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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Business Information Management 1 |
| **Lesson/Unit Title** | How to Market Yourself and Finding Employment |
| **TEKS Student Expectations** | **130.136. (c) Knowledge and Skills**  (4) The student analyzes available software packages for use in business settings.  (A) The student is expected to determine equipment and supplies needed  B) The student is expected to establish equipment and supplies maintenance systems  (C) The student is expected to schedule equipment maintenance  (D) The student is expected to use equipment and supplies maintenance procedures and  (6) The student applies word-processing technology.  (A) The student is expected to identify customary styles of business documents  (B) The student is expected to improve touch-system skills using the keyboard and keypad to input data  (D) The student is expected to demonstrate writing techniques generating ideas and gathering information relevant to the topic and purpose while maintaining accurate records of outside sources |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | * The purpose of a resume * The basic rules for writing a resume * Locating employment using reliable online resources and/or locations |
| **Rationale** | After completing this lesson, the student will be able to create a complete resume representing their skills, experience, and educational background. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Resume- brief document which highlights an individual's experience, qualifications, and skills, in the hopes of securing a job interview. * Chronological resumes- organized by your employment history in reverse chronological order (working backwards from the last 10-15 years) * Functional resumes- focuses on skills, credentials, and accomplishments over the course of all jobs held. * Combination resumes- elements of both the chronological and functional formats. * Objective- a statement of what you are aiming to achieve a this point in your career. * Education- information about academic qualification. * Work Experience- contain the names of the organizations where you have worked previously as well as are currently working, including time span and job responsibilities. * References- individuals who can attest to your work ethic, academic performance, skills and abilities. |
| **Materials/Specialized Equipment Needed** | * Internet * Workstations running any Windows OS * Computer with PowerPoint and Internet Access * A lab or other access to workstations that have Internet access and Web browsers * Microsoft Word and Publisher * Finding a Job Handout * Finding a Job Rubric |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Ask students if they are employed. In this age group, students may or may not have ever been employed. Ask them what steps they took to find employment in the area.   * **ASK:** Ask students what ways could they possibly showcase their qualification to anemployer. * **SHOW:** Samples of various types of resumes to students. * **SAY:** A resume is to provide a summary of your skills, abilities and accomplishments. It isyour marketable tool. Since the goal of sending an employer a resume is to get an interview, you want to make sure that your resume is read. However, a resume is required for other purposes. A teacher, for example, may need to include a resume in her licensing portfolio. A student may need a resume for scholarship applications. * **ASK:** Ask students if, in their high school career, they could list any of their information on aresume? |
| **Direct Instruction \*** | 1. Parts of a Resume (NOTE: Use PowerPoint and current events as aids. Explain to students the various sections that are listed on a resume explain each section in detail.)    1. There are several sections of a resume (NOTE: Tell the students that a resume is the most important document they will create, edit, update, and distribute in their lives. Refer to Slides 4; 7-11 in the Your Resume: Marketing Yourself to a Higher Standard.ppt you will find terms, samples and links of standard formats for resumes.)       1. Objective       2. Education       3. Work Experience       4. Other Categories (Not Limited too)          1. Activities and Interests          2. Languages       5. References 2. Resume Types    1. There are several sections of a resume    2. Chronological resumes (NOTE: Chronological resume is structured around dates, employers, and titles, beginning with your most recent job and working backward to your first position in the workplace. This format enables you to demonstrate a steady progression of your work skills and responsibilities. On the other hand, this resume type also focuses the reader's attention on what you have done, rather than on what you can do.)    3. Functional resumes (NOTE: Functional resume leads with your strength by focusing on your skills and abilities, regardless of when you applied them in your career. The details of your employment history are included only to the extent that they illustrate your functional expertise. Functional resumes are not as popular as Chronological resumes. They are more difficult to write and are not as easily used by recruiters. )    4. Combination resumes (NOTE: With a combination resume you have the option of emphasizing your skills and abilities, who you worked for, or your educational background. Using the combination resume format, you have the ability to disguise certain parts of your personal history that you don't want highlighted.)    5. Targeted resumes (NOTE: A targeted resume is customized so that it specifically highlights the experience you have that is relevant to the job you are applying for.) |
| **Guided Practice \*** | Have students get familiar with the Texas Workforce Commission website.   1. Open Internet Explorer. 2. In the address bar type [http://www.twc.state.tx.us](http://www.twc.state.tx.us/)   Click the “About Us” link at the top of the webpage and read the “What is the Texas Workforce Commission” page.   1. Once you have read the webpage above, click the back button to go back to the TWC homepage. 2. Click the purple section that reads Job Seekers and Employees 3. Locate the fourth red marker on the page and click the link that displays “Tips on Work Search, Interviews and Resumes.” (The link will take students to the Careeronestop pathways to success webpage). 4. Once on the Careeronestop webpage, click the Resumes + Interview link. (Introduce the resume checklist to students) 5. Have students read the section that explains why resumes can be challenging to create.   Have students get familiar with Microsoft Word and Microsoft Publisher by guiding students to the Resume Templates. Have students to apply the skills of entering and editing text, and use the spelling and grammar tools along with the thesaurus. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Have students use the TWC website to search for jobs in the area. Tell students to be realistic when job searching. Mention to students that they must pay attention to the job details, such as qualifications, skills, and other requirements for the job opening. (This activity is designed for students to be aware of the resources available that are provided to individuals. Not only that, but to also make the information relevant to the subject matter when creating resumes). Have students complete the “Finding a Job” worksheet.  This assignment will be evaluated using the assigned rubrics. |
| **Lesson Closure** | **Question:** Why are resumes so important?  **Question:** What are the advantages of having a resume versus not having one?  **Question:** What government agency website is available for individuals seeking employment?  **Question:** What determines what type a resume a person may use? |
| **Summative / End of Lesson Assessment \*** | Students will open either Microsoft Word or Publisher to create their own resumes or create a draft copy of a resume aimed at a career of interest. |
| **References/Resources/**  **Teacher Preparation** | * Teacher will review the terms in the outline, power point and handouts to become familiar with lesson. * Teacher should locate and evaluate various resources and websites before the lesson. * Teacher will have assignments and website information ready to distribute to students. * Texas Workforce Commission [http://www.twc.state.tx.us](http://www.twc.state.tx.us/) * Texas CARES [http://www.texascaresonline.com](http://www.texascaresonline.com/) * O\*Net http://www.onetcenter.org/ |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English:  110.31.b.13.B-E – structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning; revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; edit drafts for grammar, mechanics, and spelling; revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. |
| **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) | Invite a speaker from an employment agency to speak to the students. Ask them to emphasize the opportunities in careers in job placement and other employment services. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | * Business Professionals of America * Future Business Leaders of America |
| **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)