Standards-Based Lesson Template

Submission Date	2019-08-02 11:46:09
Teacher:	Annaliese Dunne
Class:	7th Grade English Language Arts/College and Career Readiness
Lesson/Unit Title:	Resume Presentation
Abstract/summary of lesson:	Students apply for class jobs by composing a resume with relevant details that meet minimum job requirements; they then reflect on whether or not they got the job and why.
Students will know...	Students will know how to make a claim and cite relevant details and evidence in a real-world context.
Students will be able...	Students will be able to compose a "resume" that give clear, relevant details as to how their experience and skills match the job's minimum requirements.
Standards/Skills addressed	CCSS.ELA-LITERACY.W.7.1.A--Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-LITERACY.W.7.1.B--Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| **Performance tasks/projects:** | Persuade the audience to "hire"--CCSS.ELA-LITERACY.W.7.1.A--Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

Using relevant details to support claim--CCSS.ELA-LITERACY.W.7.1.B--Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
Test and quiz questions or essay prompts:	Essay prompt: Do you think you got the job? What details did you include that met the minimum requirements? If you don't think you got the job, what could you do next time to make sure your resume was successful? How did composing a resume help you understand the importance of citing details and evidence in your writing? Please write a 1-page summary of your experience, making sure to check for correct conventions (spelling, capitalization, grammar, and punctuation).
Other evidence to be used (e.g., observations, evaluation of work samples, discussion):	Students' resumes will be used as evidence; students will present their resumes to the class, who will assess whether or not each resume meets the job's minimum requirements and whether the "candidate" is qualified to be "hired" for the classroom job. They will use checklists for each job's requirements.
Student self-assessments:	Students will write a one-page summary reflecting on their resume-writing experience, and whether they thought they'd get the job.
Objectives	Students will be able to compose a "resume" that give clear, relevant details as to how their experience and skills match the job's minimum requirements.

Motivation:	I will reveal classroom job descriptions. These will be colorful posters that list the job description and the job requirements, as well as minimum qualifications for getting the job. For example, one job might be Class Librarian. This job will involve keeping the classroom library organized and stocked. The student who gets this job will be in charge of straightening the books every day, checking the check-out log to make sure books are returned promptly and in good condition, and communicating with me to inform me of the library's status. Minimum requirements would include: solid organizational skills, interest in reading, and the ability to communicate with other students and the teacher assertively. Students will likely be interested, thus segueing into the project's unveiling.
Presentation:	I will introduce this project with a slideshow detailing the things I learned when talking to Michaela in Talent and Acquisition at Gallo. I will include examples of what resumes look like and what information job requisitions usually ask that applicants include. I will make sure to stress the importance of meeting those minimum requirements--repeating this as needed. I will demonstrate how to read one of the classroom job "requisitions" and analyze what minimum requirements the job entails. Using chart paper and colorful markers, I will then "apply" for the job and list the ways someone might meet the minimum qualifications. I will have students help me come up with this list.
Application/Activities:	Students will create a "resume" in class. This will be a poster or Google Slideshow that includes details and evidence of their qualification. For example, if a student applies for the Class Librarian position, their evidence and details might include descriptions and pictures of a very neat and organized bedroom or backpack, a picture of their home library, and examples of times when they had to communicate with a teacher or fellow student about something important-- maybe including what they said and how successful they were at resolving the issue. Students will have 1-2 days in class to complete this. At the end of the week, they will present their resumes to the class, who will have a checklist of each job's requirements. The class will decide whose resumes were the most qualified for each position.
Materials needed:	Chart/construction paper for student posters; markers, glue, and scissors; student Chromebooks for Slideshow presentations; job requirement print-outs for student presentations.
Assessment/Evaluation:	Resume presentation (poster or slideshow); 1-page summary of experience and reflection; peer evaluation of presentation.
Closure/Reflection:	I will wrap up the week by thanking the students for applying for classroom jobs. I will remind them that they learned about the importance of using clear, relevant details and how they are used in real-life situations. I will let them know that they will be using this skill in all sorts of types of writing throughout the school year.