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# En el vecindario

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: En el vecindario

Grade Level: 10<sup>th</sup>

Subject/Topic Area(s): Spanish II

Designed By: Leah A. Morton-Gittens

Time Frame: 20 70-minute class periods

School District: KIPP New Orleans

School: KIPP Renaissance High School

School Address and Phone: 5318 Michoud Boulevard, Second Floor  
New Orleans, LA 70129  
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### **Brief Summary of Unit:**

This unit addresses one enduring understanding: success in any situation depends on a person's ability to communicate information effectively. Students will demonstrate mastery of knowledge and skills through the creation of job advertisements and resumes, as well as participation in a job fair as employers and potential employees. This unit addresses all five categories of National Standards in Foreign Language Education (Communication, Culture, Connections, Comparisons, and Communities), and features a variety of cooperative and communicative learning strategies.

**Unit: ¡Exprésate! Capítulo 2: En el vecindario**  
**Grade: 10<sup>TH</sup>, Español II**

### **Stage 1: Desired Results**

#### **Established Goals (Standards)**

- **Communication:** Communicate in Spanish
  - Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
  - Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  
- **Cultures:** Gain Knowledge and Understanding of Spanish-speaking Cultures
  - Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
  - Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
  
- **Connections:** Connect with Other Disciplines and Acquire Information
  - Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
  - Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
  
- **Comparisons:** Develop Insight into the Nature of Language and Culture
  - Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  
- **Communities:** Participate in Multilingual Communities at Home & Around the World
  - Standard 5.1: Students use the language both within and beyond the school setting
  - Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **Enduring Understandings**

Success in any situation depends on a person's ability to communicate information effectively.

#### **Essential Questions**

Why is it important to create a good first impression?  
How does the manner in which you present information influence meaning?  
What are the benefits of being bilingual or multilingual?

**Knowledge**

*Students will know*

- what an indirect object and indirect object pronoun is
- what the present indicative tense is
- what the differences between **saber** and **conocer** are
- what the differences between **ser** and **estar** are
- what an infinitive is
- what the preterite tense is

**Skills**

*Students will be able to*

- talk about what people do for a living
- introduce people and respond to introductions
- use indirect objects and indirect object pronouns
- form and use the present tense of **dar** and **decir**
- form and use the present tense of **saber** and **conocer**
- form and use the present tense of **ser**
- use **ser** with adjectives of nationality
- describe a house
- say what needs to be done and complain
- form and use the present tense of **estar**
- use expressions followed by infinitives
- form and use the preterite tense of **-ar**, **-er**, and **-ir** verbs
- form and use the preterite tense of **hacer** and **ir**

**Stage 2: Assessment Evidence****Performance Tasks:****Feria de empleo**

For this project, students will be evenly divided into two groups, employers and potential employees. The employers will be responsible for creating an eye-catching advertisement for a job opening. Potential employees will create a compelling resume that highlights their individual interests and strengths. Students will come together at a job fair where applicants will have the opportunity to interview with four different organizations. Employers and employees will be responsible for recording and rating responses to common interview questions, as well as providing immediate feedback to each other on the quality of their interaction.

**Other evidence:**

- **Guided practice**
- **Independent practice**
- **Homework**
- **Quizzes:**
  - Vocabulario 1  
Talking about what people do for a living  
Introducing people and responding to introductions
  - Gramática 1  
Indirect objects and indirect object pronouns; present tense of **dar** and **decir**  
Present tense of **saber** and **conocer**  
Present tense of **ser** and adjectives of nationality
  - Vocabulario 2  
Describing a house  
Saying what needs to be done and complaining
  - Gramática 2  
Present tense of **ser** and **estar**, uses of **ser** and **estar**  
Expressions followed by infinitives  
Preterite of **-ar**, **-er**, and **-ir** verbs and **hacer** and **ir**
- **Exam:**
  - En el vecindario

**Stage 3: Learning Activities**

<b>Time Frame</b>	<b>Learning Activities</b>	<b>Assessments</b>
<u>Day 0</u> SWBAT: correctly identify and pronounce vocabulary words associated with professions.	1. Homework: flipped instruction video introducing new vocabulary words and modeling correct pronunciation with accompanying guided note sheet.	Homework assignment.
<u>Day 1</u> SWBAT: talk about what people do for a living.	1. Students will respond to the following prompt in a minimum of five complete sentences: <b>Why is it important to create a good first impression? How does the manner in which you present information influence meaning? What are the benefits of being bilingual or multilingual?</b> Then, they will turn to the person next to them and discuss their responses. The teacher will ask students to share their responses. 2. The teacher will review the new vocabulary, once again modeling correct pronunciation,	Independent practice, exit ticket, homework assignment.

	<p>with an engaging and interactive Prezi presentation.</p> <ol style="list-style-type: none"> <li>3. Next, standing in front of the class the teacher will make statements describing what specific professionals do. For example: <b>Mi papá es bombero. Él construye edificios.</b> Students will indicate thumbs up for <b>cierto</b> (true) or thumbs down for <b>falso</b> (false). If the statement is false, students will have an opportunity to correct it. For example: <b>Mi papa es bombero. Él apaga incendios.</b></li> <li>4. Then, the teacher will provide each pair of students with a unique bingo board featuring twenty spaces. Each space will feature a profession in Spanish. As the teacher calls out newly learnt verbs, students will cover the matching profession with a square of provided paper. This will continue until a pair of students covers an entire row or column to win.</li> <li>5. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>6. Homework: vocabulary review; "Making a Great First Impression" and accompanying guiding questions.</li> </ol>	
<p><u>Day 2</u> SWBAT: introduce people and respond to introductions.</p>	<ol style="list-style-type: none"> <li>1. Students will complete guided notes on how to introduce people and respond to introductions in Spanish.</li> <li>2. Next, the teacher will divide the class into groups of three and provide each group with five different conversations in which people introduce themselves to one another. The teacher will inform students that each conversation may contain no, one, or multiple errors. Students will work together to identify and correct all errors.</li> <li>3. In the same groups, students will write and present a conversation where they introduce each other and discuss what they do for a living.</li> <li>4. The teacher will then provide each student with a card featuring an image of a professional and accompanying job title. Students will create a short biography for the</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>

	<p>person. Once complete, they will line up to participate in several rounds of speed dating. Each pair of students will introduce their person to one another, including their profession and associated responsibilities, then switch cards. One line will rotate while the other stands still to ensure no repetition.</p> <ol style="list-style-type: none"> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: vocabulary review; miscommunication comic strips and accompanying guiding questions.</li> </ol>	
<p><u>Day 3</u> SWBAT: tell a personalized story, in Spanish, that includes what people do for a living as well as introductions and responses to introductions.</p>	<ol style="list-style-type: none"> <li>First, the teacher will reintroduce the highest frequency vocabulary words and grammatical structures learned thus far in the unit.</li> <li>Next, students will act out a story as the teacher tells, re-tells and asks questions about it as the students create it.</li> <li>Then, following the oral story, students will complete a short reading accompanied by comprehension questions and a visual map.</li> <li>Students will complete a vocabulary quiz independently.</li> <li>Homework: "Benefits of Bilingualism in the Workplace" and accompanying guiding questions; flipped instruction video explaining indirect objects and indirect object pronouns in English and guiding questions.</li> </ol>	<p>Independent practice, vocabulary quiz, homework assignment.</p>
<p><u>Day 4</u> SWBAT: use indirect objects and indirect object pronouns; form and use the present tense of <b>dar</b> and <b>decir</b>.</p>	<ol style="list-style-type: none"> <li>Students will complete guided notes on indirect objects and indirect object pronouns. The teacher will remind students that the indirect object is the person who receives the direct object or benefits from the action of the verb. And that an indirect object pronouns stands for an indirect object noun. She will also remind them that in English you can have two different word orders with indirect object nouns, but usually only one in Spanish.</li> <li>The teacher will provide students with a list of twenty sentences and instruct them to work in pairs to identify the indirect object.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>

	<p>Once complete she will have them replace the indirect objects with the correct indirect object pronouns.</p> <ol style="list-style-type: none"> <li>3. Using a verb conjugation chart, the teacher will introduce the irregular verb conjugations of <b>dar</b> and <b>decir</b> emphasizing the correct pronunciation of each form.</li> <li>4. The teacher will provide each student with two strips of differently colored paper printed with the infinitive forms of <b>dar</b> and <b>decir</b>. She will project a series of ten sentences and have students hold up the slip of paper containing the best verb choice to complete each sentence with. Next working in pairs with the same sentences, students will conjugate the chosen verb to match the provided subject pronoun.</li> <li>5. Finally, the teacher will project ten equations like the following: <b>Fabián— el regalo— Isabel</b>. Students will create sentences that include an indirect object pronoun and either the verb <b>dar</b> or <b>decir</b>. For example: <b>Fabián le da el regalo a Isabel</b>.</li> <li>6. Students will work independently to complete a variety of listening, reading and writing activities on the day’s objective.</li> <li>7. Homework: grammar review.</li> </ol>	
<p><u>Day 5</u> SWBAT: form and use the present tense of <b>saber</b> and <b>conocer</b>.</p>	<ol style="list-style-type: none"> <li>1. Following the teacher’s model, students will create small posters describing the different uses of the verbs <b>saber</b> and <b>conocer</b>. The teacher will remind students that while both verbs mean “to know” they are used in different contexts. To know a fact or how to do something you would use <b>saber</b>. While to express familiarity with a person, place or thing you would use <b>conocer</b>.</li> <li>2. Next, working in groups of three, the teacher will instruct students to think of another person in the class. Once the students have a person in mind the teacher will instruct them to work together to compose three sentences describing the person using both <b>saber</b> and <b>conocer</b>. For example: <b>Ese chico sabe jugar fútbol americano. También el sabe tocar</b></li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>

	<p><b>el trombón. Él conoce Brandon muy bien.</b> Students will read their descriptions to the class and other teams will attempt to correctly guess the mystery person's identity. This will continue until each group has had an opportunity to present.</p> <ol style="list-style-type: none"> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	
<p><u>Day 6</u> SWBAT: form and use the present tense of <b>ser</b>, use adjectives of nationality.</p>	<ol style="list-style-type: none"> <li>Using a verb conjugation chart, the teacher will review the present tense conjugations of <b>ser</b> with the class.</li> <li>Then, the teacher will review the different uses of <b>ser</b> with the acronym D.O.C.T.O.R., which stands for Description, Occupation, Characteristic, Time, Origin and Relationship. Working in pairs, students will create sentences that demonstrates each use. The pairs of students will then exchange their list of sentences with another group for review, correcting any errors that they may find.</li> <li>Next, the teacher will present each pair of students with two envelopes. The first envelope will contain a list of common nationalities in Spanish. The second envelope will contain images and biographies of famous individuals. Working together, each pair will correctly match each nationality with the appropriate picture and biography.</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 7</u> SWBAT: use indirect objects and indirect object pronouns, form and use the present tense of <b>dar</b> and <b>decir</b>; form and use</p>	<ol style="list-style-type: none"> <li>Students will participate in an interactive Promethean and white board grammar quiz review.</li> <li>Students will complete a grammar quiz independently.</li> <li>Homework: flipped instruction video, with accompanying guiding questions, explaining all components of the performance task.</li> </ol>	<p>Independent practice, grammar quiz, homework assignment.</p>

<p>the present tense of <b>saber</b> and <b>conocer</b>; form and use the present tense of <b>ser</b>, use adjectives of nationality.</p>		
<p><u>Day 8</u> SWBAT: create a job advertisement or resume in Spanish.</p>	<ol style="list-style-type: none"> <li>1. The teacher will again review the performance task requirements and provide students with examples of excellent, good, fair, and poor job advertisements and resumes.</li> <li>2. Next, she will assign the roles of employers and employees to students.</li> <li>3. Students will then research actual job advertisements and resumes to get a grasp on what they should look like.</li> <li>4. Students will work towards completing specific components of the task. Employers are responsible for deciding their company's name and what they do. As well as creating a list of five openings their company may need to fill and choosing one to advertise. Employees are responsible for deciding what types of job they would like to apply for and the necessary skills and experience for success.</li> <li>5. Homework: job advertisements and resumes.</li> </ol>	<p>Homework assignment.</p>
<p><u>Day 9</u> SWBAT: create a job advertisement and resume.</p>	<ol style="list-style-type: none"> <li>1. Students will work on creating their physical advertisements and resumes.</li> <li>2. Employers will present their advertisements at the end of the class period.</li> <li>3. Homework: completion of advertisements and resumes.</li> </ol>	<p>Homework assignment.</p>
<p><u>Day 10</u> SWBAT: create a job advertisement and resume.</p>	<ol style="list-style-type: none"> <li>1. Students will participate in a job fair assuming the roles of potential employers and employees.</li> <li>2. The teacher and students will debrief and reflect on their experience.</li> <li>3. Students will respond to the following prompt in a minimum of five complete sentences: <b>Why is it important to create a good first impression? How does the manner in which you present information</b></li> </ol>	<p>Performance task, homework assignment.</p>

	<p><b>influence meaning? What are the benefits of being bilingual or multilingual?</b> Then, they will turn to the person next to them and discuss their responses. The teacher will ask for students to share their responses.</p> <p>4. Homework: flipped instruction video introducing new vocabulary words and modeling correct pronunciation with accompanying guided note sheet.</p>	
<p><u>Day 11</u> SWBAT: describe a house.</p>	<ol style="list-style-type: none"> <li>1. The teacher will review the new vocabulary, once again modeling correct pronunciation, with an engaging and interactive Prezi presentation.</li> <li>2. Next, the teacher will present each pair of students with two envelopes. The first envelope will contain four strips of paper with <b>El baño, La cocina, La habitación</b> and <b>La sala</b> written on them. The second envelope will contain labeled images of several household items. Working in pairs, students will group the items with the appropriate room.</li> <li>3. Then, standing in front of the class, the teacher will pull a strip of paper out the an envelope. Each strip of paper will include a picture depicting a household chore with its Spanish translation, for example: <b>sacudir los muebles</b>. She will act out what this activity looks like. The student who correctly guesses the activity in Spanish will perform the next charade. This will continue until each student has had an opportunity to participate.</li> <li>4. Students will work independently to complete a variety of listening, reading and writing activities on the day’s objective.</li> <li>5. Homework: vocabulary review, dream house.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 12</u> SWBAT: say what needs to be done and complain.</p>	<ol style="list-style-type: none"> <li>1. Students will complete guided notes on how to say what needs to be done and complain.</li> <li>2. The teacher will then divide the class into groups of three and have students write two different conversations in which a parent asks the child to do a chore, and the child responds with a complaint. Each group will</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>

	<p>present one of their two conversations to the class.</p> <ol style="list-style-type: none"> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: vocabulary review, dream house.</li> </ol>	
<p><u>Day 13</u> SWBAT: tell a personalized story, in Spanish, describing a house, saying what needs to be done and complaining.</p>	<ol style="list-style-type: none"> <li>First, the teacher will reintroduce the highest frequency vocabulary words and grammatical structures learned thus far in the unit.</li> <li>Next, students will act out a story as the teacher tells, re-tells and asks questions about it as the students create it.</li> <li>Then, following the oral story, students will complete a short reading accompanied by comprehension questions and a visual map.</li> <li>Finally, students will complete a vocabulary quiz independently.</li> <li>Homework: create an alternate ending.</li> </ol>	<p>Independent practice, vocabulary quiz, homework assignment.</p>
<p><u>Day 14</u> SWBAT: form and use the present tense of <b>ser</b> and <b>estar</b>.</p>	<ol style="list-style-type: none"> <li>Using a verb conjugation chart, the teacher will review the present tense conjugations of <b>ser</b> and its uses with the acronym D.O.C.T.O.R..</li> <li>Next, the teacher will review the present tense conjugations of <b>estar</b>.</li> <li>Then the teacher will reintroduce its uses with the acronym P.L.A.C.E, which stands for Position, Location, Action, Condition, and Emotion.</li> <li>Working in pairs, students will create a sentences that demonstrate each use of <b>estar</b>. The pairs of students will then exchange their list of sentences with another group for review, correcting any errors that they may find.</li> <li>Finally, students will write a paragraph describing themselves using both verbs.</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 15</u> SWBAT: use</p>	<ol style="list-style-type: none"> <li>Students will complete guided notes on expressions followed by infinitives.</li> </ol>	<p>Independent practice, exit ticket,</p>

<p>expressions followed by infinitives.</p>	<ol style="list-style-type: none"> <li>Next, working with a partner, they will write ten sentences that tell what chores and responsibilities various members of their household have. The pairs of students will then exchange their list of sentences with another group for review, correcting any errors that they may find.</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	<p>homework assignment.</p>
<p><u>Day 16</u> SWBAT: form and use the preterite of <b>-ar, -er, and -ir</b> verbs, <b>hacer</b> and <b>ir</b>.</p>	<ol style="list-style-type: none"> <li>Using a verb conjugation chart, the teacher will remind students that to say what people did at a specific point in the past, replace the <b>-ar, -er, or -ir</b> infinitive endings with a <b>preterite tense ending</b> that matches the subject. She will then review the pronunciation of each verb form.</li> <li>Next, the teacher will provide each student with six strips of different colored paper printed with subject pronouns (<b>yo; tú; él, ella, usted; nosotros, nosotras; vosotros, vosotras; ellos, ellas, ustedes</b>). She will project a series of different verb conjugations and have students hold up the slip of paper with a matching subject pronoun.</li> <li>Then, working in pairs, students will pull two subject pronouns from one envelope and two verbs from another. They will work together to construct two sentences, one positive and one negative, for a total of ten different sentences in the preterite tense. For example: <b>tú, nosotros</b> (envelope 1) <b>regar, sacudir</b> (envelope 2). <b><u>Tú no regaste las platas ayer.</u></b> <b><u>Nosotros ya sacudimos los muebles.</u></b></li> <li>Finally, students will write three sentences in the preterite that tell what they did this morning.</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 17</u> SWBAT: form and</p>	<ol style="list-style-type: none"> <li>Students will participate in an interactive Promethean and white board grammar quiz</li> </ol>	<p>Independent practice, grammar</p>

<p>use the present tense of <b>ser</b> and <b>estar</b>; use expressions followed by infinitives; form and use the preterite of <b>-ar</b>, <b>-er</b>, and <b>-ir</b> verbs, <b>hacer</b> and <b>ir</b>.</p>	<p>review.</p> <ol style="list-style-type: none"> <li>Students will complete a grammar quiz independently.</li> <li>Homework: authentic text reading and accompanying comprehension questions.</li> </ol>	<p>quiz, homework assignment.</p>
<p><u>Day 18</u> SWBAT: tell a personalized story, in Spanish, utilizing vocabulary words and grammatical structures learnt in this unit.</p>	<ol style="list-style-type: none"> <li>First, the teacher will reintroduce the highest frequency vocabulary words and grammatical structures learned throughout the course of the unit.</li> <li>Next, students will act out a story as the teacher tells, re-tells and asks questions about it as the students create it.</li> <li>Then, following the oral story, students will complete a short reading accompanied by comprehension questions and a visual map.</li> <li>Homework: Unit exam review.</li> </ol>	<p>Exit ticket, homework assignment.</p>
<p><u>Day 19</u> SWBAT: demonstrate mastery of all concepts learnt in this unit.</p>	<ol style="list-style-type: none"> <li>Students will participate in a game of Numbered Heads Together to review all concepts learnt throughout the course of the unit.</li> <li>Homework: Unit exam review.</li> </ol>	<p>Independent practice, homework assignment.</p>
<p><u>Day 20</u> SWBAT: demonstrate mastery of all concepts learnt in this unit.</p>	<ol style="list-style-type: none"> <li>Students will complete a unit exam independently.</li> <li>Once finished with their exam, students will work on a post-unit reflection and pre-assessment for the next unit.</li> </ol>	<p>En el vecindario unit exam.</p>

## Feria de empleo

You and your classmates will be evenly divided into two groups. Half of you will be assigned the role of employer and be responsible for creating an eye-catching job advertisement. The other half will serve as potential employees and be responsible for creating a compelling resume. Both documents are intended to appeal to a wide range of individuals; therefore, quality of presentation is extremely important. Please note that both the job advertisement and resume must be written entirely in Spanish and will be graded according to the provided rubric. Employers and potential employees will come together at a job fair where applicants will have the opportunity to interview with four different organizations. After each conversation, both participants will evaluate the interaction and provide immediate feedback to one another.

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### **Empleador: Anuncio de trabajo**

As an employer, you will create an advertisement for a job opening of your choice. Your advertisement should include the following:

- \_\_\_\_\_ Company Name and Contact Information
- \_\_\_\_\_ Job Title, Location and Salary
- \_\_\_\_\_ Description of Responsibilities
- \_\_\_\_\_ Necessary Education, Experience and Skills

Use the following websites to begin your research:

[http://jobsearch.monster.com/?re=nv\\_gh\\_gnt1147\\_%2Fbrowse%2F](http://jobsearch.monster.com/?re=nv_gh_gnt1147_%2Fbrowse%2F)

<http://www.careerbuilder.com/Jobs/Keyword/Advertisement/>

<http://jobs.guardian.co.uk/article/4277804/how-to-write-good-job-advertisements/>

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### **Empleado: Currículum vitae**

As a potential employee, you will create a resume highlighting your individual interests and strengths. Your resume should include the following:

- \_\_\_\_\_ Name and Contact Information
- \_\_\_\_\_ Objective
- \_\_\_\_\_ Education

	Exceeds (Expectations) 20-16 points	Meets 15-11 points	Almost Meets 10-6 points	Does Not Meet 5-1 points
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\_\_\_\_\_ Experience

\_\_\_\_\_ Skills

Use the following websites to begin your research:

[http://resume.monster.com/?re=nv\\_gh\\_gnt1378\\_%2F](http://resume.monster.com/?re=nv_gh_gnt1378_%2F)

<http://www.careeronestop.org/ResumesInterviews/ResumesInterviews.aspx>

<http://jobsearch.about.com/od/sampleresumes/a/sampleresume2.htm>

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<b>Task Completion</b>	Outstanding completion of the task; content is appropriate; ideas are well developed and organized.	Completion of the task; content is appropriate; ideas are developed and organized.	Partial completion of the task; content is mostly appropriate; ideas are under developed or unorganized.	Minimal completion of the task; content is frequently inappropriate; ideas are undeveloped or unorganized.
<b>Comprehensibility</b>	Text is easily comprehensible; no interpretation is required by the reader.	Text is comprehensible; minimal interpretation is required by the reader.	Text is comprehensible; interpretation is required by the reader.	Text is barely comprehensible; interpretation is required by the reader.
<b>Level of Discourse</b>	The text is coherent and features variety in sentence structure; uses what is being studied well.	Most of the text is coherent and features variety in sentence structure; uses what is being studied.	Most of the text is coherent but it features frequent repetition of sentence structures; some use of what is being studied.	The text is incoherent and features repetitive sentence structures; little use of what is being studied.
<b>Vocabulary</b>	There is ample, creative use of learnt vocabulary.	There is adequate, accurate use of learnt vocabulary.	There is some inadequate, inaccurate use of vocabulary.	There is inadequate, inaccurate use of vocabulary; key words are missing.
<b>Language Control</b>	Control of basic language structures.	Emerging control of basic language structures.	Emerging use of basic language structures.	Little control of basic language structures.
<b>Mechanics</b>	There are no errors in spelling, use of didactical marks and punctuation.	There are few errors in spelling, use of didactical marks and punctuation.	There are some errors in spelling, use of didactical marks and punctuation.	There are frequent errors in spelling, use of didactical marks and punctuation.

Total:

\_\_\_\_\_ /120

Feria de Empleo (Empleador)

Nombre del candidato(a):

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	1	2	3	4	5
Calidad de introducción:	malo		regular		bueno

Notas:

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	1	2	3	4	5
	malo		regular		bueno

---

Pregunta: *¿Cómo se describiría a sí mismo?*

	1	2	3	4	5
Calidad de la respuesta:	malo		regular		bueno

Notas:

	1	2	3	4	5
	malo		regular		bueno

---

Pregunta: *¿Qué te gusta hacer?*

Calidad de la respuesta:

Notas:

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Pregunta:	1	2	3	4	5
<i>¿Qué sabes hacer bien?</i>					

Calidad de la respuesta:

Notas:

---

Pregunta: *¿Qué clase de trabajo quieres realiza?*



Calidad de la respuesta:                      malo                      regular                      bueno

Notas:

---

Pregunta:                      *¿Cómo es su empleado ideal?*

Calidad de la respuesta:

Notas:

---

Pregunta:                      *¿Es una posición desafiante y gratificante?*

Calidad de la respuesta:

Notas:	1	2	3	4	5
	malo		regular		bueno

---

Pregunta:	1	2	3	4	5
<i>¿Cuál cree que es el aspecto más difícil de este empleo?</i>	malo		regular		bueno

Calidad de la respuesta:

	1	2	3	4	5
	malo		regular		bueno

Notas:

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Pregunta:	1	2	3	4	5
<i>¿Hay oportunidades de crecimiento profesional?</i>	malo		regular		bueno

Calidad de la respuesta:

Notas:

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Total: \_\_\_\_\_/30