Lesson Plan Template

Grade: 9-12	Subject: Business Communication
Materials: Presentation Prepared, Website (resume builder),	Technology Needed: Computer's (access to submitting word documents)

Instructional Strategies:		Guided Practices and Concrete Application:	
☐ Direct instruction	☐ Peer teaching/collaboration/ cooperative learning	☐ Large group activity	☐ **Hands-on**
☐ **Guided practice**		☐ **Independent activity**	☐ **Technology integration**
☐ Socratic Seminar	☐ Visuals/Graphic organizers	☐ Pairing/collaboration	☐ Imitation/Repeat/Mimic
☐ Learning Centers	☐ **PBL**	☐ Simulations/Scenarios	
☐ Lecture	☐ Discussion/Debate	☐ Other (list)	
☐ **Technology integration**	☐ Modeling	Explain:	
☐ Other (list)			

Standard(s)	Differentiation
- **Strand 4, Topic 5, Employment Communication (Standard 1): Communicate effectively for employment success**	**Below Proficiency:** - **Give students with below proficiency examples of what completed resume's look like.** **Above Proficiency:** - **Challenge students with above proficiency to design their own resume outside of the website.**
Objective(s) - **Students will be able to create a resume** - **Students will explore various career interests** - **Students will practice proper procedures for a job interview** - **Students will understand the process of budgeting** **Bloom's Taxonomy Cognitive Level:** **Application, Synthesis**	**Approaching/Emerging Proficiency:** - **Students will create a resume that will help them practice communicating for employment success.** **Modalities/Learning Preferences:** - **Visual, Interpersonal**

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
- **Students will be monitored by me walking around the classroom to make sure they are staying on class.** - **They will be allowed to talk to each other during their work time as long as the conversations are on task and helping one another out.**	- **I expect behavior expectations to be followed with the technology policy. (If students are off task on technology, they will lose their technology for the day and have to complete the assignment outside of class.**

Minutes	Procedures
20-30	Set-up/Prep: - **Create the presentation for effective strategies to put on a resume.** - **Update Resume**
30	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) - **Share with students of how not to go about a job interviewing process ex.** **https://www.youtube.com/watch?v=FEJswfDbXyw** - **Getting Interest and Attention? -** "Have any of you ever applied or interviewed for a job? If so, where at?" - **Ask students if they know what you need in order to apply for jobs**
35	Explain: (concepts, procedures, vocabulary, etc.) - **Diagnosing and checking? –** "What are a couple things that might be required for a job?" - **Bring a job application to show what students will need in order to attain a job (resume, interview, etc)** - **Share with students my "Resume" to use as an example** - **Recalling specific facts or information? –** "Can you name a few necessity sections in a resume, and what other information can you include?" - **Procedure of taking out technology to prepare for explore activity**
50	Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) - **Structuring and redirecting learning? –** "Now that we have dissected what it takes to create a resume can you create one on your own?" - **Encouraging higher level thought processing? –** "What are some qualities, attributes, or achievements that you could use on your job resume?" - **Students will begin the process of designing their own resume (give students time in class to start)** - **Managing? –** "Does everyone have a list of sections and examples they can put in their resume?" - **https://www.resume.com/dashboard**
15	Review (wrap up and transition to next activity): - **Allowing expression of affect? –** "Is there any section of the resume that you are struggling to come up with content for?" - **Have students work on resume at home**

	- **Tell them about the interview process that I will be putting them through for future classes.**

Formative Assessment: (linked to objectives)
  Progress monitoring throughout lesson- clarifying questions, check-
  in strategies, etc.
- **See Appendix A**
- **Check in with students by walking around the classroom**

Consideration for Back-up Plan:
- **If this plan wouldn't work due to technology failing I would create a resume in class with the help of students.**

Summative Assessment (linked back to objectives)
  End of lesson:
- **For a future class student will dress, have a resume in hand, and be interviewed by me to assess the knowledge they have learned**

  If applicable- overall unit, chapter, concept, etc.:

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):
(Lesson Plan Revised) The idea that I chose to implement from the text was "Teaching Methodologies". In this lesson I hope to have students engaged in content that truly matters to their future. I want it to motivate them to build up their resume's so that they can have something that WOWS future employers. I am utilizing teaching methodology by allowing the students to gain an experience of what its like to be interviewed and how to build a proper resume to communicate effectively with an employer.

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Performance Assessment on Business

Students will choose a career that they would like to someday have. They can either choose their own or get help by taking a quiz on https://www.yourfreecareertest.com/. Students will then focus on creating a personal finance plan with the income from their future profession. The main thing that the students will research is all of the costs they will endure such as mortgage, auto expenses, electricity, student loans, and food.

The student will turn in this information by writing a short paper of 1-2 pages on the profession they chose and why, the expenses they are going to endure, and how they feel they can try and save money. This assignment will allow students to look into their future and set some goals for what they want to achieve while still focusing on what it means to save.

Performance Assessment Rubric = 60 points possible

Features	Beginning 5	Developed 10	Accomplished 12	Exemplary 15
1. Student is able to set a goal and choose a profession.	The student did not choose a profession or share how it pertained to them.	The student chose a profession but didn't share how it pertained to them.	The student profession and shared one reason on how it pertained to them.	The student chose a profession and shared 2 to 3 reason on how it pertained to them.
2. Student was able to evaluate costs they will endure.	1 costs was displayed by the student and explained.	2 to 3 costs were displayed by the student but not fully explained.	2 to 3 costs were displayed by the student and were fully explained	4 to 5 costs were displayed by the student and fully explained.
3. Student was able to write a well formed paper.	There were 5 or more grammar errors or was less than a page.	There were 3 to 4 grammar errors.	There were 1 to 2 grammar errors.	There were no grammar errors.

4. Student has a good grasp on what saving is and how they can save.	Students does not define what saving is or share examples of ways to save.	Student defines saving but does not share examples of ways to save.	Student defines saving and gives 1 to 2 examples of ways to save.	Student defines saving and gives 3 or more examples of ways to save.