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| **SCHOOL NAME: Westbury HS** | | | | **Teacher Name: Mayo** | | **Subject**: Professional Communication | |
| [**Course**](http://www.tea.state.tx.us/index2.aspx?id=6148)**:** Professional Communications | | | **Cycle**: 3 Wk 2 | **GRADE LEVEL:** 9-12 | **Title: Resume Writing & Interviewing** | | |
| [**L.P. Chart**](Support%20Files/The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | | [**Lesson Plan Tips**](Support%20Files/Project%20PYRAMID%20LESSON%20PLAN%20PROCESS.ppt) | [**(6 Week. Focus)**](Support%20Files/Curriculum%20Year%20at%20a%20Glance) | [**Vertical-Alignment**](Support%20Files/Vertical%20Alignment) | [**HAPG**](Support%20Files/HAPG) | | [**Modifications**](Support%20Files/Modifications) |
| **Week of:**  **11/24-25/2014** | [**OVERVIEW**](OVERVIEW%20of%20Lesson%20Planning.doc) | | | [**EXPLANATION**](The%20Transactional%20Model%20Aligned%20with%20CSI.doc) | **PRACTICE** | | **ASSESSMENTS** |
| [**ENGAGE**](Support%20Files/5%20E%20Model/Engage%20Slide.ppt) | | [**EXPLORE**](Support%20Files/5%20E%20Model/Explore%20Slide.ppt) | [**EXPLAIN**](Support%20Files/5%20E%20Model/Explain%20Slide.ppt) | [**ELABORATE**](Support%20Files/5%20E%20Model/ELABORATE%20Slide.ppt) | | [**EVALUATE**](Support%20Files/5%20E%20Model/Evaluate%20slide.ppt) |

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| **Monday**  **11/24/2014**  **EVEN Day** | [TEKS](http://www.tea.state.tx.us/index2.aspx?id=6148):§110.58. Communication Applications (1) A, E, F, G, H, I, J, K.; (2) A-I; (3) F, G; (4) A, I. | **Do Now – 10Min**  **(Stamp Sheet)**  Check for rough draft of Job Objective. | **Direct Instruction – 30 Min**    Open / Teacher led discussion.  Student Note Taking. | **Guided Practice**  Students will answer & discuss the scaffolding questions while recording responses from the class.  Teacher assisted job objective constructive. | **Tests/Quiz**  Student Participation. |
| **Learning Target**  **SW:** Begin to discuss chapter 8 of text:  Interviewing for a Job & Resume Writing.  **SW:** Begin to develop the elements for a  Professional Resume starting with  Objective.  **SW:** Begin to construct their resume using the  Resume Packet. | **Scaffolding Questions**  What kind of information should go on a resume?  Why is a job objective important?  Why is it important to list the specific job duties? | **Differentiated Strategies**  Use of text, power point, & student question responses for notes during discussion. | **Independent Practice – 30 Min**  Discuss list of jobs, or areas of responsibility you have had.  Student Note Taking. | **Resources**  Curriculum, Textbook, Power point presentation, student homework responses, Teacher materials. |
| **Lesson /Academic Vocabulary**  Social Comm., professional comm.., protocol, tact, aggressive tone, nonassertive tone, assertive tone, people skills, informal, standard, & technical language, prospective, etiquette, brash, reprimand, attire, tolerance, & open-minded.  **Chapter 8:** Pertinent, Assess, Dossier, Prospective, Intern, Canned, Negotiation, Networking, Interview, Resume, Puff Ball, Portfolio, Reverse Chronological. | **Thinking Maps**  Resume Construction Template | **Homework**  Complete a resume rough draft using the resume packet; and using the sample resume as a guide. | **Accommodations**  Oral Instructions, Shortened  Assignments, Guided Practice  and One on One instruction,  Extended Time and Verbal  Instructions.. |

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| **Thursday**  **11/25/2014**  **ODD Day** | [TEKS](http://www.tea.state.tx.us/index2.aspx?id=6148):§110.58. Communication Applications (1) A, E, F, G, H, I, J, K.; (2) A-I; (3) F, G; (4) A, I. | **Do Now – 10Min**  **(Stamp Sheet)**  Check for rough draft of Job Objective. | **Direct Instruction – 30 Min**  Open / Teacher led discussion.  Student Note Taking. | **Guided Practice**  Students will answer & discuss the scaffolding questions while recording responses from the class.  Teacher assisted job objective constructive. | **Tests/Quiz**  Student Participation. |
| **Learning Target**  **SW:** Begin to discuss chapter 8 of text:  Interviewing for a Job & Resume Writing.  **SW:** Begin to develop the elements for a  Professional Resume starting with  Objective.  **SW:** Begin to construct their resume using the  Resume Packet. | **Scaffolding Questions**  What kind of information should go on a resume?  Why is a job objective important?  Why is it important to list the specific job duties? | **Differentiated Strategies**  Use of text, power point, & student question responses for notes during discussion. | **Independent Practice – 30 Min**  Discuss list of jobs, or areas of responsibility you have had.  Student Note Taking. | **Resources**  Curriculum, Textbook, Power point presentation, student homework responses, Teacher materials. |
| **Lesson /Academic Vocabulary**  Social Comm., professional comm.., protocol, tact, aggressive tone, nonassertive tone, assertive tone, people skills, informal, standard, & technical language, prospective, etiquette, brash, reprimand, attire, tolerance, & open-minded.  **Chapter 8:** Pertinent, Assess, Dossier, Prospective, Intern, Canned, Negotiation, Networking, Interview, Resume, Puff Ball, Portfolio, Reverse Chronological. | **Thinking Maps**  Resume Construction Template | **Re-Teach / Wrap Up**  **Homework – 20 Min** | **Accommodations**  **Oral Instructions, Shortened**  **Assignments, Guided Practice**  **and One on One instruction,**  **Extended Time and Verbal**  **Instructions..** |