



Lesson Plan

Course Title: Principles of Information Technology

Session Title: Resume Writing

Lesson Duration:

Lesson length is subjective and will vary from instructor to instructor.

Performance Objective:

Upon completion of this assignment, the student will be able to create a basic resume

Specific Objectives:

- Students will format a resume.
- Students will explain the functions of a resume.

Preparation

TEKS Correlations:

[130.272]

- (1) The student demonstrates the necessary skills for career development, employability, and successful completion of course outcomes. The student is expected to:
 - (C) Employ effective reading and writing Skills.
- (2) The student identifies various employment opportunities in the information technology field. The student is expected to:
 - (C) Describe understanding of the functions of resumes and portfolios.
7. The student applies word-processing technology. The student is expected to:
 - (B) Improve the touch-system skill using the keyboard and keypad to input data.

Instructor/Trainer

References:

- I. Boston College Resume Writing
 - i. <http://www.bc.edu/offices/careers/skills/resumes/whatisaresume.html>
 - ii. <http://www.bc.edu/offices/careers/skills/resumes/verbs.html>
- II. Purdue OWL Writing
 - i. <http://owl.english.purdue.edu/owl/resource/543/01/>
- III. Best Sample Resumes
 - i. <http://www.bestsampleresume.com/sample-student-resume/high-school-student-resume.html>

Instructional Aids:

- Resume Writing Presentation
- Resume Writing Sample Resume Handout

- Resume Writing Action Verbs Handout
- Resume Writing Brainstorming Worksheet - Handout

Materials Needed:

- Resume Paper
- Pen/Pencil

Equipment Needed:

- Computer and projector for Presentation
- Computer for individual students to use in order to complete a resume
- Printer

Introduction

MI

Introduction (LSI Quadrant I):

Ask students if they have ever heard of a resume. After the students respond, ask the students if they know the purpose of a resume. The students will begin to give different answers. Last, ask the students if they have ever created a resume for themselves.

Students may begin to say that they do not need to create a resume, but inform them that resumes are used for multiple purposes, not just getting a job.

Outline

MI

Outline (LSI Quadrant II):

Instructor Notes:



- I. After the introduction, present the presentation.
- II. Allow students to use word processing software to format a resume.
- III. Handout sample Resume.
- IV. Open word processing software on the projector and guide the students as they recreate resumes.

Show the entire presentation at once, but allow time for questions in between slides.

Also, point out the different forms of resume templates.

The guided practice will make the students feel more comfortable later.

Students may have several questions during this time

Inform students that before they type the resume, they will create a rough draft.

Allow students time to complete this activity. Walk around and help

    	<p>V. Hand out the Brainstorming worksheet.</p> <p>VI. Once students have become more comfortable, distribute the Action Verb worksheet.</p> <p>VII. Once most students have completed the Brainstorming activity, allow students to pair up to offer more help.</p> <p>VIII. Students will choose a resume format/template and create their own.</p> <p>IX. Students will also use word processing software to create a reference list.</p>	<p>students who may find this activity difficult.</p> <p>Explain to students that these words will enhance their resume.</p> <p>Some terms may have to be defined for students</p> <p>Students may need assistance in choosing the correct terms.</p> <p>This activity will not take long, but will allow students to assist each other.</p> <p>Inform students that they are to give positive criticism.</p> <p>Before students begin this activity, reiterate important tips for creating a resume.</p> <p>Allow students to begin activity and assist when necessary.</p> <p>The references should be similar to the sample resume example.</p> <p>Students may have to get contact information after class in order to complete the reference list.</p>
Application		
MI	Guided Practice (LSI Quadrant III):	
	<p>After handing out the sample resume, the students will recreate the resume as the teacher guides them on the screen. Students will become more familiar with multiple formats and templates.</p>	

MI	Independent Practice (LSI Quadrant III):
	<p>After completing the brainstorming activity and the peer review, the students will use the information from the brainstorming activity to create an actual resume.</p> <p>Students will use word processing software to create a Resume.</p>
Summary	
MI	Review (LSI Quadrants I and IV):
	<p>As the students complete all of the activities included in the lesson, they should be able to complete a finished resume and reference list.</p>
Evaluation	
MI	Informal Assessment (LSI Quadrant III):
	<p>The students will recreate a resume that has already been prepared. Students will get an understanding of how a resume will be formatted.</p> <p>During the brainstorming activity, the students will complete a rough draft of their resume. They will have to use words from the action verb list to make the resume more professional. The instructor should walk around and assist students with this portion of the lesson.</p>
MI	Formal Assessment (LSI Quadrant III, IV):
	<p>Students will transfer the information from the Brainstorming activity to create their own resume. The final resume should have all of the things included in the rubric. Each resume format may be different, but the content should be the same.</p>
Extension	
MI	Extension/Enrichment (LSI Quadrant IV):
	<p>Upon completion of the lesson, students should have the information necessary to complete a resume independently. Some students may have more advanced resumes than others, depending on their level of experience.</p> <p>After completing this resume, students will be able to add to the resume as they get more experience. Students will eventually need to create a cover letter.</p>

Icon	MI	Teaching Strategies	Personal Development Strategies
	Verbal/ Linguistic	Lecture, discussion, journal writing, cooperative learning, word origins	Reading, highlighting, outlining, teaching others, reciting information
	Logical/ Mathematical	Problem solving, number games, critical thinking, classifying and organizing, Socratic questioning	Organizing material logically, explaining things sequentially, finding patterns, developing systems, outlining, charting, graphing, analyzing information
	Visual/Spatial	Mind-mapping, reflective time, graphic organizers, color-coding systems, drawings, designs, video, DVD, charts, maps	Developing graphic organizers, mind-mapping, charting, graphing, organizing with color, mental imagery (drawing in the mind's eye)
	Musical/ Rhythmic	Use music, compose songs or raps, use musical language or metaphors	Creating rhythms out of words, creating rhythms with instruments, playing an instrument, putting words to existing songs
	Bodily/ Kinesthetic	Use manipulatives, hand signals, pantomime, real life situations, puzzles and board games, activities, role-playing, action problems	Moving while learning, pacing while reciting, acting out scripts of material, designing games, moving fingers under words while reading
	Intrapersonal	Reflective teaching, interviews, reflective listening, KWL charts	Reflecting on personal meaning of information, studying in quiet settings, imagining experiments, visualizing information, journaling
	Interpersonal	Cooperative learning, role-playing, group brainstorming, cross-cultural interactions	Studying in a group, discussing information, using flash cards with other, teaching others
	Naturalist	Natural objects as manipulatives and as background for learning	Connecting with nature, forming study groups with like minded people
	Existentialist	Socratic questions, real life situations, global problems/questions	Considering personal relationship to larger context



Rita Anderson

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Objective: To obtain a summer internship as an animal photographer

Education:

Hillcrest High School, Dallas, TX

September 2002 - May 2006

Experience:

Buy Stuff Here, Northpark Mall, Dallas, TX

Sales Associate

June 2005 - Present

- Maintain and restock inventory.
- Provide customer service.
- Operate computerized cash register system.

Child Care

2002 - Present

- Provide child care for several families after school and on weekends.

Achievements

- National Honor Society - 2004, 2005, 2006
 - Organizes annual food pantry drive
- Tennis regional Championship team captain - 2006

Volunteer Experience

- Goodwill Thrift Store volunteer
- District Essay Contest Finalist - 2006
- MS 150 Bike Tour - 2005

Interests / Activities

- Girl Scout
- Member of Hillcrest high School tennis Team
- Yearbook Photographer

Computer Skills:

- Proficient with Microsoft Excel, Word, and PowerPoint and Internet



References

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555-968-5236
Henrygr@buystuffhere.net

Amanda Samuels
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Boston, MA 05698
555-659-9856
Amanda23@hotmail.com



RESUME BRAINSTORMING WORKSHEET

Name: _____

Address: _____

Email Address and Phone Number: _____

Objective: _____

Work Experience:

Company: _____

I. Job Title/Dates: _____

i. DUTIES

a) _____

b) _____

c) _____

2. Company: _____

I. Job Title/Dates: _____

i. DUTIES

a) _____

b) _____

c) _____

3. Company: _____

I. Job Title/Dates: _____

i. DUTIES

a) _____

b) _____

c) _____



Volunteer Work:

1. Company:

I. Title/Dates: _____

i. DUTIES

a) _____

b) _____

2. Company:

I. Title/Dates: _____

i. DUTIES

a) _____

b) _____

Activities/Organizations

1. Name of

Organization: _____

a. Position/Dates(if applicable):

i. DUTIES

a) _____

b) _____

2. Name of

Organization: _____

a. Position/Dates(if applicable):

i. DUTIES

a) _____

b) _____

Skills

1.

2.



3.

4.

References: (ON SEPARATE DOCUMENT)

1. Name:

a. Address_____

b. Phone Number

c. Email
Address:_____

2. Name:

a. Address_____

b. Phone Number

c. Email
Address:_____

3. Name:

a. Address_____

b. Phone Number

c. Email
Address:_____



ACTION VERBS FOR RESUME DESCRIPTIONS

COMMUNICATION SKILLS

addressed
arbitrated
arranged
authored
corresponded
developed
directed
drafted
edited
enlisted
formulated
influenced
interpreted
lectured
mediated
moderated
motivated
negotiated
persuaded
promoted
publicized
reconciled
recruited
spoke
translated
wrote

CLERICAL SKILLS

approved
arranged
catalogued
classified
collected
compiled
dispatched
executed
generated
implemented
inspected
monitored
operated
organized
prepared
organized
prepared
processed
purchased
recorded
retrieved
screened
specified
systematized
tabulated
validated

CREATIVE SKILLS

assembled
built
calculated
computed
designed
devised
engineered
fabricated
maintained
operated
overhauled
programmed
remodeled
repair
solved
trained
upgraded

HELPING SKILLS

assessed
assisted
clarified
coached
counseled
demonstrated
diagnosed
educated

CREATIVE SKILLS

acted
conceptualized
created
designed
developed
directed
established
fashioned
founded
illustrated
instituted
integrated
introduced
invented
originated
performed
planned
revitalized
shaped

FINANCIAL SKILLS

administered
allocated



Resume Rubric

Name: _____ Date: _____

Category	5	4	3	2	Weight	Score
Format/Layout	The resume consistently follows formatting guideline for length, layout and spacing. Resume is attractive and easy to read	Formatting guidelines for length, layout, and spacing are almost always followed. 1-2 problems in formatting were made, but readability was not effected	Formatting is repeatedly inconsistent in length, layout, and spacing. Readability and attractiveness is reduced.	Formatting guidelines for length, layout and spacing are not followed, making the resume unattractive or hard to read.	3	
Style	The fonts are consistent and easy to read. Font size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent and easy to read. Font size varies appropriately for headings and text.	Fonts are not used consistently, varying in style and size and making the text difficult to read.	No consistency in fonts. A wide variety of fonts, styles and point sizes were used.	3	
Content	The resume is factual and includes all necessary items and follows guidelines consistently (e.g. objective, action verbs, dates, places). Relevant education and experience substantiate position sought and are presented in reverse chronological order	Mostly factual; almost all necessary items are included and guidelines are followed for the most part. 1-2 errors in presentation of the content (e.g. objective, dates/places, action verbs, use of reverse chronological order).	Partly factual; several necessary content items are missing or there are several errors in presentation (e.g. objective, dates, places, actions verbs or use of reverse chronological order).	Presentation of content contains many errors or omissions, e.g. in the use of chronological order, action verbs, objective, dates, places, etc.	6	
Grammar/ Vocabulary	The resume uses accurate English grammar and vocabulary (word forms, word choice). Action verbs are consistently used in past tense.	There are 1-3 errors in the use of English grammar and vocabulary (word forms, word choice). Action verbs are almost always used in past tense	There are 4-5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are often not used in past tense.	There are more than 5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are usually not used in past tense.	5	
Mechanics	There are no errors in spelling, punctuation, or capitalization in the resume.	There are 1-3 errors in spelling, punctuation, or capitalization in the resume	There are 4-5 errors in spelling, punctuation, or capitalization in the resume	There are more than 5 errors in spelling, punctuation, capitalization in the resume.	3	
Total Score						
Comments						