

Lesson 7.2: Build Your Resume

Unit: Unit 7, Launch: Career Readiness and FACS Shark Tank (capstone; draws on Individual Growth and Life Readiness) **Topic:** 7.1 Present Yourself **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes **Room:** Classroom (a computer lab or a cart of devices helps but is not required; the template works on paper)

Standards

- NYS module line: NYS IGLR 3. Employability d) Explore and implement strategies for career readiness
- NYS module line: NYS IGLR 2. Goal Setting d) Design, implement, and evaluate a plan to attain a desired goal
- CTE theme line: CTE CCO 3. Employability Skills d) Demonstrate personal development of employability skills through practice of these skills in a variety of classroom applications
- CTE theme line: CTE CIR 3. Workplace Communication e) Explain how to give and receive accurate reports in a variety of formats
- NYS FACS Learning Standard 3 (Intermediate), Key Idea: Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self.; Performance Indicator: Students identify their own abilities and interests as possible guides to career choice.
- CDOS Standard 3a Universal Foundation Skills: Managing Information. Students select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).
- National FCS 3.0: 1.2.2 Show the skills used to find a job and to keep one.
- National FCS 3.0: 3.1.5 Put together a portfolio that shows the skills consumer services careers call for.

Enduring understanding and essential question

Big idea: The resume you turn in today is built out of one school year of your own work. Nothing on it is invented, which is why you will be able to defend every line of it out loud tomorrow. **Essential question:** Can I prove, on one page, that I am worth hiring?

Objectives

By the end of this lesson, students will be able to:

1. (Low) Using the template and yesterday's mining sheet, produce a complete draft resume with all seven sections filled and no blank headings.
2. (Mid) Given the partner checklist, analyze a classmate's draft and mark each of the eight checklist items, naming one bullet that is missing a part and saying which part.

3. (High) Revise their own draft after the partner check and the teacher conference, and justify one revision in writing by naming what an employer would now be able to picture that they could not before.

Vocabulary

Tier 2 (general academic): draft, revise, format, checklist, feedback Tier 3 (FACS): resume, summary, experience, skill, reference, cover letter (named only; not drafted until Lesson 7.12's portfolio note). See Vocabulary 07.md.

Materials and setup

- Handout 07.02 - Resume Template and Worked Example.md, two copies per student: one is the worked example to read, one is the blank template to write on
- Yesterday's mining sheets, returned at the door
- Student FACS folders on desks again
- Pencils, not pens. This is a draft and it will get crossed out.
- Slides: Slides 07.02 - Build Your Resume
- One "conference chair" pulled next to the teacher's seat, facing the room so the rest of the class is visible during conferences
- The conference order list from yesterday's exit card piles, written on a sticky note before class
- Optional: devices with a word processor, and the template saved where students can open it. *[Sal: name your school's platform and the folder path here. If devices are not available the paper template is the deliverable and it is scored the same.]*
- Setup notes: print the worked example single sided so it can sit next to the blank template. Set the timer for the conference rotation: 2 minutes per student, which gets through 12 to 14 students in one period, so plan two periods of conferences across Lessons 7.2 and 7.3 to reach everyone.

Pre-assessment

Yesterday's exit cards, already sorted. The "needs a conference first" pile is the conference order. Also, a fast hand count at the start of Step 1: "Hands up if your mining sheet has five things on it." The number of hands down tells you how much of Step 1 to spend on the board list instead of the template.

Do now and hook (Time: 4 min)

On the board, next to a projected copy of the worked example resume: "This is a resume for a made-up eighth grader. Everything on it came from this class. Find one line you could write today. Write it down."

Debrief in 90 seconds: take three answers. Then the hook: "You are going to hand me a real one by the end of this period. Not a practice one. A real one that you can hand an adult this summer."

Procedure

Step	Teacher will	Students will	Time
1. Guided reading of the worked example	Walk the worked example section by section on the slide. Stop at three lines and ask, “which part of this bullet is the output?” Point out the two things the example does that students always skip: the one-line summary at the top, and the fact that the experience section leads with school and family work because that is what a 13-year-old has. Show the one-page rule and the “no paragraphs” rule.	Follow on their own copy. Circle the summary line. Underline the output in three bullets. Write the name of the section they are least sure about.	8 min
2. Independent drafting	Start the timer and start the conference rotation from the sticky-note order. Call students to the conference chair by name, two minutes each, in this script: read the summary aloud, pick the weakest bullet, ask the three questions (how many, for whom, what came out of it), have the student say the fixed bullet out loud, write it, next student. Circulate between conferences.	Draft the resume on the template using the mining sheet and the folder. Keep writing between conferences. Nobody waits for a conference to keep working.	14 min

3. Partner check against the checklist	Stop drafting. Pair students who did not sit next to each other. Read the eight checklist items aloud once. Set the rule: you mark the checklist, you do not rewrite your partner's resume, and every "no" you mark has to come with the missing part named.	Swap drafts. Mark all eight checklist items on the partner's sheet. Write one sentence: "The bullet that needs work is ___ and the part it is missing is ___." Hand it back and read the marks.	8 min
4. Revise and turn in	Call the two-minute revision warning, then collect. Say what happens next: "This comes back to you tomorrow with my marks. Tomorrow you find out what happens when somebody asks you about it out loud."	Make at least one revision in response to the partner check. Write one sentence at the bottom of the template: what an employer can now picture that they could not before. Put the draft in the FACS folder and the folder in the crate.	6 min

Do now 4 plus 8 plus 14 plus 8 plus 6 is 40, with the closure folded into Step 4. If the period runs long on conferences, cut Step 3 to five items on the checklist and keep the revision sentence.

Questions to ask

Monitor understanding:

- Which section is your summary line in, and how many sentences is it allowed to be?
- Read me your strongest bullet. Which of the three parts is the output?
- You wrote "helped with a project." Helped how? For how many people? What came out of it?
- Is this line true? Can you point to where it happened?

Deepen learning:

- Two students in here cooked the same dish on the same day. Why would their bullets look different?

- Your resume is one page. What did you leave off, and why that instead of something else?
- If you were the manager at the place you want to work, which single line on your own page would make you call this person in? Why that one?
- Your partner marked a “no.” Do you agree? If you disagree, how would you defend the line?

Check for understanding

The conference itself is the check, and it is a real one: two minutes per student, one weakest bullet fixed out loud. Keep a class list and mark each student conferenced with one of three codes: **S** the structure is there and the bullets have all three parts; **P** the structure is there but two or more bullets are missing the output; **N** the page has fewer than four real bullets. Students marked N get the first conferences in Lesson 7.3 and a printed partial template with two bullets pre-started from their own folder.

Closure (Time: folded into Step 4, 6 min)

Students write the one-sentence justification at the bottom of the template (“An employer can now picture ___, which they could not before”) and file the draft. Two students read their revision sentence aloud. The class hears the same idea twice: a resume gets better by getting more specific, not by getting longer.

Differentiation and supports

- ELL: the template is printed with every section heading in English plus the Turkish, Portuguese, and Spanish equivalent under it, from Vocabulary 07.md. The bullet frame “I ___ for , **and**” appears in all four languages on the template margin. A student may draft in the home language and translate the final bullets with a partner or the ENL teacher; the summary line is written in English with the teacher in the conference. The languages section is where an ELL student’s resume gets strongest, and say so to that student directly.
- IEP and 504 (general): a partially completed template with two bullets already started from that student’s own folder, for any student coded N yesterday; the option to type instead of write; extended time to finish during Lesson 7.3’s drill breaks and at lunch; a scribe for the conference so the student talks and the teacher writes; a checkbox version of the partner checklist; permission to keep the worked example on the desk as a model at all times, including during scoring.
- Grade 6 support: five bullets instead of eight, four sections instead of seven (name and contact, summary, skills, experience), and the awards and activities sections optional. Grade 6 students may use the worked example’s summary sentence structure word for word with their own details swapped in.
- Grade 8 stretch: a targeted version. Pick one real local place that hires at 14 to 16, and reorder the resume so the three bullets that matter most to that place are on top. Write one sentence explaining the reorder. This is the beginning of a cover letter without calling it one.

- UDL checkpoints used: multiple means of representation (a full worked example, a blank template with the same structure, and a spoken walkthrough) and multiple means of engagement (the choice of which five of the year's projects go on the page, and the grade 8 choice of a real target employer).
- No-presentation accommodation: nothing is presented to the class. The two closure readings are volunteers only, and a student may hand the sentence to the teacher to read aloud anonymously.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. Produce a complete draft with all seven sections	IGLR 3. d); CCO 3. d); CDOS 3a Managing Information; National FCS 1.2.2, 3.1.5	Step 2 drafting	Formative in this lesson (conference codes S, P, N). The same page, revised, is scored summatively on Rubric 07 criterion 1 in Lesson 7.5
2. Analyze a partner's draft against eight checklist items	CIR 3. e); CDOS 3a Managing Information	Step 3 partner check	Formative; the marked checklist is collected with the draft and scored complete, partial, or missing for daily work. A checklist with a named missing part counts as complete
3. Revise and justify one revision	IGLR 2. d); IGLR 3. d); Std 3 PI E	Step 4 revision and justification sentence	Formative; the justification sentence is read with the draft. It is also the evidence line students reuse in the Rubric 07 self-assessment row

Homework

None required. Optional: show the draft to one adult and ask for one thing to add or cut. Write down what they said. Students who want a typed copy may type it at home, but a handwritten resume on the template is fully acceptable and is scored identically.

Connections

Inside the building: the ELA teacher and the school counselor, as in Lesson 7.1. Add the technology teacher if your school has one, for the typed and formatted version. The library or media specialist can host a printing session so every student leaves the year with a printed copy, which is the thing that actually gets used in July. FACS gives them a real document with a real deadline; they give FACS formatting help and a printer. Community: any adult who hires teenagers, asked for one email on what they look for.

Sources

- NYS Middle Level CTE FACS Content Module 01, Individual Growth and Life Readiness, lines 3. d) and 2. d).
- NYS Middle Level CTE Theme Module 01, Career and Community Opportunities, line 3. d); Theme Module 02, Communication and Interpersonal Relationships, line 3. e).
- NYS Learning Standards for FACS (1996), Standard 3, Intermediate. NYS CDOS Standard 3a, Universal Foundation Skills, Managing Information. Wording per 02 Standards/STANDARDS SOURCES - web research.md. *[Sal: confirm against the NYSED PDFs.]*
- National Standards for FCS Education 3.0 (LEAD FCS Education, 2018), competencies 1.2.2 and 3.1.5.
- Sal's own materials: the resume process he ran one on one with 87 or more students at Brentwood South, and the three-part bullet formula from the Smeal MBA interview guide.

Teacher notes

- The conference rotation is the lesson. Two minutes is enough if the script is fixed: summary, weakest bullet, three questions, say it out loud, write it, next. Do not let a conference become a full read of the page.
- Twelve to fourteen conferences fit in one period. Plan to finish the rest during Lesson 7.3's scenario rounds, where the class is busy in teams and a student can step out for two minutes without missing anything. Say that out loud today so nobody thinks they were skipped.
- The worked example is fictional on purpose and every line of it comes from something this course actually does. Students check it against their own folders and find they have the same evidence. Do not swap in a real former student's resume, ever, even with the name removed.
- Common mistake: a student writes the whole thing in paragraphs. Fix it by covering the page with a hand so only one line shows and asking, "would you read this in six seconds?"
- Second common mistake: bullets that start with "I." Teach the verb-first habit in the conference, not from the front. It is faster one on one.
- The students who resist hardest are usually the ones with the thinnest folder. Have their own lab rubric open when you call them over. Read the objective line out loud. Then ask the three questions.

- *[Sal: decide whether the school will print these. A printed resume in a student's hand on the last day of school is the single most useful object this unit produces, and it costs almost nothing.]*
- Keep the drafts in the room in the folder crate. They are needed in Lesson 7.5 for scoring and in Lesson 7.12 for the portfolio.