

**Unit # 1 Title:** Red Hot Resumes!!

**Grade Level:** 6

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 30 minutes

**Best time of year to implement this Unit:** Early Fall Semester

**Lesson Titles:**

Lesson # 1: Life Lingo!

Materials/Special Preparations Required:

“Help Wanted” Story

“Life Lingo Activity Sheet (vocabulary list, “Match the Lingo” Activity)

“Match the Lingo” Answer Sheet

Lesson # 2: Cool Things I’ve Done!

Materials/Special Preparations Required:

Sample “Resume” for transparency

One page denoting each resume category for each small group 8-8 ½ x 11 pages:

“Objectives” “Education” “Awards” “Organizations” “Work History”

“Volunteer/Community Service” “Other Skills” “References”. For large group 8 poster sized pages with same categories written at top.

Colored sticky notes.

Lesson # 3: Cool Stuff I Can Do!

Materials/Special Preparations Required:

Sample “Resume” for transparency

Resume’ category sheets with attached sticky notes from lesson 2

**Missouri Comprehensive Guidance Standard:**

AD.6: Developing and Monitoring Personal Educational Plans.

**Grade Level Expectation(s):**

AD.6.A.06.a.i: Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.

**American School Counselor Association National Standard (ASCA):**

Academic Development

B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)**

X	Goal 1: gather, analyze and apply information and ideas 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts a students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, questions an ideas while recognizing the perspectives of others 6. apply communication techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 2. develop and apply strategies based on ways others have prevented or solved problems 3. develop and apply strategies based on one’s own experience in preventing or solving problems 6. examine problems and proposed solutions from multiple perspectives
X	Goal 4: make decisions and act as responsible members of society 1. explain reasoning and identify information used to support decisions 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadline and accomplish goals 8. explore, prepare for and seek educational and job opportunities

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English 4. Writing formally and informally 5. Comprehending and evaluating the content and artistic aspects or oral and visual presentations
X	Mathematics Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

**Unit Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.**  
 Students will share a written reflection narrative (paragraph) of “Kool Things I Can Do” generated from discussion of activities, their placement on the resume, and what character and or work traits they demonstrate.

**Brief Summary of Unit:**

Students will learn vocabulary related to a resume, the purpose and parts of a resume, and begin to recognize activities in which they have engaged and skills that they have acquired or can acquire to help them meet goals for the future.

**Unit Goals:**

Students will be able to recognize skills they possess and activities in which they have (or can become) engaged to prepare for meeting goals for future.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Students need to have an understanding of the career paths as they relate to their future goals for the future.