



LESSON PLAN

Resumes Part 1-

Writing A Resume

## Lesson Summary

In this 2-day lesson, students will organize information about themselves that pertains to a resume, generate a high school level resume, and have it peer reviewed. Using CareerVillage, students will then ask professionals questions regarding what types of skills or experiences may be helpful when applying for a position of the students' choosing.

*Total Time: (+/- 120 min)*

***\*Lesson can be lengthened or shortened depending on student level***

## Materials

- Screen (to project on)
- Projector
- Document Camera
- Writing A Resume Student Notes
- Example Resumes #1-3
- Resume Rubric
- Computers (for students to use in class)

## Learning Objectives

Students will be able to:

1. Identify experiences, awards, skills, and references that are appropriate for a resume.
2. Create a resume that may help them gain employment as a high school or college age student.
3. Identify skills or experiences they may need to acquire in order to be prepared for the position or career of their choosing.

## Advanced Preparation

1. Copy **Writing A Resume Student Notes** (1 per student).
2. Copy **Example Resumes #1-3** (2 per student).
3. Copy **Resume Rubric** (1 per student).
4. Decide **how students will submit their digital work** (print out at home, email Google, classroom, etc.)

## Background Knowledge

Instructor should have:

1. Read **Educator First Steps** (found in the Resources tab of the lesson) to sign up and create a Cohort/Cohorts.
2. Presented the **What is CareerVillage?** PowerPoint (found in the Resources tab of the lesson) to students to provide a basic understanding of how CareerVillage.org can assist students. (20 minutes)
3. Provided time/assigned students to create their own accounts on CareerVillage.org.

## Assessment

### Formative Assessment

The student created resume will be reviewed by a peer in class during the second day of instruction, as well as collected and scored by the instructor at the end of the second day of instruction.

## Summative Assessment

### Common Core Standards

<p>Grades 8</p>	<p>CCSS.ELA-LITERACY.W.8.1 (A, B, C, D) Write arguments to support claims with clear reasons and relevant evidence. CCSS.ELA-LITERACY.W.8.1.D Establish and maintain a formal style. CCSS.ELA-LITERACY.W.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed</p>
<p>Grades 9-10</p>	<p>CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. CCSS.ELA-LITERACY.W.9-10.5 Develop &amp; strengthen writing as needed by planning, revising, editing...</p>
<p>Grades 11-12</p>	<p>CCSS.ELA-LITERACY.W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CCSS.ELA-LITERACY.SL.11-12.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.SL.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CCSS.ELA-LITERACY.SL.11-12.5 Develop &amp; strengthen writing as needed by...</p>
<p>ASCA National Standards (American School Counselor Association)</p>	
<p>C:A2.6 Learn how to write a resume C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice C:B1.5 Use research and information resources to obtain career information.</p>	

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals  
C:C2.1 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, and educational and career goals

### ASCA Mindset & Behaviors Standards

B-LS 3. Use time-management, organizational and study skills.  
B-SS 1 Use effective oral and written communication skills and listening skills.

## Day 1: Example Resumes

Time	Detailed Lesson Plan
10 mins	<ol style="list-style-type: none"> <li>1. Pass out <b>Writing A Resume Student Notes</b>.</li> <li>2. Let students know that today they will be learning how to write a resume. Ask students what they know about resumes. What is the function of a resume? What types of information should be on a resume? Note responses on the board. Feel free to add anything unmentioned or correct any misconceptions.</li> <li>3. Have a student volunteer read the introduction paragraph on <b>Writing A Resume Student Notes</b>.</li> </ol>
25-30 mins	<ol style="list-style-type: none"> <li>4. Let students know they will have the next 20 minutes to complete "Part 1: Identify important information about yourself". Before having students begin, point out the major sections of information and provide examples for ones that may be less familiar for some students (<i>Example job titles, descriptions of that job, skills</i>). Give students a 5-minute warning before their time is up.</li> </ol>
10 mins	<ol style="list-style-type: none"> <li>5. Have a student volunteer read "Part 2: Review example resumes". Pass out <b>Example Resumes #1-3</b> to each pair of students for them to look over. Let students know that they may look at online sample AFTER they have looked over the paper one if time permits. Note that many they will find online may not pertain to middle school/high school age students.</li> </ol>
10-15 mins	<ol style="list-style-type: none"> <li>6. Have a student volunteer read "Part 3: Write your resume". Make sure to specify what word processing program you want students to use to make collection (if being done digitally) easier. Depending on the length of your period, have students begin working on their resume, circulating around the room to assist students in getting started.</li> </ol>
1 min	<ol style="list-style-type: none"> <li>7. Let students know they will continue working on their resume tomorrow. Clean up. <b>Optional Homework:</b> Continue working on resume for homework</li> </ol>

## Day 2: Writing a Resume

Time	Detailed Lesson Plan
2 mins	<ol style="list-style-type: none"> <li>1. Ask students to get out their <b>Writing A Resume Student Notes</b>.</li> <li>2. Let students know that today they will be continuing to write their resumes today, peer reviewing their resumes, then asking a follow up question using CareerVillage to help them understand what experiences or skills they may need when applying for a job they may be interested in for the future.</li> </ol>
30-35 min	<ol style="list-style-type: none"> <li>3. Tell students how much time they have and that you will keep them updated as they work. If they do not finish their resume prior to the peer review time, let them know they will be finishing it for homework. Remind them that this is their first draft of their resume to aesthetics can continue to be added after today. Another resource for what will be expected on their resume will be the <b>Resume Rubric</b> you will be passing out as they work. They will be using this to peer edit a partners work in 30-35 minutes.</li> <li>4. Resume work time. Pass out the <b>Resume Rubric</b>. Circulate around the room to assist students in getting started.</li> </ol>
10-15 min	<ol style="list-style-type: none"> <li>5. Have a student volunteer read "Part 4: Peer edit your resume". Have students exchange computers with an elbow partner and use the <b>Resume Rubric</b> to peer edit their partners work. Have students complete this process even if they are not totally finished with their resume. Circulate around the room to clarify any misconceptions.</li> </ol> <p>Class Discussion</p> <ol style="list-style-type: none"> <li>6. After having written their own resume and reviewed a partners, ask students for examples of they thought made resumes better or worse. Ex. having all the dates aligned made things look organized and neat</li> </ol>
10-15 Min	<ol style="list-style-type: none"> <li>7. Have a student volunteer read "Part 5: Using CareerVillage to prepare for future careers". Have students go to CareerVillage.org and use the question frame to ask about what types of experiences or skills they will need to acquire for a job they would like in the future. Let students know they should receive a response in the next 48 business hours from a professional within that field. *For follow up – instructors can base a warm up/class discussion asking students about the responses they received at least 2 class meetings later to allow for students to receive their responses.</li> </ol>

1 min

8. **Homework:** Depending on how you have students submit assignments, have them submit before tomorrow's class period by:

**A)** Have students submit their COMPLETED resume to you digitally (using Google classroom, email, etc.)

**B)** Have students submit their COMPLETED resume to you in paper copy