Thanks and Dedication

We would like to express thanks to our parents, family, and friends for all their love and support. Thank you all for sharing this special day with us.
Dear Family and Friends,

We are happy you are with us today! We invite you to be fully present during our Mass celebration and we hope you’ll enjoy our Mexican-Catholic wedding traditions.

Thank you for being here.

Concluding Rites

Closing Prayer

Priest: Let us pray

Flowers for the Virgin of Guadalupe (Ave Maria)
The bride and groom walk together to the statue of Nuestra Señora de Guadalupe and place the roses at her feet. The couple stand there in silent prayer until the Ave Maria song is completed. It symbolizes that the Virgin of Guadalupe will protect the happy couple during their marriage.

(https://www.osv.com/OSVNewsweekly/Story/TabId/2672/ArtMID/13567/ArticleID/10811/Hispanic-Weddings.aspx)

Final Blessing

Please Stand

Priest: Go in peace, glorifying the Lord by your life.

Recessional

“The Marriage of Figaro”
Nuptial Blessings
In this blessing, the Priest, standing and facing the bride and bridegroom, invokes upon them God’s blessing; and asks that God give them special graces, including fidelity, the blessing of children, and a long life together.
(Source: http://catholicweddinghelp.com/topics/text-nuptial-blessing.htm)

Sign of Peace
Priest: The peace of the Lord be with you always.
Response: and with your spirit.
Priest: Let us offer each other the sign of peace.

Lamb of God
“Lamb of God”
Please kneel

Invitation to communion
Priest: Behold the Lamb of God, be hold him who takes away the sins of the world. Blessed are those called to supper of the Lamb.
Response: Lord, I am not worthy that you should enter under my roof, but only say the word and my soul shall be healed.

Communion Hymn
"Ubi Caritas" "A Song of Hope"

Communion
Our Catholic Church does not practice intercommunion with other Christian faiths. Member of the Catholic Church are invited to come forward to receive communion. Members of other faiths are invited to come forward to receive a blessing by crossing your arms over your chest as you approach the Eucharistic Minister.
Sanctus

HOLY, holy, holy, Lord God of hosts. Heaven and earth are full of Thy glory. Hosanna in the highest. Blessed is He who comes in the name of the Lord. Hosanna in the highest.

The Mystery of Faith - Memorial Acclamation
Response: When we eat this bread and drink this cup,

We proclaim your death, O lord, until you come again.

Conclusion of Prayer
Amen
Please stand

The Lord Prayer

Our Father

Our Father in heaven, hallowed be your name. Your kingdom come, your will be done, on earth as it is in heaven. Give us this day our daily bread, and forgive us our debts, as we also have forgiven our debtors. And lead us not into temptation, but deliver us from evil.

Priest: Deliver us, Lord...

For the kingdom, the power and the glory are yours now and forever.
**Liturgy of Word**

**First Reading**
Please sit.
Genesis 2:18-24
Lector: The word of the Lord.
Response: Thanks be to God

**Responsorial Psalm**
"The Lord is kind and merciful." (Psalm 103)
Please join the cantor on the refrain.

**Second Reading**
1 John 4:7-12
Lector: The word of the Lord.
Response: Thanks be to God

**Gospel Acclamation**
Please stand and join the cantor on the refrain.
Cantor: Alleluia, alleluia, alleluia.
All: Alleluia, alleluia, alleluia.
Unity Candle

Two candles represent the bride and groom. The couple each takes their candle and light a third candle representing the oneness of marriage. The initial candles are then extinguished. Typically, the individual candles are taper candles and the larger is a pillar candle often with decorative touches. Often the individual candles are lit by the parents of the bride and groom as an added touch.

(Source: http://woodrowhall.com/2011/01/wedding-traditions-unity-candle/)

El Lazo (The Lasso)

El padrino and la madrina, place the rosary around the couple’s shoulders, starting with groom’s shoulder and then the bride’s shoulder, to form a figure eight shape. The priest recites a prayer, similar to the following: “Let the union of binding together this rosary of the Blessed Virgin Mary be an inspiration to you both. Remember the holiness necessary to preserve your new family can only be obtained by mutual sacrifice and love.” The couple wears the lasso throughout the remainder of the service. At the end of the ceremony the lasso is removed by the priest or by the wedding sponsors who placed the lasso around the couple.

(Source: https://blog.catholicfaithstore.com/getting-lassoed-wedding-history-wedding-lasso-rosary/)

Gospel

Remain standing
John 15:9-12
Priest: A reading from the holy Gospel according to John
Response: Glory to you, O Lord. †
Priest: Praise to you, Lord Jesus Christ
Please be seated

Homily

Celebration of Matrimony

Statement of Intentions

Marriage Vows

Blessing and giving of Rings

Las Arras (The coins)
The custom of the 13 gold coins symbolize Jesus and his 12 apostles. After the arras blessing, the priest passes the coins to the bride, who places them in the groom’s cupped hands. The groom then pours them back into the bride’s cupped hands. The symbolic gesture communicates the couple’s trust in each other to share the responsibility of managing the household finances. The groom makes a pledge to provide for his family while the bride vows to honor the blessings God has put into their lives.

(Source: https://www.liveabout.com/marriage-unity-coins-3490481)
Become an EPISD Bus Driver

About the job
Transport students or special clients, such as the elderly or persons with disabilities. Ensure adherence to safety rules. May assist passengers in boarding or exiting.

Job Availability
EPISD is currently hiring and offering free training at SJALC

Starting Salary in EPISD
$13 per hour

For more information
Call 230-2500

Qualifications
- 18 years of age or older
- Valid Texas Driver License
- Acceptable driving record and background check
Security Guard

About the job
Guard, patrol, or monitor premises to prevent theft, violence, or infractions of rules. May operate x-ray and metal detector equipment.

Job Availability
Good in El Paso (1220)
Very good across the state and nationwide (109, 600)

Starting Salary in El Paso
$17-$31/Hr.
(www.jobaccept.com)

Salary Annual Range
$17, 450—$25, 050

Duration
Certification Program—4 months

Microsoft Office Specialist

About the job
Microsoft certification gives students and workforce candidates the power to chart their own course, fulfill their ambition, and realize their

Job Availability
91% of hiring managers consider employee certification as a criterion for hiring.

Starting Salary in El Paso
$30K-$50K
(www.ziprecruiter.com)

Median Salary
Jobs requiring Microsoft Office
$72, 900

Duration
Certification Program—9 months

Welding

About the job
Welders, cutters, solders, and brazers use hand-held or remotely controlled equipment to join or cut metal parts. They also fill holes, indentations, or seams in metal products.

Job Availability
Good in El Paso (350-800)
Very good across the state (53,790)

Starting Salary in El Paso
$29,149-$38,481
(www1.salary.com)

Salary Range
$39,930 per year
$18.94 per hour

Duration
Certification Program—4 months

Electrician

About the job
Electricians install, maintain, and repair electrical power, communications, lighting, and control systems in homes, businesses, and factories.

Job Availability
The employment, or size, of this occupation in 2016, which is the base year of the 2016-26 employment projections (666, 900)

Starting Salary in El Paso
Average Electrician salary: $23.23/Hr.
(www.indeed.com)

Salary Range
$52,720 per year
$25.35 per hour

Duration
Certification Program—4 months
DISTANCE LEARNING is a method of studying in which instruction is delivered online using Internet, along with face-to-face classroom attendance.

How to get started?
1. Talk to your instructor about your interest in distance learning (he/she is your first contact).
2. Complete an online survey that will be sent by e-mail.
3. Attend an orientation session, after a coordinator or the distance learning instructor contacts you.
## Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Circle One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you a self-motivated person?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Do you enjoy working independently with little direction?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Are you capable of self-discipline to accomplish a goal?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Are you an organized person?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Do you like to take initiative?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Are you capable of structuring your time and life (surroundings) to accomplish goals?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Do you manage an e-mail account well?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Are you an independent learner/self-learner?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Would you be able to call or/and e-mail your Distance Learning teacher questions and concerns about your DL course?</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Do you usually complete what you start?</td>
<td>Yes  No  Sometimes</td>
</tr>
</tbody>
</table>

## Distance Learning Course Referral

<table>
<thead>
<tr>
<th>Field</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Date</td>
<td></td>
</tr>
<tr>
<td>Current Teacher</td>
<td></td>
</tr>
<tr>
<td>Class Name</td>
<td></td>
</tr>
<tr>
<td>AM  PM</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Street</td>
<td></td>
</tr>
<tr>
<td>City, State</td>
<td></td>
</tr>
<tr>
<td>Zip code</td>
<td></td>
</tr>
<tr>
<td>Home Phone</td>
<td></td>
</tr>
<tr>
<td>Cell Phone</td>
<td></td>
</tr>
<tr>
<td>E-mail</td>
<td></td>
</tr>
<tr>
<td>Distance Learning Courses</td>
<td></td>
</tr>
<tr>
<td>Check one:</td>
<td></td>
</tr>
<tr>
<td>English Discoveries (English as Second Language)</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Aztec (Software) – High School Equivalence</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>SurveyMonkey Language, check only one:</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Spanish</td>
<td>Yes  No  Sometimes</td>
</tr>
<tr>
<td>Why are you interested in taking a Distance Learning course?</td>
<td></td>
</tr>
<tr>
<td>For Office Use Only</td>
<td></td>
</tr>
<tr>
<td>Referral received date:</td>
<td></td>
</tr>
<tr>
<td>Personnel Initial:</td>
<td></td>
</tr>
<tr>
<td>DL instructor first contact for orientation:</td>
<td></td>
</tr>
<tr>
<td>Date of DL Orientation:</td>
<td></td>
</tr>
<tr>
<td>For Office Use Only</td>
<td></td>
</tr>
<tr>
<td>Evaluated by</td>
<td></td>
</tr>
<tr>
<td>Total Q DNQ</td>
<td></td>
</tr>
</tbody>
</table>

For Office Use Only
San Jacinto Adult Learning Center  
Distance Learning Course Agreement (2017-2018)

Course Name ____________________________

Distance Learning Hybrid Model offers classes mainly delivered via Internet using a special computer program for ESL and GED in English. In addition, the course will required classroom attendance once a week. Lessons, assignments and exercises online are determined by an initial assessment. The classroom activities include - but not limited to - lectures, software tutoring, e-learning incentives and study guides.

I, _________________________________, commit to the following DL requirements:

Directions: read and write your initials on the blank

_____ Accumulate 12 direct contact hours in four-five weeks after taking the DL orientation.

_____ Minimum on-line hours a week         (ESL)_______ (Pre-GED) _______ (GED)________

_____ Classroom attendance (face-to-face contact) hrs. a week; day(s)__________, from _______ to _______

_____ Units or assignments a week

☐ English Discoveries _____________
☐ AZTEC Software

☐ Foundations ______________
☐ Bridge ________________
☐ GED ______________________

_____ Contact instructor by e-mail, telephone and web conferences when I need help.

_____ Respond instructor’s e-mails, text messages and telephone calls as needed

_____ Practicing true Digital Citizenship

_____ set, track and achieve my distance learning goals.

_____ meet due dates and make them up if it is permitted

As a DL student, you will receive:

❖ Assistance in developing your long and short term goals

❖ Friendly reminders for meeting due dates and/or completing assignments through Remind me.

❖ Clear guidelines and timely feedback

❖ Material and instructional activities corresponding to your course(s) and educational goals

Effective Date_______________ – June 30, 2018

I have read and understood the above outlined conditions and agree to work at my fullest potential!

_________________________________________  ________________________________________
Distance Learner Signature                  Maria D. Martinez/ DL Instructor
Student of the Month

Minerva H. Martinez is currently in the Intermediate ESL class with Mr. Sierra, and taking ESL distance learning classes as well.

Ms. Martinez, the distance learning instructor, nominated Minerva because she exemplifies the following characteristics:

**Academically:** She is a hard worker and she always completes all assignments on time.

**Attitude:** She possess and demonstrates a positive attitude towards her classmates and her distance learning teacher. She never complains about team work.

**Learner behavior:** She is focused, meticulous, polite, determined, and super talented.

**Responsibility:** She shows responsibility in all her work and actions.

**Attendance:** She has excellent attendance and always meets due dates.

Minerva wants to pursue a career in the medical field. She will start for getting a Nurse’s Aide certificate and later to become a Registered Nurse.

**Congratulations to Minerva Haydee Martinez, student of the month!**

Career Pathways

**Pharmacy Technician**

(Source: [https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm](https://www.bls.gov/ooh/healthcare/pharmacy-technicians.htm))

**What Pharmacy Technicians Do**

Pharmacy technicians help pharmacists dispense prescription medication to customers or health professionals.

**Work Environment**

Pharmacy technicians work in pharmacies, including those found in drug, general merchandise, and grocery stores, and in hospitals. Most work full time, but many work part time.

**How to Become a Pharmacy Technician**

Pharmacy technicians usually need a high school diploma or equivalent and learn their duties through on-the-job training, or they may complete a postsecondary education program in pharmacy technology. Most states regulate pharmacy technicians, which is a process that may require passing an exam or completing a formal education or training program.

**Pay**

The median annual wage for pharmacy technicians was $30,920 in May 2016. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than $21,370, and the highest 10 percent earned more than $45,710.
In May 2016, the median annual wages for pharmacy technicians in the top industries in which they worked were as follows:

<table>
<thead>
<tr>
<th>Industry</th>
<th>Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals; state, local, and private</td>
<td>$35,940</td>
</tr>
<tr>
<td>General merchandise stores</td>
<td>30,530</td>
</tr>
<tr>
<td>Grocery stores</td>
<td>29,140</td>
</tr>
<tr>
<td>Pharmacies and drug stores</td>
<td>28,700</td>
</tr>
</tbody>
</table>

Where to study in El Paso County

El Paso Community College
(From: [http://www.epcc.edu/HealthProgram/Pages/Pharm.aspx](http://www.epcc.edu/HealthProgram/Pages/Pharm.aspx))

General Requirements
- Have a high school diploma or GED
- Submit official transcripts
- Be accepted as an academic credit student
- Attend a Health Careers Orientation Session
- Submit an application for specialized admission and pay the accompanying fee

For More Information Contact:
Nader Rassei, MD, cPh, phTR
RG, Room B308 A
nrassaei@epcc.edu
(915) 831-4490

PIMA Institute
(From: [https://pima.edu/programs/certificate/pharmacy-technician](https://pima.edu/programs/certificate/pharmacy-technician))

General Requirements
- Potential students should have a high school diploma or recognized GED equivalent.
- Applicants under legal age must have written approval of a parent or legal guardian.
- All applicants must take an entrance exam and pass with a minimum score.
- All medical degree and certificate applicants must be interviewed prior to acceptance.
- Although it is not required as part of the admission requirements, students may request that their ACT score be sent to Pima Medical Institute.

For More Information:
Ask for a Tour
6926 Gateway Boulevard E.
El Paso, TX 79915
800-477-PIMA

A Presidents' Day quiz
By Valerie Strauss
(Partially copy from [http://voices.washingtonpost.com/answer-sheet/history/a-presidents-day-quiz.html](http://voices.washingtonpost.com/answer-sheet/history/a-presidents-day-quiz.html))

1. How many presidents have served the United States?
   a) 42
   b) 44
   c) 45
   d) 49

2. Who was the oldest President?
   a) George Herbert Walker Bush
   b) John Adams
   c) Harry Truman
   d) Ronald Reagan

3. Who was the youngest President?
   a) Theodore Roosevelt
   b) George W. Bush
   c) John F. Kennedy
   d) Bill Clinton

4. What is the president’s annual salary?
   a) $200,000
   b) $250,000
   c) $400,000
   d) $500,000

5. What was the salary of the first president, George Washington?
   a) $10,000
   b) $18,000
   c) $22,000
   d) $25,000

Answers:
1. a. 44, but 43 men have served. Grover Cleveland is counted twice because he was the 22nd president, 1885-1889, and the 24th president, 1893-1897.
2. d. Ronald Reagan, who nearly 70 when he took office.
3. a. Theodore Roosevelt, was only 42 when he assumed office after his predecessor died. Kennedy was 43, the youngest to be elected president. Clinton was elected at 46.
4. c. $400,000. In 2001 the president’s salary was doubled from $200,000 to $400,000. It was the fifth time the salary had been raised.
5. d. $25,000. George Washington, already a wealthy man, declined his salary.
TK20

Key Assessment IIIa, IIIc, IIId

Final project requirements:

The final project is to produce **12 pages** that you would find useful in the classroom/administrative situation. This can be a 12 individual pages or assignment sheets, or one 12 page newsletter/booklet or any combination in between. The page count assumes 8.5 x 11 pages. If you want to do some other size, please talk to me first. For instance, 5.5 x 8.5 pages would require 24 pages to get the same amount of material. At least one of your documents must be at least 4 pages long. Other pieces may be more or less than that.

You must include at least 1 custom picture wrap (text wraps around a picture in an unusual way).

You must include at least one overlay (text on top of picture)

You must include at least one "form". The form could be an information gathering form or it could take the form of an answer sheet for a test or quiz.

Finally, you should turn in a paragraph or two detailing the following:

1) Copyright justification for any images and text used. Is it covered under fair use or would you need permission from a copyright holder?
   - All pictures are cited appropriately with the source link.
   - There are two documents that contain copyright justification. These documents are the brochure and the booklet. On the brochure, I included direct information from www.bls.gov. This information was cited with the appropriate links. In the same way, my booklet contained information that was getting from different websites. The obtained information is covered under fair use because it is used under educational purposes only.

2) Any problems you had with the project.
   - It is difficult to work with Office templates on Word or Publisher. My conclusion is that it’s more convenient to start from scratch any project and use the templates to get ideas of design.

3) Anything you are particularly pleased with in the project.
   - I enjoyed working with different fonts, specially downloading special fonts according to themes and topics.

4) A list of pointers to each of the above items. (Custom wrap is on page 1, overlay is on page 6, etc.).
   - I included 2 picture wrap in my poster project with designed frame.
   - Since my booklet project was created in Publisher, I used layers over a hearts image in almost every page.
   - There are two forms in my project. One form is a referral form for a distance learning program. It includes a questioner. The second form is a distance learning course contract.

5) Anything you were not happy with in the project.
   - Nothing. I enjoyed every assignment.

6) Your overall feeling about the success and print readiness of the project. If you had more time what might you do? How useful is this to you in your classroom? What kinds of publications might be of use in a classroom setting?
   - I feel satisfied with what I learned in this class for the period of time we had. I think we needed more time in learning Microsoft Publisher features. Because I wasn’t very familiar with the software I decided to use Microsoft Word for my projects. I found MS Publisher very interesting with some application I haven’t used before like Insert Page Parts and Advertisement features. These feature will facilitate design work and layouts. Another publication I would like to create as part of a classroom setting is Infographics. This kind of publications contain a lot of synthetized information to learn.
Primary focus for grading will be the “quality” of the publication... good use of graphics and text handling, as well as overall design. Does it deliver a clear message in a form that's easy to read and understand? Did you take full advantage of the page layout tools?

The use and positioning of graphics to complement your publications is also an important factor.
<table>
<thead>
<tr>
<th>Final Project Rubric</th>
<th>Unsatisfactory</th>
<th>Nearing Proficiency</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance of Content to topic/ Appropriate to the Classroom</td>
<td>Topic not apparent or not demonstrated in the images or content does not adhere to the selected topic or covers multiple unrelated topics.</td>
<td>Topic weakly demonstrated, or requires lengthy explanation. Topic not appropriate for classroom or marginally related.</td>
<td>Content is generally related to the topic selected. Topic relevant to the classroom.</td>
<td>Content is a well-developed and complete presentation on the chosen topic ready for classroom use. Graphics are appropriate to topic.</td>
</tr>
<tr>
<td>Number of Pages</td>
<td>Less than 12 pages or equivalent. Pages do not demonstrate page layout skills.</td>
<td>12 pages created with InDesign</td>
<td>12 pages that show the use of the software and its features.</td>
<td>12 well designed and press ready pages that demonstrate a command of the software.</td>
</tr>
<tr>
<td>Design</td>
<td>The design makes it difficult to find information or to follow the flow of the document. Little or no use of graphics.</td>
<td>Pages do not aid in readability, or design choices that make reading more difficult than necessary. Graphics appear to be dropped in as an afterthought or are inappropriate.</td>
<td>The design presents information in an easy to read format that is enhanced by appropriate pictures and graphic elements.</td>
<td>The design creates a publication that is inviting to read and easy to digest. Information is enhanced by the design and flow of text and graphics within the publication.</td>
</tr>
<tr>
<td>Typography</td>
<td>Type is not appropriate for the use in the publication. Columns are not used or used ineffectively. Default typefaces and formatting are used or type inhibits readability. Single column or inappropriate use of columns for page size make reading difficult.</td>
<td>Use of columns to aid readability. Text continuously threaded with little break in flow. Some use of subheads or sections. Appropriate use of type families for intended use.</td>
<td>Type follows the rules for size and category for the intended use. Subheads and other visual elements help follow the flow of the document. Columns selected are appropriate to the size and design of the page.</td>
<td>Type selected is appropriate for the application. Sizes and styles are varied to enhance the communication and the document is easy or inviting to read.</td>
</tr>
<tr>
<td>Graphic Size and Resolution</td>
<td>Images are stretched or distorted. Images are low resolution and showing pixelization.</td>
<td>Most Images are correctly sized based on their resolution and print at good quality.</td>
<td>All Images are correctly sized based on their resolution and print at good quality. There is no pixelization or distortion of any images.</td>
<td>Images are print quality and sized appropriately using Photoshop. No stretching or distortion is present.</td>
</tr>
<tr>
<td>Graphic Use</td>
<td>Little or no use of graphics.</td>
<td>Graphics are scattered into the document in a way that interrupts the flow of the reader or distracts from the message of the page or document.</td>
<td>Graphics are placed on the page in a way that enhances the design and draws the eye into the page. Graphics are sized to supplement the text rather than interrupt it.</td>
<td>Graphics augment the message and enhance the readability of the document. Graphics invite the user to look and to investigate the text further.</td>
</tr>
<tr>
<td>Execution</td>
<td>Documents that do not look like they belong together or are not enhanced by the software. Documents that would have been easier to do and better off in a word processing application.</td>
<td>Documents that take advantage of the layout functions. Type and graphics are used to aid in delivering the message.</td>
<td>Rules for columns, type and graphics are followed. Graphic elements are used to enhance the page and the software’s features are shown to benefit the publication.</td>
<td>Well designed and implemented pages possibly enhanced with Photoshop edited graphics make for an enjoyable publication to read.</td>
</tr>
<tr>
<td>Total Possible</td>
<td>0 Points</td>
<td>1-5 Points</td>
<td>6-9 Points</td>
<td>10 Points</td>
</tr>
<tr>
<td></td>
<td>50 Points</td>
<td>93 Points</td>
<td>100 Points</td>
<td></td>
</tr>
</tbody>
</table>