GEORGIA | PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

CTAE FOUNDATION SKILL

UNIT 10.2: Getting a Job: Resumes, Cover Letters, Job Applications and Interview Skills

✅ INTRODUCTION

Annotation: In this unit, students will learn why resumes and cover letters are important to the job search. They will learn how to write a cover letter and resume, prepare for a job interview, and conduct themselves during mock interviews with classmates. This lesson is intended to teach students the importance of professionalism in getting a job, and can be helpful for students.

Grade(s):

X	6th	X	9th
X	7th	X	10th
X	8th	X	11th
		X	12th

Time: Four 50-minute class periods

Author: Eve Felton, Dallas Duncan, 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

GPS Focus Standards:

CTAE-FS-10   **Learners plan and manage academic-career plans and employment relations**

GPS Academic Standards:

ELA8W2   **The student produces technical writing (business correspondence: letters of application and letters of recommendation, résumés, abstracts, user guides or manuals, web pages).**
a. Creates or follows an organizing structure appropriate to purpose, audience, and context.
b. Excludes extraneous and inappropriate information.
c. Follows an organizational pattern appropriate to the type of composition.
d. Applies rules of Standard English.

ELA6LSV1   **The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student**
a. Initiates new topics in addition to responding to adult-initiated topics.
b. Asks relevant questions.
c. Responds to questions with appropriate information.

National / Local Standards / Industry / ISTE:

ESS09   **Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.**

UNDERSTANDINGS & GOALS

Enduring Understandings:
- Students will understand that a resume and cover letter are their first introductions to a potential employer. They will learn the do's and don'ts of a job interview and how to differentiate themselves from other job candidates.

Essential Questions:
- Why is having a professional resume important?
- What types of information should you include on a resume?
- When should you use a cover letter?
- How should you select references?
- How is a job application different from a resume?
- Why are first impressions important during the job interview process?

Knowledge from this Unit:
Students will be able to:
- Explain the importance of resumes, cover letters, job applications and proper etiquette during the job interview process
- Discuss what items should be included on a resume
- Describe the formats of resumes and cover letters
- Explain how to fill out a job application

Skills from this Unit:
Students will be able to:
- Create a resume, cover letter, and list of references
- Evaluate sample resumes
- Complete a job application
- Prepare for a job interview by role-playing as employers and employees

✔ ASSESSMENTS

Assessment Method Type:

	Pre-test
X	Objective assessment - multiple-choice, true- false, etc.
	_x_ Quizzes/Tests
	__ Unit test
X	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
	_x_ Practice quizzes/tests
	Subjective assessment/Informal observations
	__ Essay tests
	__ Observe students working with partners
	__ Observe students role playing
X	Peer-assessment
	__ Peer editing & commentary of products/projects/presentations using rubrics
	__ Peer editing and/or critiquing
X	Dialogue and Discussion
	__ Student/teacher conferences
	__ Partner and small group discussions
	__ Whole group discussions
	__ Interaction with/feedback from community members/speakers and business partners
X	Constructed Responses
	__ Chart good reading/writing/listening/speaking habits
	_X_ Application of skills to real-life situations/scenarios
X	Post-test

Assessment Attachments and / or Directions:
> **Preparing a Resume and Cover Letter Unit Exam**
> **Preparing a Resume and Cover Letter Unit Exam Key**

✔ LESSON PLANS

- **LESSON 1: INTRODUCTION TO THE JOB SEARCH**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-10	**Learners plan and manage academic-career plans and employment relations.**
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ESS09   **Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.**

2. Review Essential Questions. Post Essential Questions in the classroom.
   - Why is having a professional resume important?
   - What types of information should you include on a resume?
   - When should you use a cover letter?
   - How should you select references?
   - How is a job application different from a resume?
   - Why are first impressions important during the job interview process?

3. Identify and review the unit vocabulary.

Accomplishments	Degree	Etiquette	Oversell
Action Verbs	Differentiate	Interview	Professional
Background Check	Dress for Success	Job Application	Reference
Body Language	Employee	Objective Statement	Resume
Cover Letter	Employer	Overqualified	Salary

4. Have students read **The Job Search Class Starter and Ender** handout and complete the associated questions.
   - See attached supplementary files

- ## LESSON 2: WRITING A RESUME

1. Review Essential Questions. Post Essential Questions in the classroom.

   - Why is having a professional resume important?
   - What types of information should you include on a resume?

2. Lead a discussion about resumes.
   - Ask students, "What is a resume?"
   - What sorts of situations do you need a resume for?
   - What information should be included on a resume?
   - What is the purpose of a resume?

3. How to Make a Resume
   - Show students the **Building a Resume** PowerPoint presentation.
     o See attached supplementary files.
   - Have students follow along using the **Building a Resume — Guided Notes** handout.
     o See attached supplementary files.

4. Resume Evaluation Activity
   - Give each student a copy of **Sarah Jones' Resume**.
     o See attached supplementary files.
   - Have students read the scenario and only highlight information Sarah could use on her resume.
   - Tell students to wait to circle references — that will be done as part of Lesson 2.

5. Putting Your Resume Together
   - Give each student a copy of the **Resume Do's and Don'ts** and the **Sample Resume** handouts.
     o See attached supplementary files
   - Have students brainstorm about jobs in their pathway.
     o **Examples:** Accountant, Teacher, Architect, Computer Technician, Construction Worker, Restaurant Chef, Nurse, Sales Clerk, Public Relations Spokesperson, Scientist, Greenhouse Owner
   - Using the information from this and the **Building a Resume — Guided Notes** handout, have students create a resume for a job in their pathway.
     o **Note:** This can either be done as an in-class activity in the computer lab or as an out-of-class homework assignment or project.

- **LESSON 3: COVER LETTERS AND REFERENCES**

1. Review Essential Questions. Post Essential Questions in the classroom.

   - When should you use a cover letter?
   - How should you select references?

2. Lead a discussion about cover letters.
   - Ask students, "What is a cover letter?"
   - What are some situations in which you would need a cover letter?
   - How can a cover letter help you get a job or scholarship?
   - What information should you include in a cover letter?
   - To whom do you address cover letters?

3. How to Write a Cover Letter
   - Show students the **Writing a Cover Letter** PowerPoint presentation.
     o See attached supplementary files
   - Give students a copy of the **Cover Letter Format** handout.
     o See attached supplementary files
   - Give students a copy of the **Cover Letter Evaluation** handout.
     o See attached supplementary files
   - Have students create a cover letter to go alongside their resume created in Lesson 1, using the suggestions and format in the handout and PowerPoint.

4. Lead a brief discussion about references.
   - Ask students, "What is a reference?"

- Why do you need references?
- What types of people make good references?
- Why do employers need references?
- What is the best way to get a reference?
    - **Example:** Contact the reference in a professional manner, explain to him what you are applying for, and ask if he would be willing to be contacted by an employer to speak on your behalf.

5. References Activity
    - Instruct students to complete the **Sarah Jones' Resume** worksheet from Lesson 1 by circling the people Sarah can use as references for her job.
        - See attached supplementary files
    - Have students brainstorm a list of five references they can use when applying for a job in their pathway.
        - Once they have finished brainstorming, have the class describe how they will approach these people to request them to be references.
    - Give students a copy of the **References Information** worksheet, and have them obtain the required information for each reference using the methods they described earlier.
        - See attached supplementary files

- **LESSON 4: COMPLETING A JOB APPLICATION**

1. Review Essential Questions. Post Essential Questions in the classroom.

    - How is a job application different from a resume?

2. Have students read and complete the **Applying for a Job Class Starter and Ender** and lead a brief discussion about job applications.
    - See attached supplementary files
    - Ask students, "What is a job application?"
    - What information goes on a job application?
    - Have any of you ever filled out a job application?
    - Is there any overlapping information on a resume and a job application?

3. Show students the **Completing a Job Application** PowerPoint presentation.
    - See attached supplementary files

4. Job Application Activity
    - Give each student a copy of the **Sample Job Application** worksheet.
        - See attached supplementary files
    - Have students complete the job application, and remind them if there is a piece of information asked for that is not applicable to them, write "N/A."
    - After students have completed the applications, have them pass theirs to their neighbor to be critiqued.
        - Ask students to consider the following in their written critiques:
            - Is the information legible?
            - Does it appear truthful?
            - Are all blanks filled out in some capacity?
            - Did the student sign and date the application?
            - Are the references from Lesson 3 included?
            - Did the student follow directions?

   o Have students deliver each others' critiques and explain their reasoning.
   o Ask students, "How good of a chance would your neighbor have of getting this job if you were the employer?"
   o What did you learn about filling out a job application?

- **LESSON 5: THE JOB INTERVIEW**

1. Review Essential Questions. Post Essential Questions in the classroom.

  • Why are first impressions important during the job interview process?

2. Lead a discussion about first impressions.
  • Ask students, "When you first meet someone, what helps form your opinion of that person?"
  • What does it mean to be professional?
  • What are some things an employer might use to determine if job applicants are professional?
  • What can you do to give a positive first impression to a new person?
  • How can a potential employee give a negative first impression?
  • How can you oversell yourself or seem overqualified for a job?

3. The Job Interview Process
  • Show students the **Interviewing** PowerPoint presentation.
   o See attached supplementary files
  • Have each student choose a partner to practice shaking hands with. Explain to students that shaking hands properly gives potential employers a good first impression of you.

5. Mock Job Interviews
  • **Note:** For the day this activity is done, students should be asked to wear professional dress.
  • Split the class into small groups of four or five.
   o Assign one person to be the potential employee. She should have her resume and references from earlier lessons ready to hand in.
   o The rest of the group will be the interview panel for the company the resume is geared toward.
  • Instruct each group to research types of interview questions using the **Sample Interview Questions** handout, the internet, newspapers, magazines or other online resources.
   o The questions can be typical, situational, or a combination.
  • Once each group has about 15 questions, give them a few minutes to prepare for a mock job interview.
  • Allow each group to present its interview to the rest of the class.
  • Let the class critique each others' interviews using the **Interview Critique** handout.
   o See attached supplementary files
   o **Note:** The handout can be used as a rubric to grade students on as well.

- **ATTACHMENTS FOR LESSON PLANS**

   The Job Search Class Starter and Ender
   Building a Resume
   Building a Resume — Guided Notes
   Sarah Jones' Resume
   Resume Do's and Don'ts
   Sample Resume

How to Write a Cover Letter
Cover Letter Format
Cover Letter Evaluation
Cover Letter Evaluation KEY
References Information
Applying for a Job Class Starter and Ender
Completing a Job Application
Sample Job Application
Interviewing
Sample Interview Questions
Interview Critique
Job Interview Practicum Scorecard
Vocabulary Glossary
Getting a Job Unit Exam
Getting a Job Unit Exam Key

• **NOTES & REFLECTION:**

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

UNIT RESOURCES

Web Resources:

Materials & Equipment:

21st Century Technology Used:

X	Slide Show Software		Graphing Software		Audio File(s)
	Interactive Whiteboard		Calculator		Graphic Organizer
	Student Response System		Desktop Publishing		Image File(s)
	Web Design Software		Blog		Video
	Animation Software		Wiki		Electronic Game or Puzzle Maker
	Email		Website		