



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title	Cover Letter (ELA-5)		
Subject	English 3	Grade Level(s)	11

SC Content Standard – Writing Goal. The student will write for different audiences and purposes. W2. The student will write for a variety of purposes.

E2-W2.3. Demonstrate the ability to use writing to persuade, analyze, and transact business.

National Career Development Guidelines Goal/Indicator

Career Management GOAL CM3. Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.

Indicator CM4.A2. Demonstrate the following job seeking skills: the ability to write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.

Career Development Objectives

1. Students will be able to write a cover letter for a job of interest to them.

Assessment

1. Students will write a properly formatted cover letter for a job of interest to them. The cover letter will include at least two reasons why the student is qualified for the position.

Preparation

- Prior Learning— Writing business letters, introduction to *Skills for a Lifetime*, student identification of an occupation of interest (preferably through an interest inventory) and some research on that occupation, student identification of own skills, resume writing.
- Handouts/Worksheets— *Skills for a Lifetime and Cover Letter* handouts
- Resources/Materials—writing materials, student's resume, resume and cover letter writing resource books, Internet resources such as CareerMag at

www.careermag.com (mega site for career information with many links to other career sites), classified ads

- Time Required—20 minutes to introduce the activity, 25 minutes for students to begin writing the cover letter in class, homework to finish the letter, 20 minutes for follow-up discussion

Procedures

Part One (45 minutes)

- This activity expands student awareness of identifying and documenting skills when applying for a job.
- Open discussion with students sharing occupations of interest and their resumes.
- Introduce the purpose of the Cover Letter. Use the *Cover Letter* handout to review its basic components.
- Tell students they are to write a cover letter for a job they select from the classified ads or a hypothetical job they would like to have in the future.
- Review the *Skills for a Lifetime* handout and remind students they already have many of those skills. Which of the employability skills are most important to the job for which they are applying? How can they include mention of those skills in the cover letter?
- Discuss any questions the students have about the cover letter and then have them begin their writing. They are to finish writing the cover letter for homework.

Part Two—Career Development Connections (45 minutes)

- Have students share what they learned through writing the cover letter.
- What skills did they include? What experience did they include?
- Optional: Include the cover letter as an artifact in the student's career portfolio.
- Optional: Have students further explore occupations through the Internet. See sample career information websites handout.

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

Competency 2.5. Apply job readiness skills to seek employment opportunities.

Key Employability Skills

Communication Skills—Writing

Creative Thinking—Generates new ideas

Information—Obtains, evaluates, organizes, interprets, and communicates information

Business Letter Format for Cover Letter

Your Name
Street Address
City, State ZIP Code

Today's Date

Name of Recipient
Street Address
City, State ZIP Code

Dear _____:

First paragraph introduces your purpose for writing and explains your interest in the job.

Second (and possible third) paragraph lists the key skills and qualifications you have for the job. Reference some of the information from your resume.

Last paragraph sums up what you have said above, states that you very interested in the job, and would welcome a job interview. Indicate that your resume is enclosed.

Sincerely yours,

Sign your name here

Type your name here
Attachment: (Your name) Resume.

Internet Sites for Career Information

Search Engines: Yahoo (<http://www.yahoo.com>) Google (<http://google.com>)

Enter keywords for a career field or other career information.

Career Information Websites (A Sampler) - Check with your teacher and school counselor for other resources at your high school

Occupational Outlook Handbook
(published by U.S. Dept. of Labor)

<http://www.bls.gov/oco>
Information about hundreds of occupations

America's Career InfoNet

<http://www.acinet.org>
Information on hundreds of occupations and the requirements for entry

O*NET Online

<http://online.onetcenter.org>
Includes information about 950 occupations including information on skills, abilities, work activities, and interests

Career Voyages

www.careervoyages.gov
Provides information on high growth, high demand occupations along with the skills and education needed for them

CareerMag

www.careermag.com
Mega site for career information with many links to other career sites

► SKILLS FOR A LIFETIME ◀

Foundation Skills—Basic Academics	
Reading	Understands written materials
Writing	Communicates thoughts, ideas, and information through writing
Arithmetic / Mathematics	Performs basic computations and chooses appropriate mathematical techniques to solve problems
Listening	Interprets and responds to verbal messages and cues
Speaking	Organizes ideas and communicates orally
Foundation Skills—Thinking Skills	
Creative Thinking	Generates new ideas, tries new things
Problem Solving	Defines, understands, and solves a problem
Decision Making	Specifies a goal, gathers information, identifies alternatives, considers risks, chooses best alternative
Seeing Things in the Mind's Eye	Creates a mental picture from information
Knowing How to Learn	Asks questions, uses resources, researches information
Reasoning	Understands the relationship between things and uses that knowledge to solve a problem
Foundation Skills—Personal Qualities	
Responsibility	Completes tasks on time, has materials ready, is dependable
Self-Esteem	Believes in self, has positive view of self
Sociability	Meets new people, is friendly, is polite
Self Management	Sets priorities and goals, controls behavior and attitude
Integrity/ Honesty	Makes ethical choices
Workplace Know—How Skills	
Managing Resources	Managing time, money, materials, and being organized
Interpersonal-Teamwork	Contributes to group effort, cooperates
Interpersonal-Teaches Others	Helps others to learn new skills
Interpersonal-Serves Customers	Works to satisfy customers
Interpersonal-Leadership	Persuades and convinces others, plans to achieve goals
Interpersonal-Negotiates	Works towards agreements with others
Interpersonal-Diversity	Works well with others different than self, sees other's point of view
Information	Obtains, evaluates, organizes, interprets, and communicates information
Technology	Using computers and other technology to process and convey information
Understanding Systems	Knowing how social, organizational, and technology systems work

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