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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Principles of Information Technology |
| **Lesson/Unit Title** | Resume Writing |
| **TEKS Student Expectations** | **130.302.(c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (C) employ effective reading and writing skills;  (2) The student identifies various employment opportunities in the IT field. The student is expected to:  (C) describe the functions of resumes and portfolios.  (7) The student applies word-processing technology. The student is expected to:  (C) create professional documents such as memorandums, technical manuals, or proposals using advanced word-processing features. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this assignment, the student will be able to create a basic resume  **Specific Objectives:**   * Students will format a resume. * Students will explain the functions of a resume. |
| **Rationale** | In order for students to obtain a job in today’s highly competitive job market, they must possess professional writing skills to create an effective resume. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Resume Writing Sample Resume Handout * Resume Writing Action Verbs Handout * Resume Writing Brainstorming Worksheet - Handout   **Materials Needed:**   * Resume Paper * Pen/Pencil   **Equipment Needed:**   * Computer for individual students to use in order to complete a resume * Printer |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask students if they have ever heard of a resume. After the students respond, ask the students if they know the purpose of a resume. The students will begin to give different answers. Last, ask the students if they have ever created a resume for themselves.  Students may begin to say that they do not need to create a resume, but inform them that resumes are used for multiple purposes, not just getting a job. |
| **Direct Instruction \*** | |  |  | | --- | --- | | 1. After the introduction, Allow students to use word processing software to format a resume 2. Handout sample resume 3. Open word processing software on the projector and guide the students as they recreate resumes 4. Handout brainstorming worksheet 5. Once students have become more comfortable, distribute the Action Verb worksheet. 6. Once most students have completed the Brainstorming activity, allow students to pair up to offer more help 7. Students will choose a resume format/template and create their own 8. Students will also use word processing software to create a reference list | Point out the different forms of resume templates.  The guided practice will make the students feel more comfortable later  Students may have several questions during this time.  Inform students that before they type the resume, they will create a rough draft.  Allow students time to complete this activity. Walk around and help students who may find this activity difficult.  Explain to students that these words will enhance their resume.  Some terms may have to be defined for students. Students may need assistance in choosing the correct terms.  This activity will not take long, but will allow students to assist each other.  Inform students that they are to give positive criticism.  Before students begin this activity, reiterate important tips for creating a resume.  Allow students to begin activity and assist when necessary.  The references should be similar to the sample resume example.  Students may have to get contact information after class in order to complete the reference list. | |
| **Guided Practice \*** | After handing out the sample resume, the students will recreate the resume as the teacher guides them on the screen. Students will become more familiar with multiple formats and templates. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | After completing the brainstorming activity and the peer review, the students will use the information from the brainstorming activity to create an actual resume.  Students will use word processing software to create a Resume. |
| **Lesson Closure** | As the students complete all of the activities included in the lesson, they should be able to complete a finished resume and reference list. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**   * The students will recreate a resume that has already been prepared. Students will get an understanding of how a resume will be formatted. * During the brainstorming activity, the students will complete a rough draft of their resume. They will have to use words from the action verb list to make the resume more professional. The instructor should walk around and assist students with this portion of the lesson.   **Formal Assessment**   * Students will transfer the information from the Brainstorming activity to create their own resume. The final resume should have all of the things included in the rubric. Each resume format may be different, but the content should be the same. |
| **References/Resources/**  **Teacher Preparation** | * Boston College Resume Writing * Purdue OWL Writing   + <http://owl.english.purdue.edu/owl/resource/543/01/> * Best Sample Resumes   + <http://www.bestsampleresume.com/sample-student-resume/high-school-student-resume.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Upon completion of the lesson, students should have the information necessary to complete a resume independently. Some students may have more advanced resumes than others, depending on their level of experience.  After completing this resume, students will be able to add to the resume as they get more experience. Students will eventually need to create a cover letter. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, Technology Student Association (TSA) |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)