

# LESSON PLAN I

<b>TEACHER NAME:</b>	Ashley Pittman
<b>SUBJECT AREA:</b>	Business Essentials
<b>LESSON TITLE:</b>	<b>Whooooo Are You? Who? Who? Who? Who? I really wanna know! (Resume)</b>
<b>TIME OF LESSON(S):</b>	Ninety minute (Block) class; 5 <sup>th</sup> Period
<b>DATE:</b>	March 1 <sup>st</sup> , 2012

## DESCRIPTION

### Purpose:

The purpose of this lesson is for students to be able to understand the importance and purpose of as well as how to create a resume.

## ESSENTIAL QUESTION(S)

### EQs:

- What is a resume?
- Why is a resume important?
- What is a resume used for?
- How do you create a resume?

## OBJECTIVES

- A. Students will be able to write a resume for a simulated job interview by creating their own resume using MS Word with a 90% degree of accuracy. (BCS-BE-38b)
- B. Students will be able to format various types of business correspondence (i.e. resumes) by creating their own resume using MS Word with a 95% degree of accuracy. (BCS-BE-2b)
- C. Students will be able to proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous by creating their own resume using MS Word with less than 2 grammar errors and no more than 3 spelling errors. (BCS-BE-2d)
- D. Students will be able to select and apply appropriate application software to common business tasks by creating their own resume using MS Word with a 100% degree of accuracy. (BCS-BE-7c)
- E. Students will be able to identify ethical character traits (example: honesty, integrity, justice) by participating in a group activity/discussion with a 95% degree of accuracy. (BCS-BE-12a)

**INSTRUCTION PLANNED**

<b>TEACHER-DIRECTED (T-D):</b>	Lecture; Group discussion
<b>STUDENT-CENTERED (S-C):</b>	Utilize MS Word; Clicker system; Independent work

**MATERIALS**

<b>TEACHER:</b>	Computer, Whiteboard/Promethean Board, Clicker System
<b>STUDENTS:</b>	Computers, Clickers, Pencil, Handouts

**LESSON PROCEDURES/BODY**

<b>FOCUS:</b>		
<b>Instructional Strategies:</b>	<b>Obj./Learning Styles</b>	<b>Min.</b>
<ul style="list-style-type: none"> <li>Students will list qualities that they have, strengths that they feel they possess, utilizing the letters in their name (first and last).</li> </ul>	Obj. E /visual; kinesthetic; solitary	10
<ul style="list-style-type: none"> <li>Students will share three of their qualities with the class by utilizing the Clicker system.</li> </ul>	Obj. E and D/visual; social; kinesthetic	5
<ul style="list-style-type: none"> <li>Students will view the qualities possessed by themselves and their peers and discuss with the class the benefit of having these qualities.</li> </ul>	Obj. E and D/visual; social; auditory; verbal	5

<b>BODY:</b>		
<b>Instructional Strategies:</b>	<b>Obj./Learning Styles</b>	<b>Min.</b>
<ul style="list-style-type: none"> <li>Students will see and hear the objectives and essential question read from the PowerPoint presentation.</li> </ul>	Obj. A, B, and C/ visual; verbal; auditory	5
<ul style="list-style-type: none"> <li>Students will watch a <a href="#">PowerPoint presentation</a> on the definition, purpose, and parts of a resume while taking notes using the <a href="#">Notes Handout</a>.</li> </ul>	Obj. A and B/ visual; verbal; auditory	10
<ul style="list-style-type: none"> <li>Students will go over a handout that details the process and procedures for creating their very own resumes. *An additional <a href="#">Action Verb Handout</a> will be given for use on the resume project. Handout retrieved from (<a href="http://medicine.emory.edu/research/documents/Action%20Verbs.pdf">http://medicine.emory.edu/research/documents/Action%20Verbs.pdf</a>)</li> </ul>	Obj. A, B, and D/visual; auditory; verbal; kinesthetic	5

<b>CLOSURE/SUMMARY:</b>		
<b>Instructional Strategies:</b>	<b>Obj./Learning Styles</b>	<b>Min.</b>
<ul style="list-style-type: none"> <li>Students will create their own resumes using Microsoft Word and turn them in for assessment. This will be the student's</li> </ul>	Obj. A, B, C, D, and E/visual; kinesthetic;	45

First Draft. First Draft resumes will be given feedback using the <a href="#">Resume Grading Rubric</a> .	solitary	
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<b>EVALUATION/ASSESSMENT:</b>		
<b>Instructional Strategies:</b>	<b>Obj./Learning Styles</b>	<b>Min.</b>
INFORMAL: <ul style="list-style-type: none"> <li>Students will leave their Notes Handout out on their desk to be checked by the teacher. Notes Handout is worth 10 participation points.</li> </ul>	Obj. B and C /visual; kinesthetic; solitary	2.5
FORMAL: <ul style="list-style-type: none"> <li>Students will turn in their First Draft of their resumes in for feedback. Feedback will be given using the <a href="#">Resume Grading Rubric</a> that will also be used to grade the final resume. First Draft of the resume is worth 50 participation points. Final resume is worth 50 points categorized as a test grade.</li> </ul>	Obj. A, B, C, D, and E/visual; kinesthetic; solitary	2.5

<b>ARTIFACTS/HANDOUTS/WORKSHEETS/PRESENTATIONS (minimum of 3)</b>
<b>List ALL artifacts below AND attach them to the actual lesson plan (if it is a website link, copy the link and do a “print screen”, paste it in a Word document, and print out to attach to the lesson plan.</b>
1. <a href="#">PowerPoint</a> –Focus, Objectives, Essential Question, and Resume Notes 2. <a href="#">Notes Handout</a> 3. <a href="#">Resume Instruction Handout</a> 4. <a href="#">Resume Grading Rubric</a> 5. <a href="#">Emory University Action Verb Handout</a>