Friday, June 24th, 2016

Work Readiness
Resume Lesson 1

Standards

CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Common Core State Standards

RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Common Core State Standards

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis Common Core State Standards

CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Common Core State Standards

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Common Core State Standards

WHST.9-10.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Common Core State Standards

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Common Core State Standards

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Common Core State Standards

CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Common Core State Standards

L.9-10.2.c Spell correctly. Common Core State Standards

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Common Core State Standards

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Objective
Student completion of rough draft or first draft résumé. Students should understand how to maintain a master résumé.

Materials
- Ideally, one computer per student.
- Printed Résumé PowerPoint for Facilitator
- "My Strengths" Assessment
- Résumé Worksheet
  - Sample Objectives
  - Verb List
- Digital Rrésumé Template
  - Résumé Critique Checklist

Procedures
1. Before beginning the lesson, have all students print a current résumé if they have one.

2. Facilitator should say something along the lines of:
Creating your first résumé doesn't have to be an intimidating task if you understand the goal of your résumé - to generate interest and interviews. It doesn't have to get you into a college or a career and it doesn't need to cover your life history. It simply has to pique the interest of the reader and answer the only question they care about: will this candidate add value to us? If your résumé answers this question effectively - by clearly communicating your strengths – employers will want to meet with you. It really is that simple.

3. Facilitator reviews all resources and template reflected in Materials list. There are facilitator notes in the PowerPoint.

4. Students will either have completed the "My Strengths" Assessment as homework, or may do so now in class. Let students know that in about 10 minutes, you will have each student share one of their strengths.

5. Once students are finished with the My Strengths Assessment, they may move on to filling out the Résumé Worksheet by hand. The Sample Objectives and Verb List handouts are to assist students with completing the Résumé Worksheet.

6. Once students complete the Résumé Worksheet, they should transfer the information to the Digital Résumé Template. If they have a résumé to start with, students will focus on improving and revising that résumé, as a résumé is a document that is never finished.

7. Writing résumés can take some time. You may need additional "lab" days for students to complete their résumés.

Homework

Encourage students to take ownership of their résumé outside of class time.

Accommodations & Modifications

- Have students work in small groups or pairs to complete the self-assessment checklist.
- For students with higher needs, work in a larger group orally reading the self-assessment checklist and having the group complete it together. Record answers on chart paper/whiteboard. Take time to discuss what each item means and define terms where necessary.
- Have students work in small groups or pairs to complete the Résumé Template.
- For students with higher needs, tell students what a résumé is. Discuss why a résumé is important when looking for a job. Tell students you will be creating a résumé for a fictional person in hopes of helping that person get a job. Work in a larger group orally reading the template and having the group complete it together. Record answers on chart paper/whiteboard.
- Take time to discuss what each item means and define terms where necessary.