



## South Carolina Academic/Career Development Integration Activity (DRAFT)

**Title** Skills Showcase (ELA-3)  
**Subject** English/Language Arts

**Grade Level(s)** 6-8

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

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

### **National Career Development Guidelines Goal/Indicator**

Personal Social Development GOAL PS1. Develop understanding of yourself to build and maintain a positive self-concept.

Indicator PS1.K2. Identify your abilities, strengths, skills, and talents.

Indicator PS1. K3. Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

### **Career Development Objectives**

1. Students will identify several strengths and positive personal qualities.
2. Students will give examples of how they demonstrated one of their skills or positive personal qualities.

### **Assessment**

1. Students will write a multiple paragraph, persuasive composition designed to convince a perspective employer that they have a particular skill or positive personal quality.

### **Preparation**

- Prior Learning—Writing process instruction
- Handouts/Worksheets—*Skills for a Lifetime* handout
- Resources/Materials—writing materials
- Time Required—30 to introduce the activity, 30 minutes for students to share their compositions, and home assignment (write composition)

## **Procedures**

### **Part One (30 minutes)**

- This activity expands students' awareness of a variety of skills they now have. They will write a persuasive essay that documents a particular skill or positive personal quality.
- Open discussion with how each of us is unique and has special abilities, skills, and qualities. Point out that these qualities are what make us successful in our personal lives and relationships with others and are key to getting a job.
- Brainstorm some qualities or skills that an employer might look for in a perspective employee.
- Discuss the elements of a persuasive composition. How would students convince a potential employer that they would be a good worker?

### **Part Two—Career Development Connections (30 minutes plus home assignment)**

- Use the *Skills for a Lifetime* handout to introduce students to skills and qualities employers look for in all workers.
- Have students select at one specific success skill or personal quality they now possess.
- Have students write a multiple paragraph, persuasive composition designed to convince a perspective employer that they have a particular skill or positive personal quality.

## **Crosswalks**

### **SC Career Guidance Standard/Competency**

Learning to Work Standard 1. Students will understand the relationship among personal qualities, education, training and the world of work.

Competency 1.4. Explain the relationship between personal qualities, school success, life style and career choices.

### **Key Employability Skills**

Communication Skills—Writing

Creative Thinking—Generates new ideas

Self-Esteem—Believes in own self-worth and maintains a positive view of self

\* Adapted from *Career Development Tool Kit Grades 6-8*, Linda Kobylarz & Associates, 2000. Used with permission.