

SCOIR



Scoir Career Readiness Curriculum

11th 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.

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Lesson 11.1

Exploring Post-Secondary Pathways Part I

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-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

Suggested Grade Level 11

Time Required 30 minutes



Materials

- Projector and screen
- Handouts with a summary of pathways (like [this one](#)*)
- 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. Ask students if they know a post-secondary pathway that was not discussed, and allow time to discuss it.
6. Allow 5 minutes for students to write down their reflections on the pathway they most aligned with.
7. Instruct students to share their reflections with at least one other student from class and encourage students to discuss the why behind their responses.

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

Lesson 11.2

Exploring Post-Secondary Pathways Part II

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-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

Suggested Grade Level 11

Time Required 30 minutes



Materials

- Projector and screen
- Handouts with a summary of pathways (like [this one*](#))
- Whiteboard and markers
- Post-it notes and pens

Instructions

Pathway Match

1. Write down all the pathways discussed in the previous lesson on the board.
2. Hand out post-it notes and pens to each student.
3. Ask them to write down their interests, strengths, and career goals.
4. Have them place their post-it notes on the board under the pathway they think aligns best with their goals.
5. Facilitate a brief discussion on why they chose those pathways.
6. Encourage students to share their thoughts and ask questions.
7. Conclusion and Q&A
 - a. Recap:
 - i. Summarize the key points about each pathway
 - ii. Encourage students to start thinking about what steps they need to take for their chosen pathway
 - b. Q&A:
 - i. Open the floor for any questions
 - ii. Provide resources such as websites, school counselors, and college fairs for further exploration

Handout

For more information, share a one-page summary of each post-secondary pathway with key points and resources.

Follow-up

Lessons 3-10 will cover each pathway in more depth.

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Lesson 11.3

College Admission

Overview

Students will learn about the different components of a college application, such as academic transcripts, standardized test scores, extracurricular activities, personal statements, and recommendation letters. The goal is to equip students with the knowledge and skills to present their best selves in college applications.

Learning Objectives

- Understand the key components of a college application
- Learn strategies for enhancing their college applications, including selecting the right extracurricular activities and writing effective personal statements
- Develop a plan to gather and organize the necessary materials for their applications
- Gain insights into the college admissions process and how to tailor their applications to specific colleges

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

B-LS 3. Time-management, organizational, and study skills

B-LS 10. Participation in enrichment and extracurricular activities

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

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

B-SS 1. Effective oral and written communication skills and listening skills

Suggested Grade Level 11

Time Required 30 minutes

Materials

- Profile cards
- Prizes



Instructions

College Admission Game

Directions: Use this activity to demonstrate specific characteristics that give one applicant an advantage over another in admissions.

1. Ask eight volunteers to play. Hand each player a student profile card and have them line up in order of GPA from highest to lowest. They should hold up the card with the GPA side facing the audience.

- Explain to the class that the student's participation will be based on the student profile given to them, NOT on their personal profiles.

2. Ask the audience and players to predict which students would seem the most desirable to college admissions based on what they see (GPA only).

3. Then, read the following instructions:

- Move up two spaces if you have taken more than five honors classes since 9th grade.
- If you have taken more than three AP classes since 9th grade, move up two steps.
- If you served in student government or any other leadership programs in your high school years, move up one space.
- If you clearly stated that this college is your first choice by making an early decision application and commitment, move up two spaces.
- If you have a job shadowing someone in your desired career field or intended major, move up one space.
- If you opted out of writing the optional college essay, move back one space.
- If you have not researched college and career, move back two spaces.
- If you do not know any of your teachers well enough to ask for a recommendation, move back two spaces.
- If you forgot to change the name of the college you were applying to when you typed your college essay, move back three spaces.
- If you plagiarized a college essay and were caught, sit down—you are out of the competition entirely.
- If you will be the first in your family to attend college, move up two spaces.
- Move up two spaces if you volunteered or participated in any community service project in your school or community.
- If you have participated in NO extracurricular activities, move back three spaces.
- If you belong to an organization such as Junior Achievement, Scouts, the Honor Society, etc., move up two spaces.
- If you are a varsity athlete, move up one space. If you are all-region in a sport, move up another space.
- If you got a “D” in an academic course at the end of your junior year, move back three spaces.
- If you wrote a letter to the college admission officer and explained the extenuating circumstances surrounding a grade of “D,” move up one space.
- If you did not take any AP classes offered at your school, move back two spaces.
- If you come from a single-parent household and must work part-time to help with expenses, move up two spaces.

Instructions cont.

4. Discuss with students the attributes that students in the front of the line had.
5. Considering that students are in 11th grade, this activity helps them utilize the information they need to add to their college applications.

Lesson 11.4

A Dive into Military Careers

Overview

This lesson will provide information on the different branches of the military, the enlistment process, career opportunities, and the benefits and challenges of military service. Upon completing this lesson, students will better determine whether or not joining the military is a pathway they would pursue post-secondary.

Learning Objectives

- Understand the different branches of the military and their unique characteristics
- Learn about the benefits and challenges of military service
- Identify the requirements and processes for enlisting in the military
- Reflect on their interests and goals to determine if military service suits them

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

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

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

B-SMS 1. Responsibility for self and actions

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

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

Suggested Grade Level 11

Time Required 30 minutes

Materials

- Handouts on the different branches of the military (like [this article](#)*)
- Lists of local military recruiters and contact information
- Computers or tablets for research

**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. Introduction

Provide an overview of the different branches of the military and career opportunities they offer.

- Army
 - Mission: Land-based military operations
 - Opportunities: There is a wide range of roles, including infantry, engineering, medical, intelligence, aviation, and logistics
 - Training: Basic Combat Training (BCT) followed by Advanced Individual Training (AIT) for specific job roles
 - Commitment: Typically four years of active duty, with options for reserve duty
- Navy
 - Mission: Sea-based military operations, including power projection, maritime security, and sea control
 - Opportunities: Positions on ships, submarines, and aircraft carriers, as well as in aviation, medical, engineering, and intelligence
 - Training: Recruit Training Command (Boot Camp) and specialized job training
 - Commitment: Usually four years of active duty
- Air Force
 - Mission: Air and space operations, including air superiority, global strike, rapid global mobility, intelligence, surveillance, and reconnaissance (ISR)
 - Opportunities: Roles in aviation (pilots, mechanics), cyber operations, intelligence, engineering, and medical fields
 - Training: Basic Military Training (BMT) and technical training for specific careers
 - Commitment: Generally four years of active duty
- Marine Corps
 - Mission: Amphibious and expeditionary warfare, operating on land, sea, and air
 - Opportunities: Infantry, aviation, logistics, intelligence, and combat engineering
 - Training: Recruit Training (Boot Camp) at Parris Island or San Diego, followed by School of Infantry (SOI) or other specialized training
 - Commitment: Usually four years of active duty
- Coast Guard
 - Mission: Maritime safety, security, and environmental protection
 - Opportunities: Positions in law enforcement, search and rescue, environmental protection, and maritime security
 - Training: Basic Training at Cape May, New Jersey, followed by specialized training for specific roles
 - Commitment: Typically four years of active duty

Instructions cont.

- Space Force
 - Mission: Operations in the space domain, including satellite communications, missile warning, space domain awareness, and space control
 - Opportunities: Roles in satellite operations, space systems engineering, intelligence, and cyber operations
 - Training: Basic Military Training (BMT) alongside Air Force recruits, followed by specialized space operations training
 - Commitment: Generally four years of active duty
- 2. Guest Speaker/Recorded Video
 - Invite a military recruiter or a veteran to discuss their experiences and answer students' questions.
- 3. Group Discussion
 - In small groups, ask students to discuss their possible interest in joining the military.
 - Encourage students to discuss the connection between their career interests and the military branch that would match that interest.
- 4. Reflection
 - Ask students to write a reflection on whether military service could be a viable pathway for them and what steps they would need to take to pursue it.

Lesson 11.5

Armed Services Vocational Aptitude Battery (ASVAB) Test for Military Careers

Overview

This lesson introduces high school students to the Armed Services Vocational Aptitude Battery (ASVAB) test, which determines qualification for enlistment in the U.S. military. Students will learn about the structure and purpose of the ASVAB test, explore how it fits into military career planning, and understand how test results can guide career choices within the military. The goal is to teach students how the ASVAB can serve as a tool for career exploration, even if they do not plan to pursue a military career.

Learning Objectives

- Understand the purpose and structure of the ASVAB test
- Identify the various career fields in the military that are linked to ASVAB scores
- Learn strategies for preparing for the ASVAB test
- Recognize the value of the ASVAB as a tool for career exploration

ASCA Standards & Competencies

M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment

M 4. Self-confidence in ability to succeed

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

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

B-SS 5. Ethical decision-making and social responsibility

Suggested Grade Level 11

Time Required 30 minutes

Materials

- PowerPoint presentation on ASVAB (see on next page)



Instructions

1. Start by asking students to raise their hands if they want to pursue a military pathway upon graduating high school.
2. Discuss the benefits of gaining knowledge about pursuing a military pathway even if students are not interested during their 11th grade year.
 - This would be a good time to discuss that interests often change, and students more aware of various career pathways are more likely to make the best decision.
 - This assessment is beneficial even if students choose not to enter the military pathway.
 - The ASVAB equips students with in-depth career information.
3. Express to students that today's lesson will equip them with the information they need to know about meeting qualifications for enlistment in the U.S. military, following up on the previous lesson.
4. Project the PowerPoint presentation about ASVAB and go over it with the students.
5. Encourage students to ask questions or share their thoughts throughout your presentation.

The PowerPoint presentation will include the following information:

ASVAB overview: The Armed Services Vocational Aptitude Battery (ASVAB) is a standardized test used to determine qualification for enlistment in the U.S. military and to help assign appropriate job roles within the military. Here's a detailed overview:

- The purpose of ASVAB: Assess a candidate's strengths, weaknesses, and potential for future success in military and civilian occupations.
- ASVAB components: Consists of ten subtests that measure knowledge and skills in various areas.
 1. General Science (GS): Knowledge of physical and biological sciences.
 2. Arithmetic Reasoning (AR): Ability to solve arithmetic word problems.
 3. Word Knowledge (WK): Ability to understand the meaning of words through synonyms.
 4. Paragraph Comprehension (PC): Ability to obtain information from written material.
 5. Mathematics Knowledge (MK): Knowledge of mathematical concepts and applications.
 6. Electronics Information (EI): Knowledge of electrical circuits, devices, and electronic systems.
 7. Auto and Shop Information (AS): Knowledge of automotive maintenance, repair, and shop practices.
 8. Mechanical Comprehension (MC): Principles of mechanical devices, structural support, and properties of materials.
 9. Assembling Objects (AO) is the ability to determine how an object will look when its parts are combined.
 10. Verbal Expression (VE): Combination of WK and PC scores to measure verbal skills.

Instructions cont.

AFQT Score

- AFQT: Armed Forces Qualification Test score derived from four ASVAB subtests: AR, MK, WK, and PC.
 - Scoring: It is reported as a percentile between 1 and 99, indicating how a test-taker performed compared to a nationally representative sample of 18 to 23-year-olds.
 - Minimum Requirements: Each military branch has its own minimum AFQT score requirement:
 - Army: 31
 - Navy: 35
 - Air Force: 36
 - Marine Corps: 32
 - Coast Guard: 40
 - Preparing for the ASVAB
 1. Study Guides: Use official ASVAB study guides and practice tests.
 2. Online Resources: Utilize free online practice tests and tutorials.
 3. School Resources: Some high schools offer ASVAB preparation courses or materials.
 4. Tutoring: Consider enlisting the help of a tutor for areas where you need improvement.
 - Taking the ASVAB
 - Where: Administered at Military Entrance Processing Stations (MEPS) and Military Entrance Test (MET) sites.
 - When: It is typically offered multiple times a year. Students can check with their school or local recruiters for test dates.
 - Retesting: This is allowed after a one-month waiting period for the first and second retests and a six-month waiting period for subsequent retests.
 - Importance of the ASVAB
 - Career Placement: Determines eligibility for various military occupational specialties (MOS) or job roles.
 - Career Exploration: Helps identify civilian career paths that align with skills and interests.
6. Encourage students to take the ASVAB seriously and prepare thoroughly to ensure they achieve the best possible scores. This will open up more opportunities for both military and civilian careers.

Lesson 11.6

Career Terms

Overview

This lesson will introduce students to key career-related terms and concepts essential for navigating the workforce and making informed career decisions. Students will learn to define, understand, and apply these terms, enhancing their career literacy and preparing them for future career exploration and development.

Learning Objectives

- Understand and define essential career-related terms
- Demonstrate the ability to apply these terms in career planning and decision-making
- Develop career literacy skills that aid in exploring various career paths

ASCA Standards & Competencies

M 6. Understanding that post-secondary education and lifelong learning are necessary for long-term success

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

B-SMS 3. Independent work

B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary

Suggested Grade Level 11

Time Required 30 minutes

Materials

- Blank READY bingo cards
- [Career Bingo](#)*
- Space markers
- Career terms, printed and cut
- A bag
- A copy of Career Term Definitions
- Prizes

**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. Hand out blank READY bingo cards.
2. Display Career Terms. This can be found under-sample career terms in the Career Bingo link.
3. Have students fill in blank bingo boards with terms.
4. Ask if any careers are unfamiliar. If so, explain the word by reading the definition and discussing it.
5. Once participants have their cards filled in, decide on the type of bingo game to be played: lines, T's, U's, Squares, or Blackout.
6. Begin the game by pulling out a term from the bowl or bag. Do not read the career piece aloud; instead, read the definition of the career.
7. Tell students they may guess the career and shout it out.
8. Discuss this career and ask if anyone would be interested in it. The discussion could include the kind of schooling/degree, salary, job outlook, etc.
9. Instruct students who have the term on their card to mark the box.
10. Once participants obtain a bingo, they should call out "READY."
11. Check answers and award the prize to the winner.
12. Continue playing or start a new game.
13. Ask students to join small groups of 3-4 students in a group.
14. Instruct them to take turns and share at least three career terms students were unfamiliar with before this lesson.

Lesson 11.7

Straight to the Workforce

Overview

Students will learn about the benefits and challenges of pursuing a workforce pathway, they will explore different job opportunities, and understand the skills and qualifications needed for various careers. The goal is to help students decide whether direct entry into the workforce aligns with their personal and career goals.

Learning Objectives

- Understand the benefits and challenges of entering the workforce directly after high school
- Identify different job opportunities and industries that hire high school graduates
- Learn about the essential skills and qualifications needed for various entry-level jobs
- Develop a job search plan, including resume writing, job applications, and interview preparation

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

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

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

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

B-SMS 1. Responsibility for self and actions

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

Suggested Grade Level 11

Time Required 30 minutes

Materials

- Handouts on various entry-level job opportunities and industries (like [this article](#)*)
- [Job application template and interview preparation checklist](#)*
- Computers or tablets for job search activities

**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. Discuss the benefits and challenges of entering the workforce during or after high school.
2. Express to students that not everyone has the same resources that allow them to be on the same path.
 - The following is a culturally responsive way to discuss diverse paths:
 - It's important to acknowledge that every student's journey is unique, and for some, the path to their future might not include going straight to college. Some students have responsibilities that require them to work during high school and continue working after graduation. This can be due to various reasons, including family support or personal circumstances.
 - Understanding different journeys
 - Acknowledge diverse experiences: "We recognize that not everyone has the same opportunities or circumstances. Each of you has a unique story and path."
 - Value all contributions: "Whether you plan to go to college, enter the workforce, or balance both, your efforts and contributions are valuable and important."
 - Support for all paths: "Our goal is to support you in whatever path you choose or need to take, whether that's pursuing higher education, starting a career, or combining both."
 - Celebrate resilience and hard work: "Balancing work and school requires dedication and resilience. We see and respect the hard work many of you do to support yourselves and your families."
 - Resources and guidance: "If you need help balancing work and school or are looking for resources to prepare for your future career, please reach out. We're here to help you succeed, no matter your path."
 - Encourage self-care and balance: "It's important to take care of yourselves and find a balance that works for you. Don't hesitate to seek support from teachers, counselors, or community resources."
3. Job search activity: Ask students to use their computers or tablets to search for job opportunities in fields they are interested in.
4. Display various career pathways students can search from, such as:
 - Hospitals-transport, housekeeping, cafeteria
 - Grocery stores, the food industry
 - Schools-janitorial, office professionals
 - Janitorial, office professionals
 - Factories
 - Logistics (Amazon, FedEx, UPS, USPS)
 - Airports (porters, janitorial, luggage)
5. Locate one job opportunity available and go through the application process with the students.
6. Ask students to reflect on whether direct entry into the workforce could be a good fit for them and what steps they would need to take to pursue this pathway.
7. Offer students one-on-one help with the process required to apply to work.

Lesson 11.8

WorkKeys

Overview

The ACT WorkKeys assessment measures essential workplace skills and provides students with valuable feedback on their career readiness. This lesson will introduce students to the components of the WorkKeys assessment and how employers use it to evaluate job applicants. Students will also learn how the WorkKeys assessment can support their career development and post-secondary planning.

Learning Objectives

- Understand the purpose of WorkKeys
- Identify the Key Components
- Understand WorkKeys Scores
- Recognize career implications

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

B-LS 8. Engagement in challenging coursework

B-SMS 1. Responsibility for self and actions

B-SS 1. Effective oral, written communication, and listening skills

B-SS 5. Ethical decision-making and social responsibility

Suggested Grade Level 11

Time Required 30 minutes

Materials

- [PowerPoint presentation](#)*
- Computer or laptop with a projector
- [Access to WorkKeys practice test](#)*
- Access to laptops, Chromebooks, or tablets

**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. Start by introducing to students that today's lesson will equip them with the information they need to know about the ACT WorkKeys assessment and the various ways this will help them enter the world of work.
2. Project the PowerPoint presentation about ACT WorkKeys and review it with the students.
3. Encourage the students to ask questions or share their thoughts throughout your presentation.

The PowerPoint presentation will include the following information:

WorkKeys overview: The ACT WorkKeys is a career readiness assessment designed to measure foundational skills required for success in the workplace. It's particularly useful for high school students who plan to enter the workforce after graduation. Here's a comprehensive overview:

- Purpose: Assess essential workplace skills and help students understand their strengths and areas for improvement.
 - Components: This consists of multiple assessments that evaluate skill areas critical for job performance.
 - WorkKeys Assessments
 1. Applied math: Measures the ability to apply mathematical reasoning to work-related problems.
 2. Graphic literacy: Assesses the ability to find, analyze, and apply information presented in workplace graphics.
 3. Workplace documents: Evaluates the ability to read and comprehend work-related texts.
 - Benefits of WorkKeys for High School Students
 1. Career readiness: Helps students demonstrate their job readiness to potential Employers.
 2. Skill validation: Provides an objective measure of essential workplace skills.
 3. Job matching: Helps match students with suitable job roles based on their skills and Interests.
 4. Credentialing: The NCRC is recognized by many employers as a valuable credential that indicates a candidate's ability to perform well in the workplace.
4. Ask students to log into the following link: <https://uniontestprep.com/workkeys/practice-test#free-practice-questions>* (This link can be replaced with any WorkKeys practice test link.)
 5. Instruct students to click on the workplace documents practice tests
 6. Allow 30 minutes for students to complete as many questions as possible and familiarize themselves with the test.
 7. Go over the information, allowing students to know where and when to take the WorkKeys assessments.

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Instructions cont.

Taking WorkKeys

- Where: Administered at schools, job centers, and authorized testing centers.
 - When: Availability varies; students should check with their school or local testing center for dates and registration details.
 - Retesting: Students can retake the assessments to improve their scores and potentially achieve a higher-level NCRC.
8. Finalize the lesson by discussing with students the benefits of taking the WorkKeys assessments.
- Enhance employability.
 - Demonstrate readiness to enter the workforce.
 - Increase confidence levels.

Lesson 11.9

Exploring Tech and Trade School Options After High School Part I

Overview

This lesson provides students with detailed information about entering technical or trade schools. Students will learn about the programs available, the benefits and challenges of attending a technical or trade school, and the steps needed to pursue this pathway. The goal is to help students understand if this option aligns with their interests, strengths, and career goals.

Learning Objectives

- Understand the benefits and opportunities offered by technical and trade schools
- Learn about the different programs and careers available through tech/trade schools
- Identify the skills and qualifications needed for success in these programs
- Gain knowledge of the application process for tech/trade schools

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

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

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

B-SMS 1. Responsibility for self and actions

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

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

Suggested Grade Level 11

Time Required 30 minutes

Materials

- Handouts on various technical and trade school programs (like [this article](#)*)
- Computers or tablets for research
- Application checklist templates for tech/trade schools ([article](#)* for guidance)

**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. Start by writing the following on the board: “Tech and trade schools”
2. Ask students what comes to mind when they hear tech and trade school.
3. As students share their thoughts and confront any possible assumptions, for instance “a tech and trade school is for students who do not have a high enough GPA” or that “it’s a pathway students take if they do not want to work hard.”
4. Explain to students that tech and trade schools offer excellent opportunities for students considering alternatives to traditional four-year colleges to gain practical skills and enter the workforce quickly.
5. Go over the following information so that students can better understand the tech and trade schools.
 - What are tech and trade schools?
 - Focus: Specialized training in specific careers or trades.
 - Duration: Programs typically range from a few months to two years.
 - Outcome: Certificates, diplomas, or associate degrees.
 - Popular fields of study
 - Healthcare
 - Medical Assistant
 - Dental Hygienist
 - Licensed Practical Nurse (LPN)
 - Radiologic Technologist
 - Skilled trades
 - Electrician
 - Plumber
 - Welder
 - HVAC Technician
 - Information technology
 - Network Technician
 - Web Developer
 - Cybersecurity Specialist
 - Computer Support Specialist
 - Automotive and mechanical
 - Automotive Technician
 - Diesel Mechanic
 - Aviation Maintenance Technician
 - Creative and media arts
 - Graphic Designer
 - Audio Engineer
 - Film Production Technician
 - Cosmetology and personal services
 - Hair Stylist
 - Esthetician
 - Massage Therapist
6. Ask students to discuss with a partner which field of study best matches their career interests/skills. Encourage students to pull out their previous career assessment results and better align with one of the fields.

Lesson 11.10

Exploring Tech and Trade School Options After High School Part II

Overview

This lesson provides students with detailed information about entering technical or trade schools. Students will learn about the programs available, the benefits and challenges of attending a technical or trade school, and the steps needed to pursue this pathway. The goal is to help students understand if this option aligns with their interests, strengths, and career goals.

Learning Objectives

- Understand the benefits and opportunities offered by technical and trade schools
- Learn about the different programs and careers available through tech/trade schools
- Identify the skills and qualifications needed for success in these programs
- Gain knowledge of the application process for tech/trade schools

ASCA Standards & Competencies

M 4. Self-confidence in ability to succeed

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

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

B-SMS 1. Responsibility for self and actions

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

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

Suggested Grade Level 11

Time Required 30 minutes

Materials

- Handouts on various technical and trade school programs (like [this article](#)*)
- Computers or tablets for research
- Application checklist templates for tech and trade schools ([article](#)* for guidance)

**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. Discuss with students the benefits of tech and trade schools:
 - Shorter programs: Get career-ready faster, with most programs lasting six months to two years.
 - Hands-on training: Gain practical, hands-on experience that prepares you for the workforce.
 - High demand: Many trades and tech careers are in high demand, offering good job prospects.
 - Cost-effective: Generally lower tuition than four-year colleges and often higher starting salaries.
 - Flexible learning: Options for part-time, evening, or online classes to accommodate different schedules.
2. Ask students to get on their devices and find the right program for them by applying the following steps:
 - Research: Look for accredited schools and programs recognized by industry standards. Ask questions for help.
 - On the [U.S. Department of Education's College Scorecard](#)* compare tech and trade schools based on cost, graduation rates, and salary after graduation.
 - Search your local community colleges: They often offer tech and trade programs at affordable rates.
3. Ask students to share results from their research and offer feedback.
4. Conclude by reminding students that choosing tech and trade school options can lead to rewarding careers with strong job security and earning potential. By researching your options and understanding the benefits, you can find a path that aligns with your skills, interests, and career goals.

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