

Integrated Learning Map

Lesson Plan

Career Cluster:

Career Writing

Title:

Cover Letters

What **Academic Skills** will the student know and be able to do?

Standard(s):

To write professionally to a prospective employer.

What **Work Readiness Skills** and **Social Capital Skills** will the student practice?

Be able to produce a cover letter, know the difference between proper use of language and slang and when it's appropriate to use each. Typing skills.

Learning Tasks

Academic

Work Readiness

Learning Target:

I can Write a cover letter

Learning Steps:

1. Learn the purpose of a cover letter
2. Recognize weak and strong cover letters
3. Edit a weak cover letter
4. Write a cover letter

Methodology:

Class discussion, cover letter template

Resources:

Computer Lab, handouts of cover letters and template

Learning Tasks

Academic

Work Readiness

Learning Target:

I can Present myself professionally on paper

Learning Steps:

1. Know the difference between proper use of language and slang.
2. Complete all steps in completing an accurate cover letter.

Methodology:

Compare/contrast

Resources:

Cover Letters, computer lab

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Submit a professional cover letter

Submit a professional cover letter

Next Steps:

Expanded Integrated Learning Map Lesson Plan

Lesson Description

Unit Name (Title)

Lesson Title and Lesson #

CCR (College and Career Readiness) Standards (include full wording):

| | |
|----------------|----------------------|
| CCR (Reading) | Anchor 1, 2, 4, 5, 6 |
| CCR (Language) | Anchor 1, 2, 3, 6 |

Learning Targets (Goals and Objectives)

Academic Target(s): Career Writing, Cover Letter Writing

Work Readiness Target(s): Professional presentation through writing

Materials and Tools (Resources)

Learning Tasks (Procedures)

Activities and DOK (Depth of Knowledge)

Begin with Motivation/Anticipatory Set

(get students thinking about the lesson, can be circle, quick write, realia, etc.)

End with Reflection

(allow student to reflect on what they learned, can be circle, quick write, journal, or have students suggest future spin-off topics for lessons)

| Time | Procedure | DOK |
|----------------|--|--------------------------------------|
| 1 class period | Using the "Why do you need a cover letter?" handout and go over with the class. Encourage the use of note taking skills highlighted in Lesson 1 (highlighting, making notes on the paper, etc) | |
| 1 class period | Chair or Café discussion about slang and texting language. Here are some samples: | Assess Develop a logical argument |
| | "What are common slang words that you use with your friends and family?" | Formulate |
| | "What are common ways you abbreviate words in texting?" | |
| | "Do you change the way you talk when addressing instructors, co-workers, your boss?" | Differentiate |
| | Have the reporter summarize and share the group discussion. | |
| 1 class period | Begin the compare/contrast of attached cover letters. Copy and/or display on overhead screen, reading together in class. As they read, have them highlight what they thought was professional and important, and underline what was inappropriate, misspelled, had slang, etc. | Compare |
| | There are 4 letters to review. They need to review these as an EMPLOYER. Would they hire this individual based on what they are reading? Why or why not? | Critique Prove |
| | This could also be a great way to use circles or cafés again if you so choose and have them present. | Draw conclusions |
| 1 class | Class Edit the "Groomer Sally" cover letter and it is marked "Class Edit." If | Revise |

| | | |
|------------------|---|---|
| Period | time permits, have them type the corrected version. | |
| 1 – 2 Classes | Using the job search from Lesson 1 or doing a google search (form provided at the end of the lesson), have students write a cover letter for their selected job and prospective employer. | Design, Construct, Revise, Prove |
| | Give time to type, peer review, and make corrections. I recommend instructor feedback, as well. | |
| | | |

Transitions: The above time frames are just approximations. Depending on the class, the amount of discussion, this could take a full two weeks or more.

Demonstration of Mastery: *Use the template to determine mastery. Are all the components included in the student's cover letter?*

Trouble shooting: If time and access to computers is limited, cut the 4 letters down to two and use the strong and weak letters to compare/contrast/

Reflection for Instructor: *(What went well? What could I change? Would I do this lesson again?)*

Cover Letter Template

Today's Date (Month Day Year)

Sender's Name

Sender's Address

Company Name

Company Address

Greeting:

Paragraph 1: Introduce yourself and why you are writing

Paragraph 2: Provide a brief summary of the skills that make you qualified for the position

Paragraph 3: Provide a way for the company to contact you and bring closure to the letter

Closing,

Name