: Navigating College Applications with Scoir

Path 2: Community College

Workshop 1: FAFSA Applications & CSS Profiles

Workshop 2: Unlocking Your Scholarship Potential

Workshop 3: Exploring and Applying to Community Colleges with Scoir

Path 3: Trade & Tech

Workshop 1: FAFSA Applications & CSS Profiles

Workshop 2: Exploring and Applying to Trade & Tech Programs

Path 4: Enlist in the Military

Workshop 1: Applying to take the ASVAB

Workshop 2: Enlist in the Military

Path 5: World of Work

Workshop 1: Enroll to Take the WorkKeys Assessment

Workshop 2: Finding and Applying for Jobs



Review

Exploring Post-Secondary Pathways

A review of the first lesson from 11th grade

Overview

The goal is to help students understand that multiple pathways are available after high school, including college, vocational training, apprenticeships, military service, and entering the workforce. This lesson addresses students who have already decided on their direction and those still exploring their options.

Learning Objectives

- Gain an overview of different post-secondary pathways
- Understand that there are multiple viable options for their future
- Reflect on their interests, strengths, and goals as they consider their post-secondary plans
- Recognize the importance of exploring and researching various pathways before making a decision

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-LS 9. Decision-making is informed by gathering evidence, getting others' perspectives, and recognizing personal bias

B-SMS 1. Responsibility for self and actions

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom, and large-group settings to promote academic, career, and social/emotional development

B-SS.1.f. Use a variety of technologies in the delivery of lessons

B-SS.2.f. Help students understand the importance of post-secondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes



Materials

- Projector and screen
- PowerPoint presentation
- Handouts with a summary of pathways
- Whiteboard and markers
- Post-it notes and pens

Instructions

1. Start by explaining to students that they will explore the options available after high school in this lesson. By the end of this lesson, they will better understand the different pathways they can take, including college, community college, technical school or training, entering the workforce, or joining the military.
2. Ask students to raise their hands if they know what they want to do after high school.
3. Write the options on the board (college, community college, technical school/training, workforce, military) and tally the responses.
4. Explain briefly the various pathways (this step should be a discussion format that allows 3-5 minutes/pathway):
 - a. College:
 - i. Discuss the benefits (e.g., bachelor's degrees, potential for higher earnings, broader career options)
 - ii. Mention the application process, financial aid, and scholarships
 - b. Community college:
 - i. Explain how community colleges offer associate degrees and certificates
 - ii. Highlight the lower cost, shorter programs, and the possibility of transferring to a four-year college
 - c. Technical school or training:
 - i. Describe the focus on specific trades or skills (e.g., plumbing, automotive, cosmetology)
 - ii. Discuss the duration of programs, certification, and job readiness
 - d. Workforce:
 - i. Talk about the option of entering the job market directly after high school
 - ii. Emphasize the importance of job search skills, internships, and entry-level positions
 - e. Military:
 - i. Provide an overview of the branches of the military and the enlistment process
 - ii. Highlight benefits like job training, education opportunities, and travel
5. Allow 5 minutes for students to write down their reflections on the pathway they most aligned with.
6. Express to students that the following lessons will be workshops that give them the space and time to start pursuing their chosen career path.
 - Inform students that they will be allowed to start meeting requirements for their chosen career path by applying during their 12th grade year. Resources and educator support will be available throughout this process.
7. Students would have to choose from the career paths discussed in this lesson and participate in the workshops associated with that path. If they are undecided and want to meet more than one career path requirement, students can join the workshops for as many career paths as possible.

Path 1: Four-Year College

Lesson 1: Financial Aid

Overview

Students will begin applying for financial aid utilizing several key sources during this workshop. Understanding these sources is crucial for minimizing the cost of college. This session will guide students through the FAFSA, CSS Profile, and IDOCS, highlighting these documents' essential roles in securing financial aid.

ASCA Standards & Competencies

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-SS 3. Positive relationships with adults to support success

B-SMS 5. Perseverance to achieve long short-term goals

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom, and large-group settings to promote academic, career, and social/emotional development

B-SS.1.f. Use a variety of technologies in the delivery of lessons

B-SS.2.f. Help students understand the importance of post-secondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes.

Materials

- Electronic or printed copies of the following articles:
 - <https://www.scoir.com/blog/fafsa-css-profile-a-straightforward-guide>
 - <https://www.scoir.com/blog/common-questions-css-profile-idoc>
 - <https://studentaid.gov/help/info-needed>*

**Scoir does not own or maintain this resource. It is publicly available and can be referenced as you customize the lesson for your classroom.*



Instructions

1. Allow students the time to read the following article:
 - a. <https://www.scoir.com/blog/fafsa-css-profile-a-straightforward-guide>
2. Discuss the following questions and answers:
 - Q:** Do I have to pay to fill out the FAFSA Form?
A: FALSE: It is free.
 - Q:** Should I fill out the FAFSA as close to the opening date in my senior year as possible?
A: TRUE: The earlier you fill it out, the more likely it is that, if you are eligible, you will receive state aid.
 - Q:** Are the FAFSA results sent to the colleges I listed so that I can receive my financial aid award letter?
A: TRUE: If you add a college to your list after you file the FAFSA, be sure to go back in and add it, save each page, and go to the end to resubmit the FAFSA. You must do the same if you have more than 10 colleges.
 - Q:** Can FAFSA results be changed?
A: FALSE: If your family income has drastically changed since the taxes were filled out two years ago, notify your financial aid office! They may take it into consideration, but it is up to them to decide, and each college financial aid office makes its own decisions.
 - Q:** Who should apply for the FAFSA?
A: Students attending a 4-year college, 2-year community college, or technical college must fill out the FAFSA. Students who are entering the military pathway or going into full-time employment do not need to fill out the FAFSA.
3. Allow students the time to read the following article:
 - a. <https://www.scoir.com/blog/common-questions-css-profile-idoc>
4. Discuss the following questions & answers:
 - Q:** Do ALL college-bound students have to fill out the CSS Profile?
A: NO, most do not; however, 400+ colleges require it.
 - Q:** Is the CSS Profile free like the FAFSA?
A: FALSE: You may be eligible for a fee waiver based on the information you reported.
 - Q:** Does the parent who I do not live with full-time have to fill out the CSS Profile?
A: TRUE: Unlike the FAFSA, the CSS Profile requires both parents' financial information in addition to their new spouse if they remarried.
 - Q:** Do all colleges that require CSS Profile also require IDOCS?
A: FALSE
 - Q:** Is IDOCS a place to upload your taxes and W2 forms?
A: TRUE: If you need assistance with this process, see your high school counselor or college advisor as soon as possible!

Workshop 1

FAFSA Applications & CSS Profiles

Instructions

Students should start applying for their FAFSA:

1. Creating a StudentAid.gov account.
2. Gathering needed documents.
 - Students will be connecting with their guardians to ensure all needed documents are present.
 - The following link will take you to the information needed to fill out a FAFSA form.
 - <https://studentaid.gov/help/info-needed>*
3. Getting help. (As the counselor, you should provide help to students working to complete their FAFSA forms.)
4. Starting the FAFSA® form.
5. Listing colleges and/or career schools.
6. Determining dependency status.
7. Reporting parents' information.
 - This step is to be completed with parents, and as counselor, you can provide assistance.
8. Students will submit their FAFSA forms once everything is complete.

Students will create their CSS Profiles:

1. To start the application students will need a College Board account.
2. If students create a College Board account for the SAT, PSAT, or AP, they can use the same username and password to sign in. If not, they must create a new account.
3. Use the following link to sign in or create an account.
 - <https://prod.idp.collegeboard.org/>*
4. Gathering needed documents.
 - Students will connect with their guardians to ensure all needed documents are present
5. Getting help. (As the counselor, you should provide help to students working to complete their CSS Profiles.)
6. Students will start the application.
7. The students' guardians must complete some sections. Offer resources or help.
8. Students will submit their applications once everything is complete.

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Workshop 2

Unlocking Your Scholarship Potential

Overview

This 45-minute workshop empowers 12th grade students with the knowledge and tools they need to find and apply for scholarships successfully. By the end of the session, students will have learned about different types of scholarships and search strategies and taken concrete steps by applying to at least one scholarship during the workshop.

ASCA Standards & Competencies

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-SS 3. Positive relationships with adults to support success

B-SMS 5. Perseverance to achieve long short-term goals

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom, and large-group settings to promote academic, career, and social/emotional development

B-SS.1.f. Use a variety of technologies in the delivery of lessons

B-SS.2.f. Help students understand the importance of post-secondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes.

Materials

- Laptops or tablets for students to use during the workshop
- Example scholarship application materials (resume, essay, etc.) (like [this one](#) or [this one](#))
- A projector or whiteboard for demonstrations

Instructions

1. Go over the scholarship types with students.
 - Overview of scholarship types:
 - Merit-based: Academic, athletic, and artistic achievements.
 - Need-based: Financial need criteria.
 - The following table explains the differences between merit and non-merit-based scholarships in more details:

Merit-Based Awards	Need-Based Awards
What is it? Merit-based aid is awarded based on your academic performance and extracurricular achievements from high school.	What is it? On the other hand, need-based aid is awarded based on the financial circumstances that prove the need for financial assistance.
How to get it? Merit-based aids are given by colleges and organizations. It is granted if you satisfy certain GPA requirements, precisely 3.0 GPA.	How to get it? Need-based aid can be requested by filling out FAFSA forms each year. Many colleges and institutions provide need-based financial aid.

- Specific demographics: Scholarships for certain ethnicities, genders, etc.
 - Field-specific: Scholarships for particular majors or careers.
2. Discuss the following with students:
 - The importance of targeting the right scholarships: Matching personal qualifications to scholarship criteria.
 - Scholarship search strategies
 - Online scholarship databases
 - School & local scholarships: Encourage checking with school counselors, local businesses, and community organizations.
 - Niche scholarships: Guide them to seek scholarships based on unique personal attributes, hobbies, or interests.
 - Activity: Have students list keywords related to their interests, demographics, and potential majors for their search.

Workshop: Scholarship Search & Application

1. Instruct students to log into their Scoir accounts and go to #Posts > #Scholarships to explore colleges with scholarship opportunities.
2. Further research online by going directly to the website of a college of interest or using a scholarship search (like [this one](#)*).
3. Encourage students to identify at least one scholarship that they can apply for during the session.
4. Go over the application process:
 - Resume and personal statement preparation: If required for the application, guide students through drafting or refining their scholarship resume and personal statement quickly.
 - Submitting the application: Walk students through the process of submitting their application via Scoir or other application methods, including uploading documents, completing required fields, and ensuring everything is accurate.
 - Application review: Circulate to assist students individually, answer questions, and provide feedback on their applications in real-time.
5. Instruct students to create a scholarship spreadsheet: Show students how to track deadlines, required materials, and submission statuses for other scholarships they plan to apply for.
6. Encourage students to use digital or physical calendars to set reminders for upcoming deadlines.

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Workshop 3

ACT/SAT Prep and Registration

Overview

This 45-minute workshop is designed to guide 12th grade students through preparing for and registering for the ACT/SAT, using Scoir as a key resource. During the session, students will learn about the differences between the two tests, develop personalized study plans, and complete the registration process.

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-LS 9. Decision-making is informed by gathering evidence, getting others' perspectives, and recognizing personal bias

B-SS 3. Positive relationships with adults to support success

B-SMS 1. Responsibility for self and actions

B-SMS 5. Perseverance to achieve long short-term goals

Materials

- Laptops or tablets for students to use during the workshop
- Example test prep materials (sample questions, study guides) (like these [ACT*](#) and [SAT*](#) test prep materials)
- A projector or whiteboard for demonstrations
- The following link: https://www.princetonreview.com/college/sat-act*

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Instructions

Introduction

1. Explain the significance of the ACT/SAT in the college admissions process and how doing well can impact scholarship opportunities.
2. Provide students with an overview of the ACT and SAT:
 - Test structure: Discuss each test's sections, timing, and scoring.
 - Differences between the ACT and SAT: Help students decide which test might suit them based on their strengths.
 - The following is a link that provides more details on the differences between the ACT and SAT. Allow time for students to read and ask questions.
 - <https://www.princetonreview.com/college/sat-act>*
 - Check to ensure that changes to test formats are updated in the above link.
3. Explain how early testing allows for retakes if necessary and can help with early college applications.
4. Go over test prep and strategies.
 - Preparation resources on Scoir
 - Show how Scoir offers ACT/SAT prep resources, including study guides and tips.
 - Other free online resources: Mention tools like Khan Academy (for SAT) and ACT's official website.
 - Creating a study plan: Guide students in creating a personalized study schedule leading up to the test date.
 - Activity: Have students draft a simple study plan, including time each week for practice tests and reviewing key concepts.

Workshop: ACT/SAT Registration Using Scoir

1. Navigating Scoir for test registration: Students will log into their Scoir accounts, scroll to the bottom footer, and choose ACT Registration or SAT Registration.
2. Registration process: Walk students through registering for the ACT or SAT, including selecting a test date, location, and necessary accommodations.
3. Fee waivers: Provide information on how to apply for fee waivers if applicable.
4. Completing the registration: Assist students in filling out the registration form, ensuring all necessary information is entered correctly.
5. Encourage them to double-check their details before submitting to avoid any errors.
6. Provide students with test day preparation & tips.
 - What to bring: Discuss the essential items needed on test day, such as admission tickets, photo ID, approved calculators, and snacks.
 - Test day strategies: Offer quick tips for managing time during the test, staying calm, and making educated guesses when unsure of an answer.

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8. Discuss with students common mistakes and how to avoid them.
 - Missing registration deadlines: Emphasize the importance of registering early to avoid late fees or missing the test date.
 - Not preparing adequately: Stress the need for consistent practice and review to perform well on the test.
 - Test day issues: Remind students of the importance of being prepared with all required materials and arriving on time.
9. Open the floor for any question students might have about the registration process or test preparation.
10. Next steps: Encourage students to stick to their study plans and consider taking the ACT and SAT if unsure which is better for them. Offer follow-up support if needed.

Workshop 4

Navigating College Applications with Scoir

Overview

This 45-minute workshop is designed to guide 12th grade students through the college application process using Scoir. It will help them research colleges, complete applications, and track their progress. By the end of the session, students will have started or completed at least one college application and gained valuable insights into effectively managing their application process.

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-LS 9. Decision-making is informed by gathering evidence, getting others' perspectives, and recognizing personal bias

B-SS 3. Positive relationships with adults to support success

B-SMS 1. Responsibility for self and actions

B-SMS 5. Perseverance to achieve long short-term goals

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes.

Materials

- Laptops or tablets for students to use during the workshop
- Example college application materials (sample essays, activity lists) (like [this one](#)* and [this one](#)*)
- A projector or whiteboard for demonstrations

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Instructions

Introduction

1. Explain the importance of the college application process and how Scoir can simplify and streamline the experience.
2. Provide an overview of application components:
 - Apply with Scoir vs Common Application vs Individual applications
 - Application elements: Discuss the key components such as personal information, transcripts, test scores, essays, and recommendation letters.
3. Discuss the importance of meeting deadlines: Stress the significance of keeping track of early action, early decision, and regular decision deadlines.

Workshop: Researching Colleges on Scoir

1. Demonstrate how to use [Scoir's college search tools](#) to find schools that match students' academic profiles, interests, and career goals.
2. Show how to add colleges to their [My Colleges list within Scoir](#).
3. Discuss evaluating colleges based on size, location, academic programs, campus culture, and financial considerations.
4. Have students identify and add at least three colleges to their list based on their preferences.

College Application Process Using Scoir

5. Ask students to log into their Scoir accounts and access the college application section.
6. Demonstrate how to manage Coalition applications directly through Scoir, as well as other application methods.
7. Guide students through completing key sections of a college application, such as personal information, academic history, and extracurricular activities.
 - Essay writing tips: Offer quick advice on crafting compelling personal statements and supplemental essays.
 - Requesting recommendations: Show students [how to request recommendation letters](#) through Scoir, ensuring they provide recommenders with necessary information and deadlines.
8. Submitting the application: During the session, assist students in submitting at least one college application or ensure they have a clear plan for completion.
9. Instruct students to create a college application spreadsheet: Teach students how to track their college applications, including deadlines, submission statuses, and required materials.
10. Discuss common application mistakes and how to avoid them.
 - Incomplete applications: Stress the importance of thoroughly reviewing applications before submission to ensure all sections are complete.
 - Ignoring instructions: Emphasize the need to follow each college's application instructions carefully.
 - Missing deadlines: Highlight the importance of submitting applications well before deadlines to avoid last-minute issues.

12. Open the floor for any questions students might have about the college application process or using Scoir.
13. Encourage students to continue working on their applications, seek feedback on their essays, and stay on top of deadlines. Offer follow-up support if needed.

Path 2: Community College

Workshop 1

FAFSA Applications & CSS Profiles

Instructions

Students should start applying for their FAFSA:

1. Creating a StudentAid.gov account
2. Gathering needed documents
 - Students will be connecting with their guardians to ensure all needed documents are present.
 - The following link takes you to the information needed to fill out a FAFSA form.
 - <https://studentaid.gov/help/info-needed>*
3. Getting help. (As the counselor, you should provide help to students working to complete their FAFSA forms.)
4. Starting the FAFSA® form.
5. Listing colleges and/or career schools.
6. Determining dependency status.
7. Reporting parents' information.
 - This step is to be completed with parents, and as counselor, you can provide assistance.
8. Students will submit their FAFSA forms once everything is complete.

Students will create their CSS Profiles:

1. To start the application students will need a College Board account.
2. If students create a College Board account for the SAT, PSAT, or AP, they can use the same username and password to sign in. If not, they must create a new account.
3. Use the following link to sign in or create an account.
 - <https://prod.idp.collegeboard.org/>*
4. Gathering needed documents
 - Students will connect with their guardians to ensure all needed documents are present.
5. Getting help. (As the counselor, you should provide help to students working to complete their CSS Profiles.)
6. Students will start the application.
7. The students' guardians must complete some sections. Offer resources or help.
8. Students will submit their applications once everything is complete.

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Workshop 2

Unlocking Your Scholarship Potential

Overview

This 45-minute workshop empowers 12th grade students with the knowledge and tools they need to find and apply for scholarships successfully. By the end of the session, students will have learned about different types of scholarships and search strategies and taken concrete steps by applying to at least one scholarship during the workshop.

ASCA Standards & Competencies

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B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom, and large-group settings to promote academic, career, and social/emotional development

B-SS.1.f. Use a variety of technologies in the delivery of lessons

B-SS.2.f. Help students understand the importance of post-secondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes.

Materials

- Laptops or tablets for students to use during the workshop
- Example scholarship application materials (resume, essay, etc.) (like [this one](#)* or [this one](#)*)
- A projector or whiteboard for demonstrations

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Instructions

1. Go over the scholarship types with students.
 - Overview of scholarship types:
 - Merit-based: Academic, athletic, and artistic achievements.
 - Need-based: Financial need criteria.
 - The following table explains the differences between merit and non-merit-based scholarships in more details:

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What is it? Merit-based aid is awarded based on your academic performance and extracurricular achievements from high school.	What is it? On the other hand, need-based aid is awarded based on the financial circumstances that prove the need for financial assistance.
How to get it? Merit-based aids are given by colleges and organizations. It is granted if you satisfy certain GPA requirements, precisely 3.0 GPA.	How to get it? Need-based aid can be requested by filling out FAFSA forms each year. Many colleges & institutions provide need-based financial aid.

- Specific demographics: Scholarships for certain ethnicities, genders, etc.
 - Field-specific: Scholarships for particular majors or careers.
2. Discuss the following with students:
 - The importance of targeting the right scholarships: Matching personal qualifications to scholarship criteria.
 - Scholarship search strategies
 - Online scholarship databases
 - School & local scholarships: Encourage checking with school counselors, local businesses, and community organizations.
 - Niche scholarships: Guide them to seek scholarships based on unique personal attributes, hobbies, or interests.
 - Activity: Have students list keywords related to their interests, demographics, and potential majors for their search.

Workshop: Scholarship Search & Application

1. Instruct students to log into their Scoir accounts and go to #Posts > #Scholarships to explore colleges with scholarship opportunities.
2. Further research online by going directly to the website of a college of interest or using a scholarship search (like [this one](#)*).
3. Encourage students to identify at least one scholarship that they can apply for during the session.
4. Go over the application process:
 - Resume and personal statement preparation: If required for the application, guide students through drafting or refining their scholarship resume and personal statement quickly.
 - Submitting the application: Walk students through the process of submitting their application via Scoir or other application methods, including uploading documents, completing required fields, and ensuring everything is accurate.
 - Application review: Circulate to assist students individually, answer questions, and provide feedback on their applications in real-time.
5. Instruct students to create a scholarship spreadsheet: Show students how to track deadlines, required materials, and submission statuses for other scholarships they plan to apply for.
6. Encourage students to use digital or physical calendars to set reminders for upcoming deadlines.

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Workshop 3

Exploring and Applying to Community Colleges with Scoir

Overview

This workshop ensures that students leave the session with a clear understanding of the benefits of community colleges. Having started or completed an application through Scoir, they will also be equipped with tools to manage their applications and explore transfer opportunities.

Materials

- Laptops or tablets for students to use during the workshop
- Access to student Scoir accounts
- A projector or whiteboard for demonstrations

Instructions

Introduction

1. Explain the benefits of attending community colleges, including affordability, flexible learning options, and transfer opportunities to four-year institutions.
2. Provide students with an overview of community colleges:
 - Types of programs: Discuss the various programs available, including associate degrees, certificates, and transfer programs.
 - Transfer opportunities: Explain how students can start at a community college and later transfer to a four-year institution to complete a bachelor's degree.
 - Community colleges can offer training, certificates or two-year degrees in areas of tech & trade.
 - The following link provides an in-depth comparison of certificates vs. degrees, allow time for students to read through it and ask questions: <https://www.princetonreview.com/college/sat-act>*
3. Discuss with students the importance of location and cost: Highlight the benefits of choosing a local community college and the financial advantages of lower tuition costs.

Workshop

1. Demonstrate how to use Scoir's search tools to [find community colleges](#) that offer programs matching students' interests and career goals.
2. Show how to add community colleges to their [My Colleges list within Scoir](#).

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3. Discuss factors to consider when choosing a community college, such as program offerings, campus resources, and transfer agreements with four-year institutions.
4. Have students identify and add at least three community colleges to their list based on their preferences.

Community College Application Process:

5. Demonstrate how to find and start applications for community colleges
6. Guide students through completing key sections of a community college application, such as personal information, academic history, and program selection.
7. Offer advice on writing personal statements or short essays.
8. Assist students in submitting at least one community college application during the session or ensure they have a clear plan for completion.
9. Creating a community college application spreadsheet: Teach students how to track their community college applications, including deadlines, submission statuses, and required materials.
10. Encourage students to use digital calendars or Scoir's tools to set reminders for application deadlines and follow-ups.
11. Discuss with students common application mistakes and how to avoid them
 - Incomplete applications: Stress the importance of thoroughly reviewing applications before submission to ensure all sections are complete.
 - Ignoring instructions: Emphasize the need to carefully follow each community college's specific application instructions.
 - Missing deadlines: Highlight the importance of submitting applications well before deadlines to avoid last-minute issues.
12. Open the floor for any questions students might have about the community college application process or using Scoir.
13. Encourage students to continue researching and applying to community colleges, considering financial aid opportunities, and planning for potential transfer to a four-year institution. Offer follow-up support if needed.

Path 3: Trade & Tech

Workshop 1

FAFSA Applications & CSS Profiles

Instructions

Students should start applying for their FAFSA:

1. Creating a StudentAid.gov account
2. Gathering needed documents
 - Students will be connecting with their guardians to ensure all needed documents are present.
 - The following link takes you to the information needed to fill out a FAFSA form.
 - <https://studentaid.gov/help/info-needed>*
3. Getting help. (As the counselor, you should provide help to students working to complete their FAFSA forms.)
4. Starting the FAFSA® form.
5. Listing colleges and/or career schools.
6. Determining dependency status.
7. Reporting parents' information.
 - This step is to be completed with parents, and as counselor, you can provide assistance.
8. Students will submit their FAFSA forms once everything is complete.

Students will create their CSS Profiles:

1. To start the application students will need a College Board account.
2. If students create a College Board account for the SAT, PSAT, or AP, they can use the same username and password to sign in. If not, they must create a new account.
3. Use the following link to sign in or create an account.
 - <https://prod.idp.collegeboard.org/>*
4. Gathering needed documents.
 - Students will connect with their guardians to ensure all needed documents are present
5. Getting help. (As the counselor, you should provide help to students working to complete their CSS Profiles.)
6. Students will start the application.
7. The students' guardians must complete some sections. Offer resources or help.
8. Students will submit their applications once everything is complete.

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Workshop 2

Exploring and Applying to Trade & Tech Programs

Overview

This workshop ensures that students leave the session with a clear understanding of the benefits of trade and tech programs. Having started or completed an application through Scoir, they will also be equipped with tools to manage their applications and explore transfer opportunities.

Materials

- Laptops or tablets for students to use during the workshop
- Access to student Scoir accounts
- A projector or whiteboard for demonstrations

Instructions

Introduction:

1. Explain the benefits of attending trade and tech programs, including affordability, flexible learning options, and transfer opportunities to four-year institutions.
2. Provide students with an overview of trade and tech programs:
 - Types of programs: Discuss the various programs available, including associate degrees, certificates, and transfer programs.
 - Transfer opportunities: Explain how students can start at a trade and tech program and later transfer to a four-year institution to complete a bachelor's degree.
 - Trade and tech programs can offer training, certificates or two-year degrees in areas of tech & trade.
 - The following link provides an in-depth comparison of certificates vs. degrees, allow time for students to read through it and ask questions: <https://www.princetonreview.com/college/sat-act>*
3. Discuss with students the importance of location and cost: Highlight the benefits of choosing a local trade and tech programs and the financial advantages of lower tuition costs.

Workshop:

1. Demonstrate how to use Scoir's search tools to find trade and tech programs that offer programs matching students' interests and career goals.
2. Show how to add trade and tech programs to their My Colleges list within Scoir.

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3. Discuss factors to consider when choosing a trade and tech program, such as program offerings, campus resources, and transfer agreements with four-year institutions.
4. Have students identify and add at least three trade and tech programs to their list based on their preferences.

Trade and Tech Program Application Process:

5. Ask students to log into their Scoir accounts to discover tech and trade schools and access applications by clicking into the school's website.
6. Demonstrate how to find and start applications for trade and tech programs.
7. Guide students through completing key sections of a trade and tech program application, such as personal information, academic history, and program selection.
8. Offer advice on writing personal statements or short essays.
9. Assist students in submitting at least one trade and tech program application during the session or ensure they have a clear plan for completion.
10. Creating a trade and tech program application spreadsheet: Teach students how to track their trade and tech program applications, including deadlines, submission statuses, and required materials.
11. Discuss with students common application mistakes and how to avoid them
 - Incomplete applications: Stress the importance of thoroughly reviewing applications before submission to ensure all sections are complete.
 - Ignoring instructions: Emphasize the need to carefully follow each trade and tech program's specific application instructions.
 - Missing deadlines: Highlight the importance of submitting applications well before deadlines to avoid last-minute issues.
12. Open the floor for any questions students might have about the trade and tech program application process.
13. Encourage students to continue researching and applying to trade and tech programs, considering financial aid opportunities, and planning for potential transfer to a four-year institution. Offer follow-up support if needed.

Path 4: Enlist in the Military

Workshop 1

Applying to take the ASVAB

Overview

The following workshop will help students navigate the process of registering for the ASVAB smoothly and prepare effectively for the test.

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-SMS 1. Responsibility for self and actions

B-SMS 5. Perseverance to achieve long short-term goals

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes.

Materials

- Laptops or tablets for students to use during the workshop
- A projector or whiteboard for demonstrations

Instructions

Introduction

Review lesson 5 from the 11th grade curriculum.

Workshop

1. Instruct students to go to the official ASVAB website at www.asvabprogram.com*
2. Find the registration section: Look for the section for test scheduling and registration. It is often found under “Take the ASVAB” or a similar heading.
3. Ask students to create an account: If they do not already have one, instruct them to create one by providing their email address and password.
4. If students already have an account, ask them to log in.
5. Instruct students to enter personal information: Provide required personal details such as name, date of birth, contact information, and educational background.
6. Ask students to select a test date from the available test dates. The ASVAB is administered at various times throughout the year, so select a date that works best for your schedule.
7. Ask students to select a test location:
 - Choose a test location that is convenient for you. The ASVAB is administered at various military entrance processing stations (MEPS) and some high schools.
8. Confirm information: Review all the information you have entered to ensure accuracy.
9. Have students complete the registration by submitting the form.
10. Inform students they may receive a confirmation email or message with the test date, location, and additional instructions.
11. Go over the following with students:
 - Preparing for the test
 - Study resources: Use available study guides and practice tests to prepare. The official ASVAB website provides links to resources and practice materials.
 - Test day preparation: Ensure you have the required identification and arrive at the test location on time.
 - Check confirmation details: Verify your test date and location from the confirmation email or message.
 - Contact information: If you need to reschedule or have questions, contact the ASVAB scheduling office or the test location directly.

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Workshop 2

Enlist in the Military

Overview

This workshop provides a comprehensive guide to help 12th grade students navigate the enlistment process for military programs, from researching options to completing their enlistment.

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-SMS 1. Responsibility for self and actions

B-SMS 5. Perseverance to achieve long short-term goals

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes.

Materials

- Laptops or tablets for students to use during the workshop
- Brochures or handouts from various military branches
- Contact information for local recruitment offices
- A projector or whiteboard for demonstrations

Instructions

Introduction

Review lesson 4 from the 11th grade curriculum.

Workshop

Steps to Enlist in a Military Program

Step 1: Research and choose a branch:

- Research: Use available resources to research different branches and their programs. Discuss how to use official military websites and visit local recruitment offices.
- Activity: Have students research and select the most interesting branch

Step 2: Meet with a recruiter:

- Scheduling an appointment: Guide students on how to contact and schedule an appointment with a military recruiter. Provide contact information for local recruitment offices.
- Preparing for the meeting: Discuss what to expect during the meeting and what documents and information to bring (e.g., ID, transcripts, ASVAB scores).
- Ensure parents' or guardians' availability when scheduling a meeting with a recruiter.

Step 3: Take the ASVAB (completed in the previous workshop):

- Registration: Explain how to register for the ASVAB through the official ASVAB website or by contacting a recruiter.
 - Check if your school offers the ASVAB. If not, contact the military rep of the branch the student is interested in joining. That rep will assist the student in getting to a test. There is no cost for this test. The result will inform students if they score high enough to enter the military. Additionally, the score informs career options available to students. The higher the score, the more available military careers.
- Preparation: Provide tips for preparing for the ASVAB using study guides and practice tests.

Step 4: Complete the Application Process (this step may require parents or guardians to be present)

- Application forms: Guide students through completing the necessary application forms with the help of their recruiter.
- Medical examination: Explain the medical examination process and what to expect.
- Background check: Discuss the background check process and provide accurate information.

Step 5: Review and Sign the Contract:

- Contract review: Explain the importance of thoroughly reviewing the enlistment contract with the recruiter before signing.
- Understanding terms: Ensure students understand the terms of their enlistment, including commitment length, job assignments, and benefits.

Preparing for Enlistment:

- Physical fitness: Emphasize the importance of physical preparation and provide resources for fitness training.
- Mental preparation: Discuss the importance of mental readiness and adaptability in the military.

Q&A and Next Steps:

- Q&A: Open the floor to answer students' questions about the enlistment process or military life.
- Next steps: Encourage students to follow up with their recruiter, complete any remaining steps, and stay informed about the enlistment process. Offer follow-up support if needed.

Path 5: World of Work

Workshop 1

Enroll to Take the WorkKeys Assessment

Overview

This workshop will support students in effectively registering for and preparing for the ACT WorkKeys assessment during the workshop.

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-SMS 1. Responsibility for self and actions

B-SMS 5. Perseverance to achieve long short-term goals

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes.

Materials

- Laptops or tablets for students to use during the workshop
- A projector or whiteboard for demonstrations
- Step-by-step registration guide: Printed instructions on registering for the ACT WorkKeys assessment
- Study resources: A list of recommended [study guides, practice tests, and preparation materials for the ACT WorkKeys assessment](#)*
- Local test center

**Scoir does not own or maintain this resource. It is publicly available and can be referenced as you customize the lesson for your classroom.*

Instructions

Introduction:

Review lesson 8 from the 11th grade curriculum.

Workshop:

Instruct students to complete the following steps by projecting them onto the whiteboard while you demonstrate them.

1. Accessing the ACT WorkKeys Registration
 - Go to the official ACT WorkKeys website at www.act.org/workkeys*.
 - Find the registration section: Locate the section for test scheduling and registration. This is typically found under “Take the Test” or a similar heading.
2. Registering for the ACT WorkKeys Assessment
 - Create an account: If you do not already have one, create one by providing your email address and a password.
 - Log in: If you already have an account, log in using your credentials.
 - Enter personal information: Provide required personal details such as your name, date of birth, contact information, and school.
 - It’s important to note that there is a fee for this test, and not every school offers to give this test.
3. Choosing a Test Date and Location
 - Select a test date: Choose from available test dates. The ACT WorkKeys assessment is administered at various times, so select a date that suits your schedule.
 - Select a test location: Choose a test location that is convenient for you. The assessment may be offered at local high schools, community colleges, or other authorized testing centers.
4. Completing the Registration
 - Confirm information: Review all the information you have entered to ensure accuracy.
 - Submit the registration: Complete the registration by submitting the form. You should receive a confirmation email or message with your test date, location, and additional instructions.
5. Preparing for the Assessment
 - Study resources: Utilize available [study guides and practice tests](#)* to prepare. The ACT WorkKeys website provides links to resources and sample questions.
 - Test day preparation: Ensure you understand what to bring on test day, such as identification and any required materials.
6. Follow-Up
 - Check confirmation details: Verify your test date and location from the confirmation email or message.
 - Contact information: If you need to reschedule or have questions, contact the ACT WorkKeys support or the test center directly.

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Workshop 2

Finding and Applying for Jobs

Overview

This workshop will equip 12th grade students with the tools and knowledge needed to effectively search for jobs, create impactful applications, and prepare for successful job interviews.

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

B-LS 7. Long- and short-term academic, career, and social/emotional goals

B-SMS 1. Responsibility for self and actions

B-SMS 5. Perseverance to achieve long short-term goals

B-SS.2.g. Help students and families navigate post-secondary awareness, exploration, admissions, and financial aid processes.

Materials

- Laptops or tablets for students to use during the workshop
- [Resume](#)* and [cover letter](#)* templates
- [Sample job listings and application forms](#)*
- A projector or whiteboard for demonstrations
- Job search resources (websites, local job boards)
- [Mock interview questions and feedback forms](#)*

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Instructions

1. Introduction:

- Welcome and purpose: Explain the importance of finding a job as a high school senior, including gaining work experience, building skills, and earning income.
- Workshop goals: Outline what students will achieve by the end of the workshop, including understanding job search strategies, creating effective applications, and preparing for job interviews.

2. Understanding the Job Market

- Types of jobs available:
 - Part-time jobs: Discuss common part-time job opportunities suitable for high school students, such as retail, food service, and internships.
 - Seasonal jobs: Highlight seasonal job options, such as summer jobs or holiday positions.
 - Entry-level positions: Explain entry-level positions that require minimal experience but offer valuable skills and experience.
- Researching job opportunities:
 - Online job boards: Demonstrate how to use job search websites (e.g., Indeed, LinkedIn, Glassdoor) to find job openings.
 - Local resources: Highlight local job resources, including community boards, career centers, and networking events.

3. Updating Resumes on Scoir

- Accessing Scoir:
 - Log In: Guide students in logging into their Scoir accounts.
 - Navigate to the resume section: Show students how to find the resume section within their Scoir profile.
- Updating Resume Information:
 - Adding work experience: Demonstrate how to add or update work experience, including job titles, responsibilities, and dates.
 - Updating skills and education: Explain how to update skills, achievements, and education details.
 - Review and save: Encourage students to review their resumes for accuracy and completeness and then save their updates.

4. Job Application Process

- Finding Job Listings:
 - Job search websites: Demonstrate how to use job search websites to find relevant job listings. Such as:
 - **Indeed** (indeed.com): a widely used job search engine aggregating job listings from various sources, including company career pages and job boards.
 - **LinkedIn** (linkedin.com): A professional networking site where users can find job listings and connect with industry professionals and research companies.

- **Glassdoor** (glassdoor.com): Provides job listings, company reviews, salary information, and interview insights.
- **Monster** (monster.com): A long-established job search website that offers job listings, career advice, and resume-building tools.
- **CareerBuilder** (careerbuilder.com): Offers a wide range of job listings, as well as career resources and resume services.
- **SimplyHired** (simplyhired.com): Aggregates job listings from various sources and offers salary information and job market trends.
- Ask students to list any job search websites they have used and is not listed.
- Company websites: Show how to visit company websites and apply
- Applying for a Job:
 - Review job listings: Teach students to carefully read job descriptions to understand the qualifications and responsibilities required.
 - Prepare application materials: Ensure students have their resume updated on Scoir and any other required documents, such as cover letters.
 - Complete online applications:
 - Access application form: Show students how to navigate to the application form on the job listing page or company website.
 - Fill out application: Guide students through filling out the application form, including entering personal details, uploading their Scoir resume, and answering any additional questions.
 - Review and submit: Emphasize the importance of reviewing all information for accuracy before submitting the application.
 - Paper applications: Discuss how to properly complete and submit paper job applications if applicable.
- Follow-up:
 - Application tracking: Teach students how to track their applications and follow up with employers if needed.

5. Preparing for Job Interviews

- Interview preparation:
 - Researching the employer: Explain the importance of researching the company and understanding the job role before the interview.
 - Common interview questions: Discuss common interview questions and how to prepare thoughtful responses.
 - Mock interview: Conduct a brief mock interview with a few students to practice responses and interview techniques.
- Professional appearance: Offer tips on dressing appropriately for interviews and making a positive first impression.

6. Managing Job Offers and Start Dates

- Evaluating job offers: Discuss how to evaluate job offers, including considering factors like pay, work hours, benefits and job responsibilities.
- Accepting or declining offers: Provide guidance on professionally accepting or declining job offers.
- Preparing for the first day: Offer tips on preparing for the first day of work, including reviewing company policies and arriving on time.

7. Q&A and Next Steps

- Q&A: Open the floor for any questions students might have about job searching, applications, or interviews.
- Next steps: Encourage students to finalize their resumes and cover letters, start applying for jobs, and prepare for upcoming interviews. Offer follow-up support if needed.



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