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Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for speaking and listening which is aligned with *Who Would You Hire?* or with the complementary activities described on page 11 has been marked with a **red arrow**.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- ▶ 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ▶ 2. Integrate and evaluate information presented in diverse media and formats, including **visually**, quantitatively, and **orally**.
- ▶ 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

- ▶ 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- ▶ 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for reading which is aligned with *Who Would You Hire?* or with the complementary activities described on page 11 has been marked with a red arrow.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- ▶ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- ▶ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- ▶ 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- ▶ 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ▶ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- ▶ 10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for writing which is aligned with *Who Would You Hire?* or with the complementary activities described on page 11 has been marked with a **red arrow**.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- ▶ 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- ▶ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ▶ 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- ▶ 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ▶ 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ▶ 9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.

Range of Writing

- ▶ 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

1. **Promptness:** On Time ____ Late: ____

2. **Appropriate Dress / Appearance**

Excellent: ____ Good: ____

Average: ____ Poor: ____

3. **Attitude:** Positive: ____ Negative: ____

4. **Self Confidence:**

High: ____ Average: ____ Low: ____

5. **Communications Skills**

Excellent: ____ Good: ____

Average: ____ Poor: ____

6. **Desire To Work:**

High: ____ Average: ____ Low: ____

7. **Work Experience:** Yes: ____ No: ____

8. **Overall Evaluation:**

1 2 3 4 5 6 7 8 9 10

Background Information:	
Sierra McKee	
Work Experience:	
Present	Beaufort Youth Arts Academy Program Assistant (summer employment) Assisted the director with the following: <ul style="list-style-type: none"> • Scheduling various classes. • Creating the annual class catalog • Set up for various presentations including concerts, plays and art exhibits. • Miscellaneous office tasks.
Previous.....	Beaufort YMCA Worked after school and in the summers as a youth activity leader.
Education.....	Beaufort County High School Beaufort, South Carolina
	Activities and Honors: <ul style="list-style-type: none"> • Volleyball • Jr/Sr Prom Student Coordinator • Honor Society

Notes:

Would you want to work with this person? Yes: ____ No: ____ Why or why not?

1. **Promptness:** On Time ____ Late: ____

2. **Appropriate Dress / Appearance**

Excellent: ____ Good: ____

Average: ____ Poor: ____

3. **Attitude:** Positive: ____ Negative: ____

4. **Self Confidence:**

High: ____ Average: ____ Low: ____

5. **Communications Skills**

Excellent: ____ Good: ____

Average: ____ Poor: ____

6. **Desire To Work:**

High: ____ Average: ____ Low: ____

7. **Work Experience:** Yes: ____ No: ____

8. **Overall Evaluation:**

1 2 3 4 5 6 7 8 9 10

Background Information:	
Ryan Slattery	
Work Experience:	
Present	The Whitestone Plaza hotel Shift Manager Manages a staff of twenty-four employees
Previous.....	Sea Island Resort Assistant Night Manager Assisted with all duties during the night shift.
Internship	Harbor Island Resort Various duties as assigned by the assistant manager.
Education.....	Columbia Community College Associate Degree in Hotel Management Dreher High School Columbia, South Carolina Activities: Organized a student outreach program to aid seniors in the community.

Notes:

Would you want to work with this person? Yes: ____ No: ____ Why or why not?

1. **Promptness:** On Time ____ Late: ____

2. **Appropriate Dress / Appearance**

Excellent: ____ Good: ____

Average: ____ Poor: ____

3. **Attitude:** Positive: ____ Negative: ____

4. **Self Confidence:**

High: ____ Average: ____ Low: ____

5. **Communications Skills**

Excellent: ____ Good: ____

Average: ____ Poor: ____

6. **Desire To Work:**

High: ____ Average: ____ Low: ____

7. **Work Experience:** Yes: ____ No: ____

8. **Overall Evaluation:**

1 2 3 4 5 6 7 8 9 10

Background Information:

Renee Walker

Work Experience:

Present Unemployed due to economic downturn

Previous..... Charleston Harbor Resort
Charleston, South Carolina
Held the following positions over a five-year period:

- Director of Sales
- Group and Event Sales Associate
- Sales Associate

Internship Augusta Marriott Hotel and Conference Center
Assisted in the following areas as assigned by the shift manager:

- Front desk operations
- Telephone sales
- Set up and break down for meetings and events.

Education..... Augusta Community College
Augusta, Georgia
Associate Degree in Hotel Management

Notes:

Would you want to work with this person? Yes: ____ No: ____ Why or why not?

1. **Promptness:** On Time ____ Late: ____
2. **Appropriate Dress / Appearance**
 Excellent: ____ Good: ____
 Average: ____ Poor: ____
3. **Attitude:** Positive: ____ Negative: ____
4. **Self Confidence:**
 High: ____ Average: ____ Low: ____
5. **Communications Skills**
 Excellent: ____ Good: ____
 Average: ____ Poor: ____
6. **Desire To Work:**
 High: ____ Average: ____ Low: ____
7. **Work Experience:** Yes: ____ No: ____
8. **Overall Evaluation:**
 1 2 3 4 5 6 7 8 9 10

Background Information:

Trey Rodriguez

Work Experience:

Present The Dunes Resort
 Events Staff Supervisor
 Responsible for the set and break down of various meeting rooms and event spaces. Supervises a staff of six.

Previous..... The Dunes Resort
 Event Staff Associate
 Began working part-time at the Dunes while in high school and continued as a full-time staff member after graduation.

Education..... Beaufort County High School
 Beaufort, South Carolina

Community Activities..... Softball League
 Coach for YMCA youth baseball team
 United Way campaign committee member

Notes:

Would you want to work with this person? Yes: ____ No: ____ Why or why not?

- 1. **Promptness:** On Time ____ Late: ____
- 2. **Appropriate Dress / Appearance**
Excellent: ____ Good: ____
Average: ____ Poor: ____
- 3. **Attitude:** Positive: ____ Negative: ____
- 4. **Self Confidence:**
High: ____ Average: ____ Low: ____
- 5. **Communications Skills**
Excellent: ____ Good: ____
Average: ____ Poor: ____
- 6. **Desire To Work:**
High: ____ Average: ____ Low: ____
- 7. **Work Experience:** Yes: ____ No: ____
- 8. **Overall Evaluation:**
1 2 3 4 5 6 7 8 9 10

Background Information:

Sherry Henderson

Work Experience:

College Clinicals..... **Empire Garden Parking Lot**
Planned and implemented a project to build a parking lot for the Empire Garden Restaurant. This included layout and design, acquisition of required building permits, hiring of contractors and supervision on the construction.

Campus Bookstore Renovation
Designed a floor plan for the expansion of the campus bookstore which created a more efficient customer flow.

Campus Athletic Field Expansion
Job shadowed the project foreman for the expansion of the university athletic fields.

Education..... Savannah State University
Savannah Georgia
Bachelor of Arts in Commercial Project Management

Notes:

Would you want to work with this person? Yes: ____ No: ____ Why or why not?

1. **Promptness:** On Time ____ Late: ____

2. **Appropriate Dress / Appearance**

Excellent: ____ Good: ____

Average: ____ Poor: ____

3. **Attitude:** Positive: ____ Negative: ____

4. **Self Confidence:**

High: ____ Average: ____ Low: ____

5. **Communications Skills**

Excellent: ____ Good: ____

Average: ____ Poor: ____

6. **Desire To Work:**

High: ____ Average: ____ Low: ____

7. **Work Experience:** Yes: ____ No: ____

8. **Overall Evaluation:**

1 2 3 4 5 6 7 8 9 10

Background Information:

Ashley Jordan

Work Experience:

Present Ashley Jordan Creations
A company dedicated to creating the perfect setting for any event. For Ashley there is no event too large or too small not to be perfect.

Past Palmetto Bluff Resorts
Bluffton, South Carolina
Events Director
Supervised a staff of four in all phases of event planning and sales for the resort. Established a reputation for being the person to see for planning that once in a lifetime wedding when money was no object.

Education..... Charleston School of Art and Design
Charleston, South Carolina
Associate Degree in Design

Notes:

Would you want to work with this person? Yes: ____ No: ____ Why or why not?

Complementary Activity Descriptions

Located in a separate file on this CD are the following complementary activities. Each activity includes one or more reproducible student pages and a teacher's key with answers and sample responses.

Listed below are detailed descriptions of each activity.

Bad Answers

Students will explain what was wrong with the answers given to three interview questions.

Interview Day

Students will read an explanation of how to have a successful interview. They will decide if Rod dressed appropriately for his interview and how he handled being late. They will also evaluate several aspects of Vicki's interview for a position as a staff writer at WKPR. They will write a thank you letter to the manager of The Finish Line sporting goods store after interviewing for a position as assistant manager. A sample follow up letter is provided.

Miguel's Job Interview

Students will explain how they think Miguel should prepare for his interview at Vestra, Inc. They will write responses to a series of interview questions that Miguel and his counselor are using to practice interviewing. They will also write a follow up letter to the interviewer at Vestra, Inc.

Preparing For An Interview

Students will read an explanation of how to prepare for an interview. They will decide if the answers Jakenna gave during two interviews were good or bad and explain why. They will also write out a response to eight common interview questions.

Questions and Answers

Students will read 17 statements about interviewing, decide if they are True or False and explain why.

Tough Questions

Students will write answers to four very difficult interview questions.

Types Of Interviews

Students will read a description of telephone interviews and face-to-face interviews. They will evaluate Maurice's answers during a phone interview and explain how they might have answered differently.

Additional Classroom Discussion and Exercises:

1. Here is a great opportunity to do some role playing if time permits. It is one thing to discuss interview situations and write out answers to questions – it is another thing to actually do an interview face to face. Here are some suggestions:

- You act as the interviewer and do short interviews with students which can then be discussed by the class as a whole.
- Divide the class into small groups with one student as the interviewer and the others as interviewees. Give each group a different job opening. The interviewer will create a short list of questions and interview each of the students in front of the class. The class can then discuss each interview.

An alternative is to divide the class into pairs and have each pair take turns being the interviewer and the interviewee.

- If you have the equipment and time, why not videotape the interviews. The class can then evaluate the interviews as they are watching them.