

SCOIR



Scoir Career Readiness Curriculum

6th 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 6.1

Understanding the Concept of Careers and Jobs

Overview

Students will explore the definitions of jobs and careers, understand the importance of career exploration, and begin to recognize the variety of careers available.

Learning Objectives

- Define the terms “jobs” and “careers”
- Recognize the different career clusters
- Explore a range of diverse careers across different industries and clusters

ASCA Standards & Competencies

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

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-1.h. Analyze data from lessons and activities to determine the impact on student outcomes

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

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Laptops, tablets, or Chromebooks with internet access
- Resources on various careers (Scoir Account)
- Video: [What is the difference between a job and a career?*](#)

**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

Classroom Work

1. Begin the lesson by asking students what “career” and “job” mean. Then, discuss their responses.
2. Explain the difference between a career and a job:
 - A career is a long-term pursuit involving progress through various stages of employment.
 - A job is a specific position within an organization or field.
3. Have students watch the following video: <https://youtu.be/sLPFqCiUVAQ?feature=shared>*
4. Ask students why finding career paths that align with their interests, skills, and values are important. Wait for students to answer, then introduce the following:
 - Motivation and productivity
 - Job satisfaction
 - Personal growth
 - Health and well-being
5. Project to the class examples of the different career clusters on Scoir accounts by going to **Discover > Careers > Career Clusters**.

Individual Work

6. Ask students to explore the different career clusters on Scoir and click on those that interest them the most. During this time, students should explore at least two career clusters and the various career options under each cluster.

Small Groups

8. Assign students to groups of four. Ask each group to take turns sharing the following:
 - Each student’s favorite career cluster. For example, the career cluster that I am most interested in is ‘Agriculture & Construction.’
 - Name at least three career choices under their favorite cluster. For example, three career choices under ‘Agriculture & Construction’ are Boilermakers, Civil Engineers, and Electricians.

Homework (Optional)

Ask students to interview a family member, neighbor, or friend about their career. They can inquire about duties of a particular job.

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Lesson 6.2

Exploring Various Professions and Industries

Overview

This lesson will introduce 6th grade students to various professions and industries, helping them explore different career paths. Students will also learn how to explore various professions using their Scoir accounts.

Learning Objectives

- Identify a variety of careers
- Develop a deeper recognition of the different career clusters
- Recognize the diverse range of career options
- Develop a deeper understanding of one career cluster

ASCA Standards & Competencies

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

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

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

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Laptops, tablets, or Chromebooks with internet access
- Resources on various careers (Scoir Account)
- Career exploration videos (Scoir Account)
- [Career exploration bingo cards](#)
- List of careers and definitions (Scoir Account)

Instructions

Classroom Work

1. Start with a brief discussion reviewing the various career clusters and options.
2. Show a few short videos (2-3 minutes each) that highlight careers in various industries, such as technology, healthcare, education, the arts, and public service.
 - In Scoir, go to **Discover > Careers**, click into a specific career, and select **Requirements**. Under **More Information**, scroll down to the **Occupational Outlook Handbook** and click the arrow to be taken outside of Scoir to a video overview.

Small Groups

3. Assign students in groups of two. After each video, ask students to consider whether they could see themselves in that type of career and why.
4. Instruct students to take turns sharing their thoughts in pairs of two.

Classroom Work

5. Hand out [blank bingo cards](#) to each student.
6. Ask students to fill out their bingo cards with career titles from the Finance cluster in Scoir based on career definitions they've already explored, totaling 24 career options.
7. Choose random careers from the Finance cluster and read the definition of the career.
8. When you call out the definition, have students mark the corresponding career square.
9. The first student/students who get 5 in a row wins.

Individual Work

10. Ask students to write a one-paragraph reflection about a career title under the cluster of 'Finance' that they did not know about before, but are now interested in.

Homework (Optional)

Encourage students to play the same bingo game with family members using a different career cluster than the one used in class.

Lesson 6.3

Career Vision Board

Overview

Students will create their own digital career vision board. Doing so helps students explore and clarify their interests and future aspirations in a fun, interactive, and creative way.

Learning Objectives

- Boost self-awareness and motivation
- Set foundations for making informed decisions regarding students' futures
- Begin goal setting that provides students with a sense of purpose
- Build communication skills

ASCA Standards & Competencies

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

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-1.h. Analyze data from lessons and activities to determine the impact on student outcomes

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

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- [Vision board Google slides](#)
- Resources on various careers (Scoil Account)
- Laptops, tablets, or Chromebooks with internet access

Instructions

Classroom Work

1. Ask students to [make a copy of their Vision Board Google slides](#).
2. Project a sample digital vision board to review the 5 slides and discuss what's required in each. Instructions are on the slides.
 - Slides 2 and 3 are for students to insert images from online that represent how they want their future to look like. A total of three images per slide.
 - On the same slides, students should add words, phrases, or quotes that describe or represent the images.

Individual Work

3. Ask students to complete their own digital career vision board slides.
 - Use Scoir as a resource to complete the job description information.
4. Have each student share slide 4, Career Choice 1, with the information assigned to it.
 - Education or training requirements
 - Average salary
 - Job task requirements

Small Groups

5. Break students into groups of four and ask them to take turns sharing slide 5, Career Choice 2, along with the information assigned to that job.

Homework (Optional)

Encourage students to present their career vision boards with a family member at home.

Lesson 6.4

Identify Personal Interests and Hobbies

Overview

Through assessments, interactive activities, and discussions, students will develop a better understanding of their interests and hobbies. Students will also start connecting their interests with different career paths.

Learning Objectives

- Students will increase self-awareness and motivation
- Students will develop critical thinking skills
- Students will build communication skills

ASCA Standards & Competencies

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

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-1.h. Analyze data from lessons and activities to determine the impact on student outcomes

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- [Career Cluster Interest Survey](#) *
- Resources on various careers (Scoil Account)
- Laptops, tablets, or Chromebooks with internet access

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



Instructions

Classroom Work

1. Project the Career Cluster Interest Survey and review with the class the 16 career clusters.
2. Discuss with students the connections between their interests and the different career pathways.
3. Explain to students the steps and instructions for completing the survey.

Individual Work

4. Allow the rest of the class time for students to complete their Interest Surveys.
5. Instruct students to raise their hands if they need help filling out the survey.

Lesson 6.5

Connecting Personal Interests with Career Pathways

Overview

Through assessments, interactive activities, and discussions, students will develop a better understanding of their interests and hobbies. They will also start connecting their interests with different career paths.

Learning Objectives

- Students will increase self-awareness and motivation
- Students will develop critical thinking skills
- Students will build communication skills

ASCA Standards & Competencies

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

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-1.h. Analyze data from lessons and activities to determine the impact on student outcomes

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

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- [Career Cluster Interest Survey*](#)
- Resources on various careers (Scoil Account)
- Laptops, tablets, or Chromebooks with internet access



Instructions

Individual Work

1. Ask students to pull out the surveys they completed during the last lesson.
2. Ask students to score themselves as instructed on the top of the survey.
3. Instruct students to raise their hands if they need help scoring their survey.
4. Ask students to enter their top three career clusters of interest at the bottom of the survey.

Classroom Work

5. Discuss with students the meaning of these results and how their interests matter when they explore different career pathways.
6. Ask the students whether or not their top career clusters matched what they thought their interests would be.
7. Normalize the idea that our interests may stay the same or change as we navigate life, and connect that with changes in career interests.

Small Groups

8. Break students into groups of four and ask them to take turns discussing their top three career interest clusters and whether or not these results matched what they thought their career interest would be.

Lesson 6.6

Identify Personal Strengths & Skills

Overview

Through assessments, interactive activities, and discussions, students will develop a better understanding of their strengths, skills, and abilities. They will also start connecting their interests with different career paths.

Learning Objectives

- Students will increase self-awareness and motivation
- Students will develop critical thinking skills
- Students will build communication skills

ASCA Standards & Competencies

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

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-1.h. Analyze data from lessons and activities to determine the impact on student outcomes

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

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- [Character Strengths-Based Survey](#)*
- Laptops, tablets, or Chromebooks with internet access

**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

Classroom Work

1. Discuss with the class the value of recognizing our strengths. Give students the chance to respond, then add the following points:
 - Self-awareness
 - Improve personal and professional relationships
 - Increase motivation
 - Enhance well-being
2. Discuss with students the connections between their character strengths and career success.
3. Explain to students the steps and instructions for completing the survey.
 - “Think about who you are as a person. Indicate whether each strength is mostly like you, sometimes like you, or not often like you. Realize that people have different strengths and that you can choose to build new strengths throughout your life.”

Individual Work

4. Ask students to complete the survey: <https://www.embracecivility.org/wp-content/uploadsnew/Character-Strengths-Inventory.pdf>*
5. Instruct students to raise their hands if they need help filling out the survey.

Small Groups

6. Break students into groups of four and ask them to take turns discussing their five most important strengths.

Homework (Optional)

Encourage students to write a paragraph describing the strengths they would most like to develop and why.

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Lesson 6.7

Exploring Different Roles & Responsibilities

Overview

Students will advance their research skills and better understand the different roles and responsibilities associated with their career of interest.

Learning Objectives

- Students will deepen their understanding of the different career pathways
- Students will learn about daily tasks and responsibilities
- Students will improve their research skills

ASCA Standards & Competencies

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

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-1.h. Analyze data from lessons and activities to determine the impact on student outcomes

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

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- [Career Cluster Interest Survey*](#)
- Resources on various careers (Scoir Account)
- Laptops, tablets, or Chromebooks with internet access

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Instructions

Classroom Work

1. Full class discussion: Remind students that every job or career path requires a set of roles and responsibilities.
2. Share an example with a video that describes the roles and responsibilities of a job of choice.
 - Such as: <https://www.youtube.com/watch?v=ip40qRkiZpk>*
3. Instruct students to review their top three career clusters from lesson 6.5.
4. Ask them to pick one career cluster they want to learn more about.

Individual Work

5. Ask students to log into their Scoir accounts and pick one career from their career cluster of choice, then research the following:
 - 3-5 skills required
 - 3-5 abilities
 - 3-5 job tasks

Small Groups

6. Upon completing the above research, put students in groups of three and ask them to take turns sharing the results of the research they did using their Scoir accounts.

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Lesson 6.8

Understanding the Connection Between Education & Future Careers

Overview

This lesson aims to help students recognize the link between education and future career opportunities. By exploring various educational pathways and their alignment with potential careers, students will gain insights into the importance of academic achievement in realizing their professional goals.

Learning Objectives

- Understand the significance of education in shaping future career paths
- Explore different educational pathways and their relevance to specific careers
- Reflect on personal academic goals in relation to future career aspirations

ASCA Standards & Competencies

B-SS.2.f. Help students understand the importance of post-secondary education for career pathways

B-SS.2.g. Assist students and families in navigating post-secondary awareness, exploration, and admissions processes

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- Career research tools (Scoil Account)
- Internet access

Instructions

Classroom Work

1. Initiate a discussion on the connection between education and future careers. Emphasize how academic achievement influences career opportunities.
2. Introduce the various educational routes and their alignment with different careers.
 - Colleges/universities
 - Vocational training
 - Apprenticeships
3. Instruct students to choose one career of interest and research the educational requirements for that profession. They can research this in Scoir.
4. Encourage students to explore alternative educational pathways (e.g., technical certifications and online courses) in addition to traditional college degrees.

Small Groups

5. Divide students into small groups and facilitate discussions on their chosen careers and corresponding educational pathways.
6. Encourage students to share their findings and insights with their group members.
7. Guide discussions on the advantages and disadvantages of different educational routes in achieving career goals.

By guiding students through this exploration of educational pathways and career connections, educators can empower them to make informed decisions about their academic journey while inspiring them to pursue their career aspirations with purpose and determination.

Lesson 6.9

Setting Academic Goals

Overview

This lesson focuses on setting clear and reachable academic goals to enhance students' academic achievement and success. By understanding the significance of goal setting, students will be equipped with valuable skills to take control of their learning journey and strive for excellence.

Learning Objectives

- Understand the importance of setting academic goals
- Learn strategies for setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) academic goals
- Develop personalized academic goals aligned with their aspirations and strengths

ASCA Standards & Competencies

B-LS.1.a. Demonstrate critical-thinking skills to make informed decisions

B-LS.3.a. Plan to achieve short and long-term academic, career, and social/emotional goals

B-SS.5.b. Use time-management, organizational, and study skills

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Projector and screen, or interactive whiteboard
- [Goal Setting Worksheet](#)*
- Academic planner or notebook
- Markers or colored pencils

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Instructions

Classroom Work

1. Begin by discussing the importance of setting academic goals. Highlight how goals provide direction, motivation, and focus for academic success.
2. Introduce the concept of SMART goals, explaining each component (Specific, Measurable, Achievable, Relevant, Time-bound) using examples related to students' academic endeavors.
3. Engage students in a brainstorming session to identify potential academic goals they wish to achieve.

Individual Work

4. Distribute Goal Setting Worksheets to students.
5. Instruct students to reflect on their academic strengths, areas for improvement, and future aspirations.
6. Based on their reflections, guide students in setting at least three SMART academic goals.

Small Groups

7. Organize students into small groups to share and discuss their academic goals.
8. Encourage students to provide feedback and support to their peers in refining their goals to make them more specific and achievable.
9. Facilitate discussions on strategies for overcoming obstacles and staying motivated to achieve their goals.

Lesson 6.10

Mapping My Path to Success

Overview

This lesson focuses on guiding students in mapping out their career trajectories starting in middle school. Students will develop a clear timeline to achieve their career goals by understanding the importance of early planning and setting milestones. Through this activity, students will gain a sense of direction and purpose in their academic and personal development.

Learning Objectives

- Develop a timeline outlining the steps needed to achieve their career goals, starting from middle school through post-secondary plans
- Learn how to create a career vision board to visualize and manifest career aspirations
- Identify actionable steps to achieve career goals and map out a path to success

ASCA Standards & Competencies

B-LS.3.b. Consider multiple pathways to achieve long- and short-term goals

B-SS.2.e. Evaluate the potential influence of peer pressure on personal decision-making

B-SS.5.c. Demonstrate perseverance to achieve long- and short-term goals

B-SS.2.g. Assist students and families in navigating post-secondary awareness, exploration, admissions, and financial aid processes

B-SS.5.b. Use time-management, organizational, and study skills

Suggested Grade Level 6

Time Required 30 minutes

Materials

- Poster boards or large paper
- Markers, colored pencils, or pens
- Resources on post-secondary options (brochures, pamphlets, websites, and Scoir)

Instructions

1. Instruct students to reflect on their career aspirations and review the educational and experiential milestones necessary to achieve them.
 - Review lessons 6.5-6.8.
2. Provide poster boards or large paper to students.
3. Guide students in creating their career timelines, mapping out important milestones and achievements from middle school to their desired careers.
4. Encourage students to use markers, colored pencils, or pens to illustrate their timelines creatively and make them visually appealing.
5. Allow students time to reflect on their completed career timelines and the steps they have identified to achieve their goals.
6. Invite students to share their timelines with the class, explaining their career aspirations and the significance of each milestone.
7. Facilitate a discussion on the importance of perseverance, adaptability, and seeking support from resources and mentors.

Counselor's Lessons Assessment

- Assess student understanding through their participation in class discussions, completion of career exploration worksheets, and engagement in small group activities.
- Evaluate the depth of reflection demonstrated by each student regarding the connection between education and future careers.

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