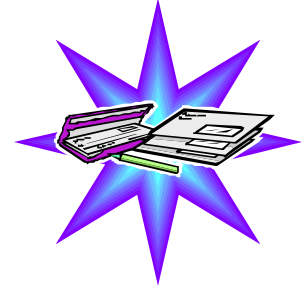




Topic: Resume

Grade: 8th



An integrated lesson plan covering 3.... sessions of approximately 1 hour each.

Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

In this lesson students will create a resume about themselves using the templates in MS Word. They will complete this task after finishing the resume worksheet.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- ❖ To produce a Microsoft Word 2000 document using a resume template.
 - ❖ paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres

- ❖ incorporate source materials into their speaking and writing (for example, interviews, news articles, encyclopedia information)
- ❖ recognize an author's or speaker's point of view and purpose, separating fact from opinion.

Strategies to Address Native Americans and At-Risk Students

- ❖ Explain purpose of the lesson.
- ❖ Present whole picture of skill before isolating component skills/concepts.
- ❖ Be highly structured and predictable.
- ❖ Provide constant structure.
- ❖ Recognize and build on learners' strengths and prior knowledge.
- ❖ Simplify language but not content.
- ❖ Reinforce main ideas and concepts through rephrasing rather than through verbatim repetition.
- ❖ Allow time to respond.
- ❖ Work with an aide or the Resource teacher.
- ❖ Create outcome-based assessments.

Colorado State Standards

- ❖ Students read and understand a variety of materials.
- ❖ Students write and speak for a variety of purposes and audiences
- ❖ Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- ❖ Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Websites

Required: N/A

Support: N/A

Pre-requisites

- ❖ Complete resume worksheet

Required Materials

- ❖ Paper and writing material

Handouts

- ❖ Resume antidotes from internet (Handout 1)
- ❖ Sample resume (Handout 2)
- ❖ Resume worksheet (Handout 3)
- ❖ Activity checklist (Handout 4)
- ❖ MS Word checklist (Handout 5)
- ❖ Rubric (Handout 6)

Required Equipment/Technology

Name

Mountain Plains Distance Learning Partnership 2001

❖ Computer lab

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

1 day

Activity	Instructor Notes
Discuss when and where resumes are used.	Share resume antidotes from the internet. (as reported by Fortune magazine)
Look over and discuss handouts.	Go through each handout and allow questions & clarifications.

Presentation

Go over sample resume and discuss each section.	Explain the different parts of the sample resume and discuss possibilities.
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Performance and Practice

2 days

Instructions for students	Teacher notes
Fill out resume worksheet	Monitor room to be available for students questions
Go into MS Word, File, New, Other documents and select Contemporary resume.	Have students work through the checklist as they work with the MS Word template.
Using the information from the resume worksheet fill out the resume template.	Model skills and allow students time to practice and work with the text.
Using the information from the resume worksheet fill out the resume template.	Collect and complete rubric.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. Are students “connecting” to lesson objectives? How?
5. How is this lesson “integrated”?

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. How are students performing? Are all of them able to meet 80% of the lessons objectives? If not, what am I doing to help them achieve more?

Technology

1. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?

Handout

Handout 1

Antidotes from Internet (as reported by Fortune magazine)

- ❖ Received a plaque for Salesperson of the Year
- ❖ Reason for leaving last job: Maturity leave.
- ❖ Failed bar exam with relatively high grade.
- ❖ It's best for employers that I not work with people.
- ❖ I procrastinate, especially when the task is unpleasant.
- ❖ Personal interests: donating blood. Fourteen gallons so far.
- ❖ Note: Please don't misconstrue my 14 jobs as "job-hopping." I have never quit a job.
- ❖ Reason for leaving last job: They insisted that all employees got to work by 8:45 every morning. Could not work under those conditions.
- ❖ The company made me a scapegoat, just like my three previous employers.

[Click here and type address]

[Put phone, fax, and e-mail here]

Deborah Greer

Objective

[Click **here** and type your objective]

Experience

1990–1994 Arbor Shoes Southridge, WA

National Sales Manager {Position title}

- Increased sales from \$50 million to \$100 million. {Job duties}
- Doubled sales per representative from \$5 million to \$10 million.
- Suggested new products that increased earnings by 23%.

1985–1990 Ferguson and Bardell Southridge, WA

District Sales Manager

- Increased regional sales from \$25 million to \$350 million.
- Managed 250 sales representatives in 10 Western states.
- Implemented training course for new recruits — speeding profitability.

Education

1971–1975 Southridge State University Southridge, WA

- B.A., Business Administration. {Academic achievements}
- Graduated Summa Cum Laude.

Interests

Southridge Board of Directors, running, gardening, carpentry, computers.

References

**Joe Friendly, Guidance Department, Hometown High,
1111 Local Street
Hometown, State, Zip**

BASIC RESUME WORKSHEET

Address _____

Home phone, message phone, e-mail _____

Name _____

Objective _____

Experience

Dates _____ Company _____ Location _____

Dates _____ Company _____ Location _____

Dates _____ Company _____ Location _____

Dates _____ Company _____ Location _____

Education

Dates _____ School _____ Location _____

Dates _____ School _____ Location _____

Dates _____ School _____ Location _____

Academic Achievements _____

Interests _____

References

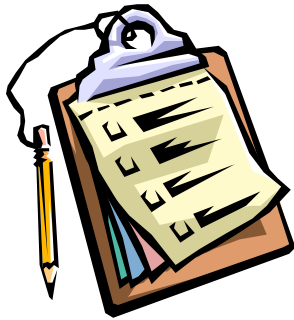
Name _____ Address _____

City/State/Zip/Phone # _____ Length of acquaintance _____

Activity Checklist

Handout 4

Fill out resume worksheet	
Go into MS Word, File, New, Other documents and select Contemporary resume.	
Using the information from the resume worksheet fill out the resume template.	
Using the information from the resume worksheet fill out the resume template.	



INTEGRATING TECHNOLOGY

Word I Checklist for Resume

Session Objectives: (1) to explore Microsoft Word 2000 and apply its basic features

Skills Checklist

<input type="checkbox"/> Open Microsoft Word 2000, select File, New, Other Documents, Contemporary Resume	
<input type="checkbox"/> Navigate menu and toolbars bars (Alt-Tab; Set Up; Tool Options)	
<input type="checkbox"/> Replace the information with your information from resume worksheet	
<input type="checkbox"/> Save document as a DOC file	

Notes:

Lesson Rubric

Rubric for Resume – Handout 6

Criteria: specific behaviors, products, and qualities we are looking for in a student’s work	In Progress	Basic	Proficient	Advanced
Writing Conventions	Mistakes really get in the way of understanding the writing. There is no real evidence that this paper has been proofread or edited.	There are numerous mistakes in the final draft.	If you had proofread the paper better, you would have caught the few remaining mistakes.	Even careful reading reveals no glaring errors. The paper reads as if you spent lots of time proofreading and editing.
Word Process Summary	Completed some of the checklist with difficulty; document had major errors and was difficult to read. OR did not complete assignment	Had difficulty following the MS Word checklist; the final document had several formatting mistakes and several error	Completed the MS Word checklist with some difficulty; the final document was reasonably “clean” but had a few errors.	Completed the MS Word checklist with no difficulty; the final document was “clean” and error free.