



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## FOUNDATION SKILLS

**PATHWAY:** All Pathways, Culinary Arts

**COURSE:** All CTAE Courses, Culinary Arts II

**UNIT:** 10.2 Career Development: Preparing a Resume and  
Cover Letter and 1.2 Careers



## INTRODUCTION

**Annotation:** Briefly describe the unit topics, tasks, methods, etc.

In this unit students will learn the importance of a good resume and cover letter during the job search. Students will also learn how to create a resume and cover letter.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

Two 50 minute periods.

**Author:**

Eve Felton and Dr. Frank B. Flanders

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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**GPS Focus Standards:** Please list the standard and elements covered.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CA-CAII-1. Students will identify skills, certifications, and experience required for careers in the hospitality, tourism and foodservice industries.

**GPS Academic Standards:**

*ELA10 RC3. The student acquires new vocabulary in each content area and uses it correctly.*

*ELA11LSV1. The student participates in student-to-teacher, student-to-student and group verbal interactions.*

*ELARL5. The student participates in student-to-teacher, student-to-student and group verbal interactions*

*NFCS-8.1. Analyze career paths within the food production and food service industries.*

**National / Local Standards / Industry / ISTE:**

ESS09 Employability and Career Development: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:**

Students will understand that a resume is their first introduction to a potential employer. Making a good first impression and describing one's skills and abilities is important.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is having a professional resume important?
- What types of information should you include on a resume?
- What is the usual format for resumes and cover letters?

**Knowledge from this Unit:** Factual information.

- Students will define resume.
- Students will list important items to include in a resume.

**Skills from this Unit:** Performance.

- Students will be able to create a resume and cover letter.



# ASSESSMENT(S)

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☒ Unit test
- ☐ Group project
- ☐ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☐ Partner and small group discussions
  - ☐ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☒ Post-test

**Assessment(s) Title:** Resume and Cover Letter Exam

**Assessment(s) Description/Directions:**

Administer unit exam to students at the end of the lesson.

**Attachments for Assessment(s):** Please list.

Career Development-Resume and Cover Letter Exam.



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.  
CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.
2. Review Essential Questions.
  - a. Why is having a professional resume important?
  - b. What types of information should you include on a resume?
  - c. What is the usual format for resumes and cover letters?
3. Identify and review the unit vocabulary.  
Cover letter  
Resume
4. Use handout 1 to provide information that may or may not be used in a resume.
5. Use handout 2 as an example of a complete resume.
6. Use handout 3 to allow students to write a practice cover letter.
7. Students should write their own resume and cover letter.

**Attachments for Learning Experiences:** Please list.

### Handout 1: Preparing to Write the Resume

**Directions:** Read the passage below on the life and times of Sarah Jones. Select information that should and should not be included in Sarah's Resume. Strike out any information in the facts below that should not be used in the resume. Your teacher may instruct you to use the remaining information to develop a properly

## **formatted resume for Sarah.**

Sarah Jones is seventeen years and three months old. She was born outside Tipoff, Georgia. Her family moved to Overby, Georgia when she was four. She is completing her education in Overby. She is a senior this year. Her primary course of study was nursing. Her nursing teacher is Susan Thomas. Mrs. Thomas' email address is sthomas@overby.edu. Mrs. Thomas thinks Sarah is a very promising student. She will be graduating with honors this year from Blue High School.

Sarah has a good understanding of basic nursing and enjoys working with people. She has been in the HOSA for three years and is currently the chapter president. Sarah is very friendly and always has a smile on her face. Before she was president she served as treasurer of HOSA her 10<sup>th</sup> and 11<sup>th</sup> grade years. She has also been in FCCLA since her freshman year. Sarah started running for the cross country team this year. She won the award of most improved runner. She is 5'6 and weighs 140 pounds.

She has worked at the local clinic with Dr. George Golden for over a year and a half. She helps with patients, records, and also at the front desk helping customers. The clinic is located on 496 Vista Rd. in Overby. Sarah's work number at the clinic is 555-555-4891. She also had a job babysitting for the past two years. Sarah really didn't like this job. She hopes to get a job as a nursing assistant at the hospital. She has been dating a boy named Michael Smith for about six months. He is a handsome blonde and his father is the school principal, Mr. Donald Smith. Michael's address is 104 Main Street, Overby, GA 30124. His phone number is 555-555-1212.

Sarah started a college fund at the local bank with her birthday money when she was four years old. She now has over \$2000 simply by depositing some of her payroll check each week. Sarah had to take some of the money out for a speeding ticket she got when she was 16. The officer at the Overby Bank that she uses is Mary Staples. The bank is located on West Bend in Overby. Mary Staples also runs the local charity that benefits abused and homeless animals called PAWS. Sarah, in her spare time, helps raise money for the PAWS charity by walking dogs. PAWS is located right across the street from the animal clinic at 493 Vista Rd. Mary Staples' cell phone number is 555-555-2765. Sarah is hoping to get a dog as pet from PAWS as soon as she graduates.

Handout 2:

**ERIC WHITE**

**Campus**

94 E. 42ND ST.  
Faraway, GA 30601-5542  
765-555-3643 (cell)  
ewhite@faraway.edu

**Home**

654 FERN RD.  
Faraway, GA 30601  
765-555-7523

**CAREER OBJECTIVE:** Pursuit of a position in teaching Agriculture Education.

**EDUCATION:** **University of Georgia**  
Athens, Georgia – Majoring in Agricultural Education with a minor in Horticulture

**Faraway High School**, May 2010  
Faraway, Georgia - Graduated with a College and Technical Preparatory Program Diploma

**EXPERIENCE:** **Sales person and Nursery worker, Ewing Garden Center** – Faraway, Georgia  
August 2008 to July 2010

- Assisted customers with sales of plants and garden accessories.
- Performed general plant maintenance of nursery and greenhouse plants.

**Greenhouse Worker, University of Georgia** - Athens, Georgia  
August 2010 to Present

- Maintains threatened and endangered plant species in the greenhouse.
- Collects and prepares native plant seeds for sowing.

**ACTIVITIES:**

- UGA Horticulture Club – 2010-present
- UGA Collegiate FFA – 2010-present
- Faraway County Chapter FFA, President, 2009-2010

**HONORS & AWARDS**

- Dean's List University of Georgia – Spring 2011; Fall 2011; Spring 2012;
- 2<sup>nd</sup> Place State FFA Interview Competition, 2010
- Governor's Honor Program in AgriScience and Biotechnology, 2009

**REFERENCES:** Dr. John Tree, Associate Professor of Horticulture  
The University of Georgia  
1107 M Plant Science  
Athens, GA 30602  
706-555-2222  
jtree@uga.edu

Ms. Brittany Green, Greenhouse Manager  
The University of Georgia  
1107 M Plant Science  
Athens, GA 30602  
bgreen@uga.edu

Ben Ewing, Owner of Ewing Garden Center  
3112 Main St  
Faraway, GA  
555-8976

### Handout 3

#### Cover Letter for Resume

When sending a potential employer a copy of your resume, you should always attach a cover letter. This letter explains to the employer your job interest and your purpose in sending the resume. It is important to remember that you would send the letter and resume after you have determined that there is a vacancy.

Directions: Use the information below to write a sample cover letter.

Position: Floral Assistant

Place: Two Petal Pushers  
4840 Scenic Way  
Stonehill, GA 38123

Your street address  
Your town, state, zip code  
Telephone number  
Email

Date

Manager/Personnel Director (including Mr./Mrs./Ms.)  
Name of company  
Company address  
Town, State, Zip code

Greeting:

Paragraph 1 - state the purpose of the letter and request the employer's consideration.

Paragraph 2 - contain a brief summary of your personal data and work experience.

Paragraph 3 - explain your interest in the company and in arranging an interview.

Sincerely,  
Your signature  
Your name

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



## CULMINATING PERFORMANCE TASK

(Optional)

**Culminating Unit Performance Task Title:** Personal Resume/Cover Letter

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

After completing the examples on the handouts, instruct students to create their own resumes and cover letters based on what they have learned.

**Attachments for Culminating Performance Task:** Please list.

**Rubric for Performance Task-Cover Letter/Resume:**

Criteria	Excellent 5	Very Good 4	Good 3	Fair 2	Poor 1
Used the correct format					
Included relevant information					
No grammatical or spelling errors					
Neat, professional appearance					





## UNIT RESOURCES

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**Web Resources:**

**Attachment(s):**

**Materials & Equipment:**

**What 21st Century Technology was used in this unit:**

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website	<input type="checkbox"/>	Maker