

## Lesson Plan Template

<b>Grade:</b> 9-12		<b>Subject:</b> Financial Literacy
<b>Materials:</b> Action Verb List Examples of Good and Bad Resumes		<b>Technology Needed:</b> Computers with Microsoft Word Projector to show PowerPoint
<b>Instructional Strategies:</b> <input type="checkbox"/> <b>Direct instruction</b> <input type="checkbox"/> Peer teaching/collaboration/ <input type="checkbox"/> Guided practice                      cooperative learning <input type="checkbox"/> Socratic Seminar                      Visuals/Graphic organizers <input type="checkbox"/> Learning Centers                      PBL <input type="checkbox"/> Lecture                                      Discussion/Debate <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> <b>Technology integration</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
<b>Standard(s)</b> 3.4b.1.6 Prepare paper and electronic resumes and cover letters		<b>Differentiation</b>  <b>Below Proficiency:</b> Student can use a template to create their resume and used the examples. <b>Above Proficiency:</b> Students use action verb list to improve their resume and reorganize the format of their resume <b>Approaching/Emerging Proficiency:</b> Students use action verb list to improve their resume. <b>Modalities/Learning Preferences:</b>
<b>Objective(s)</b> Student can create and design their own resume can be used for future employment opportunities. <b>Bloom's Taxonomy Cognitive Level:</b> <b>Analysis and Synthesis:</b> Create and Design		
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will move from their desks to the computer area. Students will be asked to put their phones away.		
<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>		
<b>Minutes</b>	<b>Procedures</b>	
<b>60 minutes</b>	<b>Set-up/Prep:</b> Creating lesson plan Creating PowerPoint Finding examples of good resumes and bad resumes Printing Handout Setup PowerPoint	
<b>5 minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Bell Ringer: What do you think are key components to a resume? Turn and Talk	
<b>15 minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Purpose of a Resume: <ul style="list-style-type: none"> <li>• Is to provide a summary of your skills, abilities and accomplishments</li> </ul> <i>Think of it as an advertisement of who you are</i> <ul style="list-style-type: none"> <li>• To give someone a professional “snapshot” of you</li> <li>• Designed for a quick read</li> </ul> <i>An employer is going to read your resume before they set up an interview.</i> <b>IT IS THEIR FIRST IMPRESSION OF YOU!</b> Resume Content: <ul style="list-style-type: none"> <li>• Name and Contact Information</li> <li>• Objective/Position Goal: What position are you seeking? Why?</li> <li>• Education: School(s) and Date(s) GPA</li> <li>• Information on Employment: Dates, Places, Job Titles, and Accomplishments, Summary of duties</li> <li>• Personal Details: Memberships, Interests, and Achievements</li> <li>• Skills or Specialized Knowledge</li> <li>• References</li> </ul> How much should I write? <ul style="list-style-type: none"> <li>• Fill the page but not overcrowded</li> </ul> Tips	

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	<ul style="list-style-type: none"> <li>• Free of spelling and grammar errors</li> <li>• Keep it simple</li> <li>• It needs to be organized</li> <li>• Easy to read fonts</li> <li>• Keep it relevant</li> <li>• Use actions verbs (Give students handout with examples of action verbs)</li> </ul> <p>Show examples of good and bad resumes (Examples are stapled together with the list of action verbs)</p>
<p><b>30 minutes</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>Students will be creating their own resume or revamping the resume they already have built.          Students can use the examples provided or use a template on Word.          Students can use Action Verb handout to revamp their resume.</p>
<p><b>15 minutes</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <p>Students will be grouped strategically in pairs. The students will then revise and check their partner's resume for grammar and spelling errors. Students will also provide each other feedback based off of the resume's organization, fonts, and simplicity. The students will be allowed to make changes before turning in their resume to be graded.</p>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b>          Teacher will walk around while students are creating their resumes, giving constructive feedback.  <b>Consideration for Back-up Plan:</b>          Screen checks</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>          Student can create and design their own resume can be used for future employment opportunities.   <b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          Overall, I think the lesson went well. The students created their resumes and included all of the content. I was able to do a screen check on each of the student's computer to see their resumes. I did not have the students print their resumes. Next time, I would spend more time breaking down the content of the resumes and go into detail about what would go into each component. I would like to have the students print their resumes, that way they can receive better feedback. I would also look into bringing a person who does the hiring for a business and have them look over the student's resumes.</p> <p><b>Revised since reflection</b></p>	



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UNIVERSITY OF MARY

Career Services 7500 University Drive, Bismarck, ND 58504 (701) 355 - 8050

Name

Contact Information

**Position** Seeking a demanding position that provides an environment in  
**Goal:** which each student can learn in his or her individual way and which  
provides experiences beneficial to the learning process.

**Education:** **Masters of Education Strategist** **May 2018**  
Autism Spectrum Disorder Credential August 2017  
Reading Credential August 2017  
Bachelor of Arts in Special Education December 2014  
Bachelor of Arts in Elementary Education December 2014  
University of Mary, Bismarck, ND 3.4

**Teaching** **Emotional Disturbances Special Education Teacher** 2016-Current  
Horizon Middle School, Bismarck, ND

- Create and design push-in curriculum
- Establishing social and study skills groups
- Collaborate with all teachers to modify and accommodate curriculum
- Instructional Leader for Special Education Team at Horizon

**Special Education Teacher**  
Hope Home/Horizon Middle School, Bismarck, ND 2015-2016

- Prepare and design individualized instruction
- Create, revise, and edit IEPs and behavior plans
- Prepare and carry out accommodations and modifications
- Conduct individualized instruction

**Related** **Paraprofessional** January 2014- April 2014  
**Experience:** Horizon Middle School, Bismarck, ND

- Prepared accommodations and modifications for class work
- Instructed individuals in one on one instruction
- Attended IEP and family meetings
- Organized student materials

### Professional

**Organizations:** North Dakota Historical Society  
National Education Association  
CPI Certified  
Instructional Leadership Team

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### List of Action Verbs for Resumes & Professional Profiles

#### Management/ Leadership Skills

administered  
analyzed  
appointed  
approved  
assigned  
attained  
authorized  
chaired  
considered  
consolidated  
contracted  
controlled  
converted  
coordinated  
decided  
delegated  
developed  
directed  
eliminated  
emphasized  
enforced  
enhanced  
established  
executed  
generated  
handled  
headed  
hired  
hosted  
improved  
incorporated  
increased  
initiated  
inspected  
instituted  
led  
managed  
merged  
motivated  
organized  
originated  
overhauled  
oversaw  
planned  
presided  
prioritized  
produced  
recommended  
reorganized  
replaced  
restored  
reviewed  
scheduled  
streamlined  
strengthened

supervised  
terminated

#### Communication/ People Skills

addressed  
advertised  
arbitrated  
arranged  
articulated  
authored  
clarified  
collaborated  
communicated  
composed  
condensed  
conferred  
consulted  
contacted  
conveyed  
convinced  
corresponded  
debated  
defined  
described  
developed  
directed  
discussed  
drafted  
edited  
elicited  
enlisted  
explained  
expressed  
formulated  
furnished  
incorporated  
influenced  
interacted  
interpreted  
interviewed  
involved  
joined  
judged  
lectured  
listened  
marketed  
mediated  
moderated  
negotiated  
observed  
outlined  
participated  
persuaded  
presented  
promoted

proposed  
publicized  
reconciled  
recruited  
referred  
reinforced  
reported  
resolved  
responded  
solicited  
specified  
spoke  
suggested  
summarized  
synthesized  
translated  
wrote

#### Research Skills

analyzed  
clarified  
collected  
compared  
conducted  
critiqued  
detected  
determined  
diagnosed  
evaluated  
examined  
experimented  
explored  
extracted  
formulated  
gathered  
identified  
inspected  
interpreted  
interviewed  
invented  
investigated  
located  
measured  
organized  
researched  
searched  
solved  
summarized  
surveyed  
systematized  
tested

#### Technical Skills

adapted  
assembled  
built  
calculated

computed  
conserved  
constructed  
converted  
debugged  
designed  
determined  
developed  
engineered  
fabricated  
fortified  
installed  
maintained  
operated  
overhauled  
printed  
programmed  
rectified  
regulated  
remodeled  
repaired  
replaced  
restored  
solved  
specialized  
standardized  
studied  
upgraded  
utilized

#### Teaching Skills

adapted  
advised  
clarified  
coached  
communicated  
conducted  
coordinated  
critiqued  
developed  
enabled  
encouraged  
evaluated  
explained  
facilitated  
focused  
guided  
individualized  
informed  
instilled  
instructed  
motivated  
persuaded  
set goals  
simulated  
stimulated

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### List of Action Verbs for Resumes & Professional Profiles

taught  
tested  
trained  
transmitted  
tutored

#### **Financial/ Data Skills**

administered  
adjusted  
allocated  
analyzed  
appraised  
assessed  
audited  
balanced  
calculated  
computed  
conserved  
corrected  
determined  
developed  
estimated  
forecasted  
managed  
marketed  
measured  
planned  
programmed  
projected  
reconciled  
reduced  
researched  
retrieved

creative skills  
acted  
adapted  
began  
combined  
conceptualized  
condensed  
created  
customized  
designed

developed  
directed  
displayed  
drew  
entertained  
established  
fashioned  
formulated  
founded  
illustrated  
initiated  
instituted  
integrated  
introduced  
invented  
modeled  
modified  
originated  
performed  
photographed  
planned  
revised  
revitalized  
shaped  
solved

#### **Helping skills**

adapted  
advocated  
aided  
answered  
arranged  
assessed  
assisted  
cared for  
clarified  
coached  
collaborated  
contributed  
cooperated  
counseled  
demonstrated  
diagnosed  
educated  
encouraged

ensured  
expedited  
facilitated  
familiarize  
furthered  
guided  
helped  
insured  
intervened  
motivated  
provided  
referred  
rehabilitated  
presented  
resolved  
simplified  
supplied  
supported  
volunteered

#### **Organization/ Detail Skills**

approved  
arranged  
cataloged  
categorized  
charted  
classified  
coded  
collected  
compiled  
corresponded  
distributed  
executed  
filed  
generated  
implemented  
incorporated  
inspected  
logged  
maintained  
monitored  
obtained  
operated  
ordered

organized  
prepared  
processed  
provided  
purchased  
recorded  
registered  
reserved  
responded  
reviewed  
routed  
scheduled  
screened  
set up  
submitted  
supplied  
standardized  
systematized  
updated  
validated  
verified

#### **More verbs for Accomplishments**

achieved  
completed  
expanded  
exceeded  
improved  
pioneered  
reduced (losses)  
resolved (issues)  
restored  
spearheaded  
succeeded  
surpassed  
transformed  
won

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# Resume Rubric

Name of Student: \_\_\_\_\_

\_\_\_/ 25 Points

Financial Literacy

	<b>Distinguished 5 points</b>	<b>Proficient 3-4 points</b>	<b>Developing 1-2 points</b>
<b>Spelling/Grammar ___/5 Points</b>	There are no spelling or grammar errors.	1-2 spelling errors or grammar errors.	3 or more spelling and grammar errors.
<b>Format/Appearance ___/5 Points</b>	Resume is clearly labeled and organized into sections. The resume has appropriate spacing and use of formatting.	Resume is organized into sections. The resume has appropriate spacing and use of formatting.	Resume is not organized into sections. The resume does not have appropriate spacing or use of formation.
<b>Objective ___/5 Points</b>	The objective is clearly stated with bold font. The objective is related to a career of interest and states the employment position students is applying to	The objective is clearly stated. The objective states the employment position the student is applying to.	The objective is not stated. The objective does not state the employment position the student is applying to.
<b>Education ___/5 Points</b>	Educational institution is stated. The institution includes anticipated graduation date and location, GPA.	Educational institution is stated. The institution is listed but missing one or more of the following: graduation date and location, GPA.	No educational institution is stated. The institution does not include anticipated graduation date and/or location.
<b>Information of Employment/Experiences ___/5 Points</b>	Places or work, location, titles, description of duties, and dates are included for each position. Descriptions are clear and use action verbs.	Descriptions are not detailed enough to fully understand what was done. Places of work, location, titles, and dates are included.	Descriptions are not detailed and offer no illustration of what was done. No locations and dates of employment/experiences are listed.