

Lesson Plans: Week #33 (4.16.18 – 4.20.18)

ENL English 12

Date	Monday, April 16th 2018
Objective	<p>Today's high school students must market their experiences, skills, achievements, and accolades to set them apart from others when applying to college or for a job. This lesson takes students through the steps of creating an effective resume and cover letter using ReadWriteThink's Resume Generator and Letter Generator.</p> <p>Students will understand the function, form, and effectiveness of a resume by examining and discussing sample resumes with their classmates</p>
Activities(s)	<p>I. What is a Resume?</p> <p>a. Students will be introduced to resumes as a genre of writing: professional writing. Discuss how this is different from academic genres in that it serves a different purpose and is intended for a different audience. In short, it is a type of writing by an author who is trying to get something. As a result, it is an extremely persuasive style of writing. Share examples of when a person would need a resume, such as applying for a job, a scholarship, or an award, or when creating a portfolio of one's work.</p> <p>b. Prepare students to understand the purpose of a resume, including its Function, Form, and (e)Ffectiveness (the 3 Fs). Take an informal poll of the class, asking who has heard of a resume before this class, who has seen one, and who has one of their own. Based on the results, you may ask students to share their experiences to add to the conversation.</p> <p>c. Distribute the printout The 3 Fs of Resume Writing. Discuss each part, and have students take notes.</p> <ol style="list-style-type: none">1. Function: The function of a resume is to inform the audience about you in order to accomplish something. What you're trying to accomplish depends on what you're trying to do. This might include getting a job, getting into college, winning a scholarship, or being selected for an internship. There are many reasons to show people your resume.2. Form: Resumes need to look a certain way. This is considered their form. People who read resumes expect them to include specific information, such as your name, address, contact information, education, past jobs, volunteer experience, and special skills. If a resume does not look like a traditional resume, the reader may be confused and think the writer is not educated about writing proper resumes.3. (e)Ffectiveness: For a resume to be effective, it must demonstrate your knowledge of both function and form. An effective resume

	<ul style="list-style-type: none"> ● Has a clear purpose that shows why you are writing it ● Is visually appropriate and appealing, or easy to read ● Includes all the necessary information about the writer ● Is grammatically correct with no errors in punctuation or spelling <p>d. Share copies of the resume printout. You might begin discussing these by putting students into small groups first to review. Tell them to identify what they see as the 3 Fs: Function, Form, and (e)Ffectiveness.</p> <p>e. Return together as a class, and discuss each F and how students determined what it was.</p>
Assessment(s)	1. Discussion of sample resumes
Date	Tuesday, April 17th 2018
Objective	Students will develop content for their resume.
Activities(s)	<p>I. Developing Content For Your Resume:</p> <p>a. Students will use the following worksheet to brainstorm content for their resumes. http://www.readwritethink.org/files/resources/30847_ideas.pdf</p> <p>II. Defining Audience and Purpose:</p> <p>a. Once students have completed their worksheets, they will get into groups of three or four. In their groups, students will share their work. Students will then answer the following questions:</p> <ul style="list-style-type: none"> ● What was easy about filling this out? What was difficult? ● What sections contained the most and least information? Why? <p>b. The teacher will then ask for volunteers to share what they included in each section with the class.</p> <p>c. The teacher will then begin a discussion about the importance of audience and purpose when creating a resume, as these are fundamental items to consider when putting all of their information together. Points to note include the following:</p> <ul style="list-style-type: none"> ● The audience refers to anyone who will review the resume,

	<p>so we must consider all audiences, both primary and secondary.</p> <ul style="list-style-type: none"> • The purpose refers to why the audience is looking at the resume and what they will be looking for, so we must ask ourselves what they want to read. <p>d. The teacher will then connect audience and purpose to the 3Fs as discussed in the previous class. Ask students to comment on how these are related and why they are important. Give them the Visualizing Your Resume: Graphic Organizer printout to fill out and bring to the next class. They can do this individually or in small groups.</p>
Assessment(s)	1. Developing content for their resumes.

Date	Wednesday, April 18th 2018
Objective	Students will develop a working resume by using the Resume Generator.
Activities(s)	<p>I. Resume Builder:</p> <p>a. Students will use Google Chromebooks or go to the computer lab to work with a Resume Generator to complete this lesson. Have them log into the Resume Builder site. As they do so, remind them about the time limit for creating their draft in class. They should structure their time accordingly.</p> <p>b. Using their notes from the My Resume Ideas: Getting Started printout, ask students to go through the process of entering their information. Show students the features of the tool, from the additional information about resumes on the first page to the audio feature accompanying the site that enables them to hear the information aloud.</p> <p>c. When they have completed their resumes, have students save them and also print a copy to bring to the next class.</p>
Assessment(s)	1. Building their Resumes.

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Date	Thursday, April 19th 2018
Objective	<p>Mrs. Lindner - Google Training</p> <p>Students will continue developing a working resume by using the Resume Generator.</p>
Activities(s)	<p>I. Resume Builder:</p> <p>a. Ask students to take out the printed copies of their resumes. Discuss how resumes today can be printed and submitted to the audience, as they have prepared, but they can also be submitted electronically. In that case, the resume writer needs to understand how to save a resume as a .pdf or how to create a resume with very little formatting, with only the basic information listed and no fancy spacing or bullets used. Connect this to their use of Resume Generator, and discuss how this would be similar to or different from what they just did.</p> <p>II. Peer Review:</p> <p>a. Put students into small groups to peer review their resumes. Encourage students to review their peers' resumes for the 3Fs: Function, Form, and (e)ffectiveness.</p>
Assessment(s)	<ol style="list-style-type: none"> 1. Building their Resumes. 2. Peer Review

Date	Friday, April 20th 2018
Objective	Students will recognize how a cover letter works in conjunction with a resume by drafting them for a similar purpose.
Activities(s)	I. What is a Cover Letter?:

- a. Have students take out the resumes they created. In small groups students will discuss the following questions:
1. What did you like about using Resume Builder to create your resume?
 2. What did you find particularly easy or difficult about the process?
 3. What do you like or dislike about your completed resume? d. What would you like to change about it?
- b. The teacher will then introduce cover letters. Discuss them in terms of the 3 Fs.
1. **Function:** Cover letters accompany resumes to introduce the reader of the resume to the writer. They personalize the resume, allowing the writer to provide more detail about him- or herself and any relevant experience. Many people think of cover letters as a way for the writer's true voice to come through.
 2. **Form:** Like resumes, cover letters also have a typical form: that of a business letter. The writer has to know the correct placement of the heading, date, salutation, body paragraphs, closing, and signature. Readers expect a cover letter to have certain features. If they aren't included, the reader may think the writer is not knowledgeable and, therefore, not ready for whatever he or she is trying to accomplish by submitting the cover letter and resume.
 3. **(e)ffectiveness:** An effective cover letter combines both function and form. It personalizes the writer and provides additional information about him or her and any relevant experience in a standard form. A good cover letter
 - Has a clear purpose that shows why you are writing it
 - Is visually appropriate and appealing, or easy to read
 - Includes additional relevant information about the writer
 - Is grammatically correct with no errors in punctuation or spelling
- c. Show the sample cover letters written by high school students in the Sample High School Resumes and Cover Letters printout. Discuss these with the students in relation to the 3 Fs:
1. What is the function of the cover letter (its purpose)
 2. What is unique about its form (design)
 3. How effective do students think this cover letter will be?

Assessment(s)

1. Discussion of sample cover letters

