



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title Write to the Source (ELA-1)
Subject English/Language Arts

Grade Level(s) 6-8

SC Content Standard – Writing Goal. The student will write for different audiences and purposes. W1 The student will apply a **process approach** to writing.

8-W1.6.2 Demonstrate the ability to write business letters.

National Career Development Guidelines Goal/Indicator

Career Management GOAL CM3. Use accurate, current, and unbiased career information during career planning and management.

Indicator CM3.A2. Demonstrate the ability to use different types of resources (i.e., occupational, educational, economic, and employment) to support career planning.

Objectives

1. Students will write a business letter to obtain occupational information.
2. Students will increase awareness of occupations of interest to classmates.

Assessment

1. Students will write a business letter and address an envelope, using correct format, to a professional association (e.g., American Chiropractic Association) to obtain information, brochures, etc. about a specific occupation of interest to them.
2. Students will bring any materials they receive from the association to class for display on a bulletin board.
3. Students will briefly describe what they learned about the occupation.

Preparation

- Prior Learning—Business letter writing instruction, optional: career interest inventory
- Handouts/Worksheets—N/A
- Resources/Materials—*Occupational Outlook Handbook* either print or online version (<http://www.bls.gov/oco/>) career information books, paper, stamps, envelopes, (Optional: SCOIS, O*Net (www.onetcenter.org) or other career information system, career interest inventory results)
- Time Required—30 minutes to introduce activity and resources to obtain addresses for associations, home assignment (write business letter), 20 minutes for students to share their occupations of interest

Procedures

Part One (30 minutes plus home assignment)

- After a unit on business letters, have students write a business letter requesting information about an occupation of interest. Ideally students will have taken a career interest inventory and will have given some thought to occupations of interest to them.
- Review several resources where students can get addresses of associations related to occupations (e.g., *Occupational Outlook Handbook*, *SCOIS*, *O*Net*, career books in the media center).
- Ask students to bring any brochures or information they receive to class. Create a bulletin board or other display using the occupational brochures.

Career Development Connections (20 minutes)

- Engage students in a discussion of their experience. Have students briefly relate to the class the information about occupations they received.
 - Were there some occupations that several students chose to explore?
 - Were some occupations favorites of girls? Did the boys have some favorites? What might that mean for future career choices? Introduce the concept of traditional and nontraditional occupations (i.e., a nontraditional occupation for girls is one in which only 25% of the workers are female, a nontraditional occupation for boys is one in which only 25% of the workers are male).
- Encourage students not to limit their career choices based on occupational stereotypes.
- Suggest to students that they might use *SCOIS*, *O*Net*, or visit the library to further explore occupations.

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 1.5. Identify a variety of traditional and nontraditional occupations.

Key Employability Skills (SCANS)

Communication Skills—Writing

Information—Acquires, evaluates, interprets, and communicates information

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