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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Career Development |
| **Course Name** | Career Preparation I |
| **Lesson/Unit Title** | Developing a Resume |
| **TEKS Student Expectations** | **§127.14. (c) Knowledge and Skills**  (1) The student demonstrates professional employability skills to gain an entry-level position. The student is expected to:  (C) Develop a resume |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to:   * Collect information that’s important for their resume. * Develop an outline of their resume. * Organize and categorize their information accordingly. * Prepare a resume they can use in the real world. |
| **Rationale** | Student will be able to complete a successful resume. |
| **Duration of Lesson** | Three 45-minute periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Résumé |
| **Materials/Specialized Equipment Needed** | * Paper * Pens/Pencils * Computer(s) * Projector * PowerPoint |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Do you know what a résumé is? Do you know what kind of information goes on a résumé? |
| **Direct Instruction \*** | * Identify the purpose of a résumé. * Present content explaining resumes:   + What is a résumé?   + Who needs a résumé?   + When would I need a résumé?   + Why would I need a résumé?   + What would I put on my résumé?     - Name and contact information     - Objective     - Education     - Work experience     - Skills     - Honors and Affiliations   + References     - Professional     - Personal * Assist in the development of résumés. Selecting and using a résumé template in Microsoft can be a great timesaver, and provide students with the chance to customize their work.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | Day 1 – Students should understand why it’s important to have a resume. They will take notes so that they know what they will need to build and prepare their résumé. (PowerPoint slides 3-14)  Day 2 – Students will brainstorm and make an outline of their resume. This gives them time to think about all the things they could add to their resume that may be helpful when looking for a job.  Once students have made their outline, they may trade with a partner, allowing for them to edit each other’s resume.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Day 3 – Everyone will go to the computer lab and create a résumé using Microsoft Word. Students may use a pre-existing template, or start from scratch. Once they finish, they will print and turn in their resume for a grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | Students will present and do a gallery walk of completed résumés. |
| **Summative/End of Lesson Assessment \*** | Objectives will be reviewed orally during the class. Mastery of the objectives will be evaluated once a complete resume is submitted for a grade.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/**  **Teacher Preparation** | Instructional Materials Service (2013). *Career Preparation Student Workbook* (Catalog No. 8501). College Station, TX: Texas A&M University. |
| **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) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | All CTSOs are supported |
| **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)