

Lesson Plan III

Lesson Title: College Applications

Name: Lindsay Blowers

Subject: English Language Arts

Grade Level: 12th

Time Frame: 96 minutes (high school block)

Objective	12th-grade students will learn how to create an effective resume by listening to a guest speaker, participating in some brainstorm-type activities, and (ultimately) creating their own resume using an online resume builder.
Rationale	While a student might not need a resume for a college application, they also might. And if they don't use it in that situation, they will for scholarship applications, job applications, graduate school applications, etc. It is good for them to build resumes <i>now</i> so they have something when they need it.
Prior Knowledge	Activities and honors in high school, basic concepts of parts of speech (noun, verb, etc.), familiarity with computers/Internet
Standards	<ul style="list-style-type: none"> - Write for a variety of purposes (7) - Demonstrate appropriate use of punctuation (8)
Essential Questions	What are the expectations of colleges and employers? Are these expectations fair? How can I best meet these expectations with a resume?

Assessment/Differentiation/Accommodation

Formative Assessment	<p>Observation will be used for the following:</p> <ul style="list-style-type: none"> - To assess students' listening skills during the guest speaker presentation (Depending on class behavior, there may be points involved.) - To assess group dynamics and individual motivation (resume-building activities and evaluation committees) <p>The summative task for this lesson will be the creation of a resume, which will assess the achievement of the goal of the lesson-- the ability to create a resume.</p>
Summative Assessment	The resume will be included in the Professional Portfolio.
Differentiated Instruction	<p>IEP– This is an important lesson for Josh. Here are some possible accommodations for him:</p> <ul style="list-style-type: none"> • Again, talk through the bell ringer with him. Perhaps (teacher or co-teacher) make a list of Josh's experiences & accomplishments for him. • Give him something to do to keep him occupied during the guest speaker. Notes may work for the rest of the class, but Josh struggles with writing. • Carefully select Josh's "evaluation committee" group, or have him go through the exercise with a co-teacher. • Ensure that Josh will have the assistance when creating his resume, which will be assigned to the class for homework. <p>ESL– There will be a lot of language coming at Jose in this lesson, in many forms. The following are some accommodations that may help him learn:</p>

- Help him verbally through the bell ringer, or encourage him to collaborate with peers.
- While listening to the guest speaker, it may be easier for Jose to just listen without taking notes. Talk to him to find out how he learns best from a lecture.
- Give him the tip handout ahead of time.
- Encourage him to ask for definitions for some of the words on the active verb sheet.

Lesson Plan

Lesson Overview	This will be a busy day, all focused on creating a resume! We will do some brainstorming for our resumes, have a guest speaker to help us learn about creating a good resume, evaluate some sample resumes in mock "evaluation committees," and learn how to create our own resumes using online resume builders.
Materials	Resume brainstorm worksheets*, guest speaker, example resumes (varying levels of effectiveness)*, resume analysis handout*, computer & projector *included
Bell ringer/Review Activity	Today's bell ringer may last a little longer than normal because it is also an important part of the lesson. Students will be given resume brainstorm handouts that will ask them to list the types of things requested on a resume--work experience, activities, community service, etc. During this time, collect essay outlines from yesterday's homework assignment.
Activities and Procedures (with transitions and time allocations)	Instructional methods: Individual work, lecture, collaboration - Bell Ringer & homework collection (10 minutes) - Guest speaker on resume building & cover letters (30 minutes) <ul style="list-style-type: none"> ○ The guest speaker should provide a handout of resume tips ○ The students should take notes and write questions in their notebooks - Discuss the use of active verbs and other tips (7 minutes). - Resume review committees (30 minutes) <ul style="list-style-type: none"> ○ Students will be divided into groups (perhaps give them the option to choose their own groups if they behave well for the guest speaker). ○ Students will be instructed to rank the resumes in order of 1-4, listing the resume's positive points and areas for improvement on the analysis sheet. A sheet should be stapled to each resume. - Online resume builders (15 minutes) <ul style="list-style-type: none"> ○ Demonstrate to students how to use an online resume builder. ○ **after looking through online resume builders, I couldn't find one that didn't require you to make an account, which bothers me. As an alternative, provide students with a few different templates they can use to create their resumes.**
Closure	Explain that, for their Professional Portfolios, the students will create a

cover letter for an employer of their choosing. They will need to find out some information about that employer.

Homework assignments:

- Create a resume
- Research an employer for cover letter

Students should take home the following for help with this assignment:

- Resume building tip sheet from speaker
- Links to online resume builders
- An example of an effective resume
- List of active verbs for resume (perhaps part of speaker's handout)

Resume Brainstorm Worksheet

Resume Brainstorm

1. Put as many items as you can think of in each box. Don't worry about whether they are impressive or not; just write everything down!
2. Once you have filled up each box as much as you can, highlight the activities of which you are proudest or that seem most impressive.


Awards, Honors, Accomplishments, Achievements



School, Extracurricular, and Community Service Activities



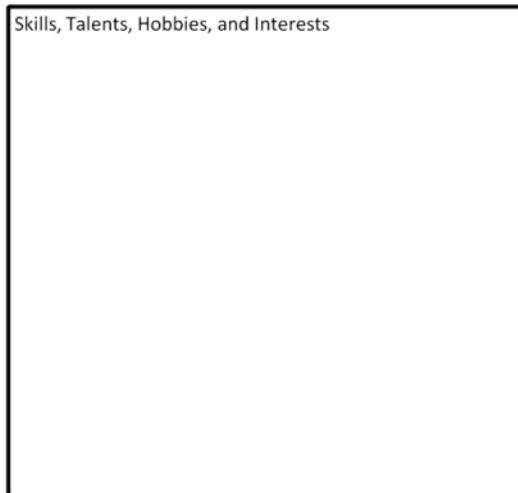
Leadership Positions



Work Experience



Skills, Talents, Hobbies, and Interests



Resume Example 1

Bethany Butler
321 Hawk Road
Dallas, TX 75235
home: 214.555.2345
cell: 214.486.4567

Education

Hillcrest High School, Dallas, Texas
September 2002 – May 2006

Experience

Buy Stuff Here, Northpark Mall, Dallas, TX
Sales Associate

- Maintain and restock inventory
- Provide customer service
- Operate computerized cash register system
June 2005 – Present

Child Care

- Provide child care for several families after school and on weekends

2002 - Present

Achievements

- National Honor Society - 2004, 2005, 2006
- Tennis Regional Championship team captain - 2006

Volunteer Experience

- Goodwill Thrift Store volunteer
- MS 150 Bike Tour - 2005
- District Essay Contest Finalist - 2006

Interests / Activities

- Member of Hillcrest High School Tennis Team
- Girl Scout
- Yearbook Photographer

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

Resume Example 2

This is actually my resume that I made as a senior in high school--with some details changed, of course. :)

JUDITH J. JUDY

1110 Madeup Road
Crescent City, CA 12345
Tel. (123) 123-1234

PROFESSIONAL EXPERIENCE

Intern and Columnist

September 2007 – Present

The Daily Triplicate – Crescent City, CA

Responsible for several News Clerk duties and the production of a bimonthly column. The Daily Triplicate is a daily newspaper distributed throughout Del Norte County.

- Organized daily Community Calendar section, a compilation of Public Service Announcements and community events.
- Responsible for typing birth announcements, engagement announcements, and other minor publications.
- Wrote an editorial column from the perspective of a high school senior. Column was published every other Saturday.

Flute Instructor

July 1998 – July 2004

Independent Service – Crescent City, CA

Taught and promoted flute playing skills to elementary school students.

- Effectively provided basic, one on one instruction in the areas of music theory and instrument use once a week.
- Developed musical skill and artistry in young musicians.
- Assisted as a counselor at an organized music camp for young musicians.

ACADEMIC ACHIEVEMENTS

National Merit Semifinalist

Finalists notified of status in February, 2008

California Scholarship Federation Member

Member since 2005

EXTRACURRICULAR ACHIEVEMENTS

California Coastal Region Honor Choir

Participant, Stanford University, 2007

California State Speech Tournament

Participant, Freshman year, 2005

Speech program discontinued by high school after 2004-2005 school year

Sequoia Chamber Music Camp
Humboldt State University

Poetry Contest Winner
Sponsored by The Daily Triplicate
Achieved before employment

COMMUNITY ACTIVITIES

Del Norte County High School Interact Club
Member, 2005-Present

Book Buddies Literacy Program
Founder, 2006

Curry-Del Norte Orchestra
2nd Flute, 2005-Present

LDS Church Youth Group
President of age group, 2004-Present

AREAS OF ACADEMIC INTEREST

Neuroscience

Music

Pre-Medical Studies

Resume Example 3

Wednesday, November 24, 2010

1:19 PM

Jane Doe
6 Pine Street, Arlington, VA 12333
home: 555.555.5555
cell: 566.486.2222
email: phjones@vacapp.com

Education

Arlington High School, Arlington, Virginia
2002 – 2006

Experience

Pet Sitter
2004 - Present

- Provide pet sitting services including dog walking, feeding and yard care.

Child Care
2002 - Present

- Provide child care for several families after school, weekends and during school vacations.

Achievements

- National Honor Society: 2004, 2005, 2006
- Academic Honor Roll: 2002 - 2006

Volunteer Experience

- Big Brother / Big Sisters
- Arlington Literacy Program
- Run for Life

Interests / Activities

- Member of Arlington High School Tennis Team
- Girl Scout
- Piano

Computer Skills

- Proficient with Microsoft Word, Excel, and PowerPoint, and Internet

Resume Example 4

Christine Jones

24 Mansfield Av. Oklahoma, OK 73118

Chris73118@hotmail.com

Tel: (405) 542-9999

PROFILE:

An enthusiastic and hard working high school graduate who is keen to find a position in a major accountancy practice. Reliable, trustworthy, numerate and meticulous. Worked for a firm of chartered accountants last Summer and gained a good understanding of an accountancy practice. Able to work on own initiative or as part of a team and can deal with administrative duties competently.

EDUCATION:

- **Tulsa High School**, Graduated 10th in class of 170 students and received honors in Science with a GPA of 3.8.

EXPERIENCE:

Intern, Johnson & Stevens, 2004

- Assisted the Senior Partner who was conducting audits on major companies in the area.
- Handled incoming telephone calls to the Senior Partner from other companies and members of the public.
- Organized and maintained the Senior Partner's filing system.
- Typed reports on a PC using Microsoft Word.
- Devised a new filing system to maintain the files held by the department.
- Solved users PC problems including sorting out spreadsheets, explaining how to use complex features in word-processing packages.

REFERENCES:

- Dr Andrew Brown Tel: (405) 524-9992.
- Mr Jack Davenport Tel: (405) 524-9993.

INTERESTS:

- Interests at high school included organizing a charity quiz, which raised \$5000. Movies and theater.

Resume Analysis Sheet

Staple one of these to the front of each resume.

Ranking (select one)	1	2	3	4
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Strengths	Areas for Improvement

Additional comments:

Resume Analysis Instructions

You and the members of your group are now employees at a college or business. You are on a committee that must evaluate resumes of either students who want to go to your school or people who want to work for your company.

Is your organization a school or a business? _____

Come up with a name
for your organization: _____

If you are a business, for what
position are applicants applying? _____

Decide on the most important **focus points** you are looking for in your applicants' resumes (**the number of focus points should match the number of people in your group**). Your focus points should relate to the type of your organization, and should be fairly general (e.g. community service, experience in the field).

Focus points:

- 1.
- 2.
- 3.
- 4.
- 5.

- Assign each member of your group a focus point.
- Staple an evaluation sheet to each resume. Each member of the group should read each resume, making notes concerning his/her focus point in the "Strengths" and "Areas for Improvement" sections of each evaluation sheet.
- Once each group member has evaluated every resume, discuss each resume as a group. List additional "Strengths" and "Areas for Improvement" as they come up.
- Review the "Strengths" and "Areas for Improvement" columns on each resume. Based on these evaluations, rank the resumes in order from 1-4, where **1 = highest quality** and **4 = lowest quality**.