

Lesson Plan

Name: Corsandra Williams	Unit: Preparing Productive Citizens	Date: 06/29/10	Grade Level 10-12		
Objectives	Procedure	Materials	Evaluation		
<p>E1. The students will produce writing which reflects increasing proficiency through planning, writing, revising, and editing and which is specific to audience and purpose.</p> <p>2. After reviewing the features of a business letter, the students will use information from the distribution sheet to compose a business letter.</p> <p>Cognitive Domain</p>	<p style="text-align: center;">Essential Questions:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">What is the purpose of a business letter?</td> <td style="width: 50%; padding: 5px;">In what ways does a career profile help manage career options?</td> </tr> </table> <p>Anticipatory Set:</p> <ol style="list-style-type: none"> 1) Review the unit theme, <i>Preparing Productive Citizens</i>. 2) Facilitate a discussion about student interests, hobbies, talents, etc. 3) Generate questions about careers that are of interest to students or occupations that family members have. <p>Introduction:</p> <ol style="list-style-type: none"> 1) Review Choices Planner website. 2) Instruct students to access Choices Planner website. 3) Generate and print a list of careers with a background in education for students to consider. 4) Distribute the list to the class. <p>Model:</p> <p><i>The teacher will:</i></p> <ol style="list-style-type: none"> 1) Choose two careers, one that appeals to personal interest and one that does not. 2) Distribute and discuss a completed information sheet on both careers. 3) Orally compare and contrast the careers with the class. 4) Review the features of a business letter. 5) Instruct the students to choose one career that appeals to them. 6) Assign one career to the students that does not appeal to them. 7) Instruct the students to access Choices Planner to assemble a career profile of the two assigned careers. 8) Distribute information sheets to use to record data about the careers. 9) Pair inclusion student(s) with peer tutors. 10) Monitor and assist the students as needed. 11) Instruct students to edit and revise classmates' letters. (revisions must 	What is the purpose of a business letter?	In what ways does a career profile help manage career options?	<p>Computer, information sheets, career profiles</p>	<p>Teacher observation, student oral response, rubric for business letter</p>
What is the purpose of a business letter?	In what ways does a career profile help manage career options?				

be accompanied with a justification statement(s))

Independent Practice:

The students will:

- 1) Participate in a unit review.
- 2) Take notes as the teacher reviews the features of a business letter.
- 3) Review the Choices Planner website.
- 4) Use Choices Planner to assemble two career profiles.
- 5) Use information sheets to record data about careers.
- 6) Orally compare and contrast the two careers.
- 7) Use the facts on the information sheet to compose a business letter on the computer.
- 8) Use the business letter to explain features of the careers and show the comparisons they have drawn.
- 9) Edit and revise classmates' letters. (revisions must be accompanied with a justification statement(s))

Closure:

Review the lesson through discussion and answering the essential questions.

Remediation:

Peer tutors will be assigned and will assist the students with completing reteach worksheet, "How to compose a business letter".

Enrichment:

Write an advertisement for employers using the information sheet to solicit employees for jobs.

Or

Write a persuasive letter using the information in the career profile sheet explaining to a prospective employer why "you" should be hired for the job.