

¿Qué es la vida real? –Parte 1

Antecedentes: Para el periódico local del “Sol” decidiste escribir un artículo sobre las tendencias y los hábitos de los jóvenes del Condado de Fairfield en medios de comunicación. Vas a investigar un tema de los medios de comunicación en que crees tú que hay una tendencia/información interesante.

Tarea: Investigar y describir los resultados en un artículo bien escrito

Público: Los lectores de “El Sol,” incluso su página web: <http://www.elsolnews.com/>

Propósito: Comunicar las preferencias y tendencias de los adolescentes de esta parte de Connecticut

Procedimiento:

1. Escoge una pregunta para investigar:

- _____

2. Diseña las preguntas que les puedes hacer a las personas:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

3. Decide cómo vas a hacerle preguntas a la gente:

- a. Google Drive b. hablar c. Survey Monkey d. ¿otro?

4. ¡Pregúntales!

5. Analiza la información para ver las tendencias

6. Organiza la información que quieres comunicar:

- *Tesis:* _____
- *Información que lo apoya:*

- *Conclusión y Recomendaciones:*

7. Escribe el artículo

Criterio de evaluación:

T	S		4 - Exemplary	3 - Proficient	2 - Developing	1- Below Standard
		Task completion	Completion of the task. Ideas are well developed and well organized. → <i>Includes a large sample size and conclusions based upon the research conducted; Content is thoroughly investigated and articulated and appropriate recommendations are given</i>	Completion of the task. Ideas are adequately developed and organized. → <i>Research was conducted and results are based on the input from respondents; Content is logical and recommendations are given</i>	Partial completion of the task. Ideas are somewhat developed with some organization. → <i>Includes information about trends and/or the sample results but does not include a large enough sample to make the investigation "significant" or does not include conclusions and/or recommendations</i>	Minimal completion of the task. → <i>Includes minimal information based on few people asked or few responses given; Conclusions are difficult to support and/or recommendations are not related/included</i>
		Comprehensibility	Text is readily comprehensible, requiring no interpretation on the part of the reader.	Text is comprehensible, requiring minimal interpretation on the part of the reader.	Text is mostly comprehensible, requiring interpretation on the part of the reader.	Text is barely comprehensible.
		Level of discourse	Developed paragraph formation with a variety of cohesive structures. → <i>Shows sophistication of language through the use of transitions, a variety of sentence "types" (syntax) and the use of detail throughout.</i>	Evidence of paragraph formation with some cohesive devices. → <i>Includes some transitions, a variety of sentence "types," and the use of detail in parts of the article.</i>	Variety of discrete sentences, few cohesive devices evident. → <i>Uses basic sentences structure, often in repetition, and includes some but not thorough details related to research</i>	Lists of discrete sentences, some repetition. → <i>Sentences are simple and repetitive. Little detail is added.</i>
		Vocabulary	Rich use of vocabulary and idiomatic expressions.	Adequate and accurate use of vocabulary, which is level appropriate.	Somewhat inadequate or inaccurate use of vocabulary that is not level appropriate.	Inadequate or inaccurate use of vocabulary.
		Language control: General	Control of basic language structures with a variety of advanced structures.	Overall control of basic language structures with some advanced structures.	Overall control of basic language structures.	Little control of basic language structures.
		Language control: El subjuntivo	Control of when/how to use present subjunctive with a variety of phrases/uses and accuracy	Overall control of when/how to use the subjunctive with few errors in reasoning or conjugations.	General control or minimal use of the subjunctive but with frequent errors.	Little understanding of when/how to use the subjunctive mood.