



LESSON PLAN

# Resume Writing Part

2

## Lesson Summary

In this 2-day lesson, students will customize their resume for a specific job posting, then analyze how successful their resume would be based on their current experiences and skills. Students will do this by finding a job posting that interests them, asking professionals in that field for information as to what a good resume for that position might look like, customize their resume, then evaluate it as compared to the job posting.

**Day 1 & Day 2 for this lesson would be best separated by a day in between to let professionals using CareerVillage respond to student questions.**

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

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

## Materials

- Screen (to project on)
- Projector
- Document Camera
- Customizing A Resume Student Notes
- Computers (for students to use in class)

## Learning Objectives

Students will be able to:

1. Use basic job search sites to find jobs of interest
2. Utilize online resources to further their college and career planning
3. Customize their resume to a job posting
4. Evaluate if their resume displays the qualifications required for a job posting

## Advanced Preparation

1. Copy *Customizing A Resume Student Notes* (1 per student)
2. 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 plan) to sign up and create a Cohort/Cohorts.
2. Presented the *What is CareerVillage?* PowerPoint (found in the Resources tab of the lesson plan) 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

Instructors can check in with students on a one-on-one basis or by collecting the packet after day 1, making sure to give materials back prior to day 2.

### Summative Assessment

Instructors can collect and read through “Part 4: Evaluate - Does your resume have what it takes?” of the packet to check for student understanding. Teachers can compare this to the customized resume and job posting to see reasons and evidence made in the students’ analysis.

# 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.8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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.9-10.4 Produce clear and coherent writing in which...is appropriate to task, purpose, and audience.</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...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.W.11-12.4 Produce clear and coherent writing in which...</p>

## ASCA National Standards (American School Counselor Association)

- C:A2.6 Learn how to write a resume
- C:B1.5 Use research and information resources to obtain career information
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:C2.2 Assess and modify their educational plan to support career

## ASCA Mindset & Behaviors Standards

- B-LS 7 Identify long- and short-term academic, career and social/emotional goals
- B-LS 3. Use time-management, organizational and study skills



## Day 1: Customizing a Resume for a Specific Position

Time	Detailed Lesson Plan
4 mins	<ol style="list-style-type: none"> <li>1) Pass out the <b>Customizing A Resume Student Notes</b>.</li> <li>2) Read the introduction paragraph aloud to students emphasizing the major tasks they will be completing in this 2-day lesson.</li> </ol>
35 mins (30 for work time)	<ol style="list-style-type: none"> <li>3) Ask a student volunteer to read Part 1 on their <b>Customizing A Resume Student Notes</b>.</li> <li>4) Read or ask a student volunteer to read a few of the descriptions of various web resources that students can use to find job postings online for this activity. <i>Be sure to point out to students that some resources work best for high school level jobs, so for college level, and many for both.</i></li> <li>5) Let students know that they will have 30 minutes to decide on 1 job posting they are interested in customizing their resume to and filling out the job information at the bottom of page 1 (finish page 1). Remind them that they are looking for jobs that they could get in high school or college, not after college.</li> </ol>
20 mins	<ol style="list-style-type: none"> <li>6) Do a quick whip around calling on students to say what the job title is that they chose when you call their name (1 min)</li> <li>7) Ask a student to read Part 2 on their <b>Customizing A Resume Student Notes</b> including the example questions.</li> <li>8) Let students know that:               <ol style="list-style-type: none"> <li>9) Part 2 will be their final task for the period</li> <li>10) that most of their questions will be answered by the time they begin Day 2 (suggested to complete at least 48 hours after Day 1 so professionals can respond to questions)</li> <li>11) that they have the remainder of the period to not only ask their questions on CareerVillage but also write them down on their <b>Student Notes</b>.</li> </ol> </li> <li>12) Remind them to take their time in writing their questions to make sure they write thoughtful, well written questions that will get them answers that will help them in the future.</li> </ol>
1 mins	<ol style="list-style-type: none"> <li>13) Clean Up</li> </ol>

## Day 2: Customize a Resume for a Specific Position

Time	Detailed Lesson Plan
2 min	1. Ask students to get out their <b>Customizing A Resume Student Notes</b> . Let them know that today they will be customizing their resumes to the job postings they chose on Day 1, then defending them.
30 min (25 for work time)	<p>2) Read Part 3 to students. Emphasize the new information they are given about focusing on specific words and strengths providing examples for students to pair with these ideas.</p> <p>3) Let students know that they will have</p> <ul style="list-style-type: none"> <li>- 25 minutes to customize their resume based on the responses provided by the professionals on CareerVillage and the new information provided today</li> <li>- their customized resume should be typed (An easy way to do this is to copy and paste their current resume into a new document, make edits, and re-title it)</li> <li>- they can move onto Part 4 if they finish early (this will be read aloud for students in 25 minutes as well)</li> </ul> <p>4) Circulate to assist students and answer questions.</p>
20 min	<p>5) Read Part 4 to students. After, ask students what the major difference is between Option 1 &amp; Option 2 (<i>they take different positions – option 1 being that the student's resume would not get them an interview for the job posting and option 2 being that they would get an interview due to their resume</i>)</p> <p>6) Let students know that:</p> <ul style="list-style-type: none"> <li>• They have the next 25 minutes to finish Part 4</li> <li>• When they are finished they will turn in their <b>COMPLETED Customizing A Resume Student Notes, Job Posting, &amp; Customized Resume</b> (if paper copies – stapled together)</li> </ul> <p>7) Circulate to assist students and answer questions.</p>
5 min	8) Time for submitting work from Day 1 & 2
2 min	9) Clean Up