



Chelsea Pulley

What can I say in a few paragraphs that will effectively communicate who I am? For starters, I like short walks on the beach (long ones feel much too much like exercise); candlelit breakfasts (dinners are too cliché); playing in the snow (rain is too immediately wet); camping in the cold (which necessitates the use of the sleeping bag you lugged all the way out there); marking up books (so I can remember and find my favorite parts easily); and gerbera daisies (which are the happiest flowers). I can't swim, but I love the ocean. I laugh about things most people don't, but I don't mind. I like being able to find humor and joy in the smallest of moments. Most of all, I love to learn and help others learn.

My philosophy of education is that learning can be fun! It can and should be an adventure. Now, as with any adventure, there are perils; in the quest for knowledge, the dangers of disinterest, frustration, boredom, closed minds, confusion, and laziness threaten to dissuade travelers from continuing the journey. However, as with any expedition, you just have to keep going, keep trekking through difficulty, and eventually you'll no longer be bothered by the dangers. And eventually, you'll finally reach your goal. I come prepared with enthusiasm, participation, optimism, support, and understanding. My arsenal is fully loaded and ready to be used. I will not be defeated. I may have to change my preparation or plans partway through, but every adventure is different and has its own problems and detours, so that's okay.

I plan to teach high school English, a class sometimes regarded as some students' personal hell. I want to make it fun, though; I want to help my students see that literature and writing can be enjoyable or at least profitable for them. I want to light that fire inside of them, the fire that will motivate them to work harder, learn more, and refuse to give up. I plan to encourage high levels of participation, curiosity, and independence. I want to help my students get on the road to becoming lifelong learners.

“Education is not the filling of a pail, but the lighting of a fire.”
William Butler Yeats

1. **The Rationale:** Students encounter nonfiction every day without even realizing it. Their preconceived notions of nonfiction seem to only include dictionaries and encyclopedias. Because they don't recognize it (and because teachers don't teach it), their nonfiction comprehension skills are underdeveloped. They are not accustomed to decoding and navigating nonfiction materials. It is vital that they understand how to read nonfiction because it is what they will encounter the most throughout their lives. Students need to know how to change their pacing, comprehension speed, and purpose when they encounter nonfiction (versus fiction). Students also don't realize how pervasive nonfiction is; it's not just dictionaries and encyclopedias; there's a whole world of nonfiction out there waiting to be discovered by students, and I intend to show it to them. This unit plan continues my reading/writing program that is intended to help my students become better readers and writers. It will be especially effective as they survey nonfiction and create their own classroom magazine of chosen careers, which will not only help them with their career goals, but also future students. By exposing my students to nonfiction, I am increasing their awareness and understanding of the purposes and modes of nonfiction, which will hopefully make them more conscious of the literature around them.

2. **The Summary:** Students will be exposed to letters, speeches, editorials, newspapers, magazines, menus, owner's manuals, how-to lists, essays, arguments, political documents, selections of books, biographies, and memoirs in this unit. They will be asked to model some of the genres throughout the unit to reflect their understanding of the techniques used. Some of these assignments will be shared in class, and some will be added to our classroom portfolio. At the end of the unit, students will research a chosen career in the library, guidance office, and computer lab, and will assemble the information in a magazine article. We will have a photo shoot for their pictures in their articles, which will not only personalize their articles, but will also improve the class' sense of community. As a class, we will then assemble the magazine and distribute copies to the principal, guidance office, parents, and our classroom portfolio. The summative assessment will reflect their understanding of what nonfiction is and what it should communicate.

3. **Objectives:** GLEs

GLE CODE	DESCRIPTION
CA/R/1/I/EIV/c	Compare, contrast, analyze and evaluate connections: text to world (text ideas and the world by analyzing and evaluating the relationship between literature and its historical period or culture)
CA/I/1/B/9-12/a.ii	Locate and use multiple primary and secondary sources to evaluate reliability of information
CA/R/2/B/EIV/a	Analyze and evaluate literary techniques previously introduced
CA/L/1/B/9-12 /a.i	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement, or confusion)
CA/R/1/H/EIV/a	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: identify and explain the relationship between the main idea and supporting details

CA/R/1/H/EIV/d	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: draw conclusions
CA/R/1/H/EIV/f	Apply post-reading skills to comprehend, interpret, analyze, and evaluate text: summarize
CA/R/2/C/EIV/d	Use details from text(s) to evaluate the effect of tone on the overall meaning of the work
CA/W/1/A/EII/a	Apply writing process to write effectively in various forms and types of writing
CA/W/2/B/EII/a	Compose text with strong controlling idea
CA/W/2/E/EII/c	In written text apply standard usage
CA/R/1/D/EII/a	Read grade-level instructional text with fluency, accuracy, comprehension and appropriate expression
CA/L/2/A/9-12/a.v	Demonstrate poise and self-control in discussions and presentations
CA/W/3/A/EII/a	Compose a variety of texts using narrative, descriptive, expository, and/or persuasive features
CA/W/2/C/EII/e	Compose text with varied sentence structure
CA/R/3/A/EI/a	Explain, analyze, and evaluate the author's use of text features to clarify meaning
CA/W/1/A/EI/a.	Follow a writing process to appropriate prewriting strategies as needed
CA/W/1/A/EI/b.	Follow a writing process to generate a draft
CA/W/1/A/EI/c.	Follow a writing process to revise in response to feedback (peer and/or teacher)
CA/W/1/A/EI/d.	Follow a writing process to edit for conventions
CA/W/3/A/EI/c	Compose a variety of texts, including a summary
CA/I/1/C/9=12/a.i	Record relevant information from multiple primary and secondary sources using a self-selected note-taking or organizational strategy.

4. Length of Curriculum: Eight weeks utilizing biweekly 90-minute classes (twenty class periods), spending one to two class periods on each genre of nonfiction with four to five class periods spent researching and assembling the classroom magazine.

5. Materials and Resources:

- School: Copier, SmartBoard, Computer Lab, Library Resources, Guidance Counselor
- Teacher: Handouts, examples of each genre, camera, props, costumes
- Students: Basic understanding of fiction, enthusiasm

6. Means of Assessment:

- Formative assessment will be used for graphic organizers, class participation, discussions, and group assessments. The methods used will be participation points, oral feedback, written comments, and peer evaluation.
- A summative assessment will be used to evaluate their understanding of nonfiction as they create a classroom magazine to reflect information regarding their chosen career. A rubric with all the required specifications will be given to them before the project starts. Once finished, a copy will go to the Guidance Office, as well as to the Principal. One copy will be submitted to our classroom portfolio.

Lesson Plan: Introduction to Nonfiction
Communication Arts II
Ms. Pulley
Fall 2011

Objectives:

- Students will recognize differences between fiction and nonfiction.
- Students will work cooperatively in groups to determine specific traits of nonfiction.
- Students will discuss types of nonfiction they have come in contact with and will make a list.
- Students will recognize bias and partiality in nonfiction.

Instructional Framework: Initiating

Lesson Plan Format: Discussion, Student-Centered

Grouping: Groups of five for graphic organizer

Materials and Resources:

- School: Copier, SmartBoard
- Teacher: Handouts, graphic organizers, examples of nonfiction
- Students: Writing journals

Strategies:

- Quick Write
- I'm Curious...
- Discussion Continuum

Core Concepts:

- Connection
- Conversation
- Community

Review of Previous Material: Go over elements of fiction and relate fiction elements to short story unit

New Material:

- Quick Write: What do you think of when you hear the word nonfiction?
- What is nonfiction? How is it different than fiction? (traits, purpose, etc...)
- Compare fiction and nonfiction using graphic organizer
- Hand out graphic organizer assignment for unit
- Discussion Continuum to see what they would consider nonfiction
- Go over purpose and genres of nonfiction (menus, newspapers, recipes, essays, letters, owners' manuals, etc...) and discuss nonfiction students have come in contact with.

Assignment: Make a list of the nonfiction you come in contact with and bring it to class next time.

Lesson Plan: Letters as Nonfiction
Communication Arts II
Ms. Pulley
Fall 2011

Objectives:

- Students will understand and explain why letters can be classified as nonfiction.
- Students will rate the effectiveness of letters as nonfiction.
- Students will gain cultural insight through the letter activity.

Instructional Framework: Initiating and Constructing

Lesson Plan Format: Discussion, Student-Centered

Grouping:

- Whole class
- Pairs for letter activity

Materials and Resources:

- School: Copier, SmartBoard
- Teacher: Letters, group charts
- Students: Cultural awareness, open minds

Strategies:

- Key Questions
- Pen in Hand
- R²QA

Core Concepts:

- Community
- Occupation
- Conversation

Review of Previous Material:

- What is nonfiction?

New Material:

- Are letters nonfiction? Why or why not?
- Brief review of historical significance of Holocaust, Hiroshima, Civil War, Vietnam, WWI, and WWII; each pair gets a different letter from different eras (Holocaust, Hiroshima, Civil War, Vietnam, WWI, and WWII).
- Students will read the letters silently, write a response, then compare and share with their partner.

Assignment: Respond to your letter. Write back. Relate to them; tell them about your life.

Lesson Plan: Speeches as Nonfiction
Communication Arts II
Ms. Pulley
Fall 2011

Objectives:

- Students will understand and explain why speeches can be classified as nonfiction.
- Students will brainstorm a list of speeches they are familiar with.
- Students will note the traits and specific trademarks of a speech and will deconstruct a speech to determine what makes it nonfiction.

Instructional Framework: Constructing and Utilizing

Lesson Plan Format: Presentation, Teacher-Centered

Grouping: Whole class

Materials and Resources:

- School: Audio equipment, SmartBoard
- Teacher: Audio clips, list of speeches, graphic organizers, handouts
- Students: Basic knowledge of speeches and nonfiction

Strategies:

- Quick Write
- Do You Know?

Core Concepts:

- Connection
- Occupation

Review of Previous Material:

- Traits and purposes of nonfiction

New Material:

- Quick Write: What do you think of when you hear the word nonfiction?
- Why are speeches classified as nonfiction?
- Listen to a speech and take note of the topic, purpose, and audience
- What is the purpose of speeches?
- Why are speeches such effective methods of communication?

Assignment: Students will select one of the speeches listed and will note the traits and specific trademarks of a speech. They will also write a brief (one page) speech of anything they feel strongly about; the speeches will be presented next class period.

Lesson Plan: Creative Nonfiction (Essays, memoirs, etc...)
Communication Arts II
Ms. Pulley
Fall 2011

Objectives:

- Students will understand and explain why creative nonfiction is still nonfiction.
- Students will brainstorm a list of creative nonfiction they are familiar with.
- Students will determine traits of creative nonfiction and will model it in their own creative nonfiction piece.

Instructional Framework: Constructing and Utilizing

Lesson Plan Format: Presentation, Teacher-Centered

Grouping: Whole class

Materials and Resources:

- School: Copier, SmartBoard
- Teacher: Handouts, list of creative nonfiction
- Students: Understanding of the traits of nonfiction

Strategies:

- Quick Write
- Teacher Read Aloud
- Brainstorming

Core Concepts:

- Construction
- Process learning
- Community

Review of Previous Material:

- Traits and purposes of nonfiction
- Letters, speeches, etc... as nonfiction

New Material:

- Quick Write: Based on the title, what do you think creative nonfiction is?
- Do you think you've ever come in contact with it?
- Read a David Sedaris essay in class.
- What makes this creative nonfiction?
- Students brainstorm to figure out if they know of any creative nonfiction.

Assignment: Write your own piece of creative nonfiction that is at least three pages long. It should reflect the tenets of nonfiction that we have discussed in class.

September 5: Intro to nonfiction. Students will start with a Quick Write in which they will respond to the question: What do you think of when you hear the word nonfiction? We will briefly go over their responses, then we will discuss what nonfiction actually is. We will compare it to fiction using a graphic organizer. I will hand out the graphic organizer assignment and explain the requirements. I will then create a discussion continuum in which we ascertain what they consider nonfiction to be. At the end of class, we will go over the purpose and genres of nonfiction. We will discuss bias and partiality and its place in nonfiction. Their homework assignment will be to make a list of the specific nonfiction they come in contact with before next class period.

September 7: Review nonfiction. We will discuss the merit of letters as nonfiction. We will briefly go over the historical significance of the following: Holocaust, Hiroshima, WWI, WWII, Civil War, Korean War, and Vietnam War. Then students will split into pairs and will each be given a letter from one of the aforementioned conflicts. Students will read the letters silently, write a response to it, and then switch responses with their partner. They will then discuss what they thought about the letter and what makes it nonfiction. For homework, students will respond to their letter in letter form.

September 9: Provide summaries of letters read last class, present the replies, talk more about letters as nonfiction. We will go over a letter in class together and discuss why it can be classified as nonfiction. We will close the discussion with our thoughts of the letters we read. For homework, students will do a journal entry about speeches: their thoughts, their concerns, why it could be considered nonfiction, speeches they know of, etc...

September 13: Speeches. We will do a Quick Write about nonfiction to see if their opinion or understanding of nonfiction has changed. We will then listen to segments of three speeches in class: Chief Joseph's "Surrender Speech", Mahatma Gandhi's "Quit India", and Patrick Henry's "Give Me Liberty or Give Me Death!" Why are speeches classified as nonfiction? As we listen to the clips, students will write down the topic, purpose, tone, and intended audience. For homework, students will choose a speech from a list and will note the traits and specific trademarks of the speech. They will also write a brief speech (at least one page) about anything they feel strongly about. The speeches will be shared next class period.

September 15: Speeches, continued. Students will share their speeches in class, and I will also share the speech I wrote. We will review why speeches are nonfiction and discuss why speeches are effective means of communication. No homework.

September 19: Menus and recipes. For this class period, we will go to the home economics room to make cookies, but we will use a recipe that does not have specific information. They will have to determine how much of each ingredient should go into it. Following that, we will look at an actual recipe for cookies and see how close we were. We then show how important it is to be able to decipher the text and follow instructions. We will then discuss why menus and recipes are considered nonfiction

even though they're not very long texts. For homework, students will journal about what we've learned so far, and if their opinion of nonfiction has changed.

September 21: Owner's manuals and how-to lists. Students will turn in their journals for completion points. In class, we will assemble a bicycle with an owner's manual that is out of order. Hopefully, students will come out of this activity recognizing how important following directions and decoding text are. We will then examine an owner's manual and deconstruct it. We will look at the language and arrangement of the material. For homework, students will journal about how owner's manuals, lists, menus, and recipes differ from the other nonfiction we have covered (letters, speeches, etc...) in length, purpose, and techniques used.

September 23: Political documents. I will check their journals for completion. We will go over background of the founding fathers and the time period. Then we will read segments of the *Declaration of Independence* to determine if it is nonfiction. We will compare its traits to the traits we have determined with the preceding nonfiction texts. We will then deconstruct it to determine the purpose, audience, and techniques. For homework, students will journal over other political/legal documents (legal letters, contracts, terms and conditions, etc...) and how those function as nonfiction and how they differ from the nonfiction covered so far.

September 27: Creative nonfiction. We will have a Quick Write about what they think of when they hear creative nonfiction. We will read a David Sedaris essay in class (tbd based on the students). Without explaining what it is, I will have students brainstorm what traits the essay has that could reflect on what creative nonfiction is. We will then make a list of what we can agree on in terms of the traits of creative nonfiction. For homework, students will write their own piece of creative nonfiction that is at least three pages long; it should reflect the traits we discussed in class.

September 29: Creative nonfiction, continued. Students will share their creative nonfiction and will explain why it can be classified as creative nonfiction. No homework.

October 3: Biographies and memoirs. We will discuss what biographies and memoirs are (and how they differ). We will read excerpts from *Battle Hymn of the Tiger Mother* and will discuss what the memoir has in common with creative nonfiction. Reading this text in class will also help students see how fortunate they are to be able to visit friends, join clubs, and choose what they want to do. For homework, students will write a brief memoir (at least two pages) of their own.

October 5: Diaries and journals. I will collect their memoirs at the beginning of class. We will review the nonfiction formats we've learned so far and will then discuss diaries and journals. What makes them nonfiction? We will read selections from Anne Frank's diary and will discuss the cultural, political, and humanist ramifications of the journal and what makes it nonfiction. There is no homework.

October 7: Newspapers. We will review nonfiction formats and jump right into newspapers. We will discuss the rising technological age that is making actual newspapers fairly obsolete. We will read articles from the *New York Times* and *St. Louis Post Dispatch* to determine the purpose, audience, and techniques used in newspapers as nonfiction. For homework, students will bring in any magazines they read or have.

October 11: Magazines. Students will go through the magazines they brought to determine the purpose, audience, and techniques used in different magazines and in magazines as a whole. We will review bias and partiality and how it applies to the nonfiction we've gone over so far, especially magazines and newspapers. We will select the articles that we consider especially well-written or effective and discuss what makes them so effective. For homework, students will make a list of the top three careers they are considering pursuing after high school or college. I will hand out the career project handout and rubric for their review.

October 13: Career Project. I will go over the rubric and handout again to answer any questions they have. We will go to the Guidance Office (or have the counselor come to us if he/she prefers) and we will look at all the career information the Guidance Office has. After researching their top three careers based on the information the Guidance Counselor has, students will pick the one they want to focus on. Next class period, the class will meet in the library for research.

October 17: Library. We will meet in the library and start researching our chosen careers. I will encourage them to use books as much as they can because we'll be in the computer lab for the rest of the project, and they'll have internet access there, but no access to the books.





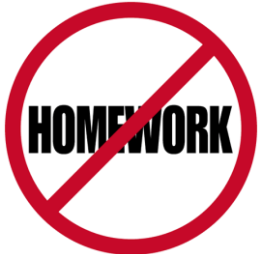

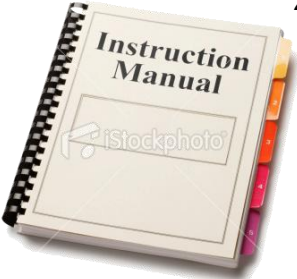



October 19: Computer Lab. We will meet in the computer lab and will continue researching and begin typing our articles. For homework, students will bring in props and costumes that reflect their chosen career.

October 21: Photo Shoot and Computer Lab. For this class period, I will have a hall monitor helping the students in the computer lab while I take the pictures of the students in their costumes for their articles. The photo shoot will personalize our magazine, cement our classroom community, and allow for a good time in the middle of the project. For homework, students will finish their articles because the final copy is due next class period. Select students who have already finished or who volunteer will make advertisements and ads for the magazine.











October 25: Put magazine together. Articles are DUE! No exceptions! We will work as a class to determine order, format, and numbering of the magazine. Students who prepared advertisements will add them to the magazine. I will put together a table of contents, and we will put the magazine together as a class. No homework.

October 27: Distribute magazine to Guidance Office and Principal's Office! We will have a few copies in our classroom for students to look through. We will also keep a copy in our classroom portfolio to reflect our hard work and classroom community. After delivering the copies, we will have a classroom party to celebrate our hard work and efforts.

Nonfiction Unit: Student Calendar September 2011

<p style="text-align: right;">5</p> <p>START NONFICTION UNIT!</p> <p>Homework: Make a list of the specific nonfiction you come in contact with between now and next class period.</p>	<p style="text-align: right;">6</p> 	<p style="text-align: right;">7</p> <p>Due: List of nonfiction</p> <p>Class: Letters as nonfiction</p> <p>Homework: Respond to your letter.</p>	<p style="text-align: right;">8</p> 	<p style="text-align: right;">9</p> <p>Due: Letters</p> <p>Class: Present letters</p> <p>Homework: Journal entry about speeches.</p>
<p style="text-align: right;">12</p> 	<p style="text-align: right;">13</p> <p>Due: Journal Entry</p> <p>Class: Speeches</p> <p>Homework: Listen to speech and fill out chart; write a brief speech about anything you want.</p>	<p style="text-align: right;">14</p> 	<p style="text-align: right;">15</p> <p>Due: Speeches</p> <p>Class: Present Speeches</p> <p>Homework: NONE! Enjoy your weekend!</p>	<p style="text-align: right;">16</p> 
<p style="text-align: right;">19</p> <p>Due: Nothing</p> <p>Class: Meet in Home Economics Room</p> <p>Homework: Free write about nonfiction in your journal.</p>	<p style="text-align: right;">20</p> 	<p style="text-align: right;">21</p> <p>Due: Journal</p> <p>Class: Owner's Manuals and Lists</p> <p>Homework: Journal about nonfiction we've gone over.</p>	<p style="text-align: right;">22</p> 	<p style="text-align: right;">23</p> <p>Due: Journal</p> <p>Class: Political and Legal Documents</p> <p>Homework: Journal over legal documents as nonfiction</p>
<p style="text-align: right;">26</p> 	<p style="text-align: right;">27</p> <p>Due: Journal</p> <p>Class: Creative Nonfiction</p> <p>Homework: Write your own piece of creative nonfiction (at least 3 pages)</p>	<p style="text-align: right;">28</p> 	<p style="text-align: right;">29</p> <p>Due: Creative Nonfiction Pieces</p> <p>Class: Share Creative Nonfiction Pieces</p> <p>Homework: None</p>	<p style="text-align: right;">30</p> 

Nonfiction Unit: Student Calendar October 2011

<p style="text-align: right;">3</p> <p>Due: Nothing</p> <p>Class: Biographies and Memoirs</p> <p>Homework: Write your own memoir (at least 2 pages)</p>	<p style="text-align: right;">4</p> 	<p style="text-align: right;">5</p> <p>Due: Memoir</p> <p>Class: Diaries and Journals</p> <p>Homework: None</p>	<p style="text-align: right;">6</p> 	<p style="text-align: right;">7</p> <p>Due: Nothing</p> <p>Class: Newspapers</p> <p>Homework: Bring in any magazines you have</p>
<p style="text-align: right;">10</p> 	<p style="text-align: right;">11</p> <p>Due: Magazines</p> <p>Class: Magazines</p> <p>Homework: Make a list of the top three careers you want to pursue</p>	<p style="text-align: right;">12</p> 	<p style="text-align: right;">13</p> <p>Due: Career list and graphic organizers</p> <p>Class: Career Project</p> <p>Homework: Choose one career from your list</p>	<p style="text-align: right;">14</p> 
<p style="text-align: right;">17</p> <p>MEET IN LIBRARY</p> <p>Due: Career Choice</p> <p>Class: Research in library</p> <p>Homework: Keep working on your article!</p>	<p style="text-align: right;">18</p> 	<p style="text-align: right;">19</p> <p>MEET IN COMPUTER LAB</p> <p>Due: Nothing</p> <p>Class: Computer Lab</p> <p>Homework: Bring in props and costumes for photo shoot</p>	<p style="text-align: right;">20</p> 	<p style="text-align: right;">21</p> <p>Due: Costumes and props</p> <p>Class: Photo shoot and computer lab</p> <p>Homework: Finish articles!</p>
<p style="text-align: right;">24</p> 	<p style="text-align: right;">25</p> <p style="text-align: center;">ARTICLES DUE! NO EXCUSES OR LATE WORK!</p> <p>Class: Assemble classroom magazine</p> <p>Homework: None</p>	<p style="text-align: right;">26</p> 	<p style="text-align: right;">27</p> <p>Due: Classroom magazine</p> <p>Class: Distribute copies and PARTY!</p> <p>Homework: NONE!</p>	<p style="text-align: right;">28</p> 

Nonfiction Graphic Organizer

Name: _____

Title: _____

Author: _____

Instructions: Complete this chart for **TWO** of the nonfiction texts we will read throughout this unit. It does not matter which ones you choose, but both graphic organizers are due on **October 13**, so have both completed by then. Use phrases unless specified to use sentences.

Describe the Text	Interpret the Text	Move Beyond the Text
<p><i>Write 3 interesting facts and (page #s).</i></p>	<p><i>What position does the author take on the topic?</i></p>	<p><i>Describe how the author chose to organize this text. Do you think it is effective? Why or why not?</i></p>
<p><i>Write two examples of new information learned.</i></p>	<p><i>Choose three of the following and describe how effectively the author used them, giving examples for support (headings, subheadings, illustrations, captions, maps, charts, diagrams).</i></p>	<p><i>Write a short phrase telling what in the text is similar to another text, movie, etc... you have read or seen.</i></p>

Describe the Text	Interpret the Text	Move Beyond the Text
<p><i>Write one question you have about the text.</i></p>	<p><i>Are different perspectives or viewpoints presented? Give an example or explanation of your answer and (page #s).</i></p>	<p><i>Copy a short section (three or four sentences in the text) that you believe is well written and (page #)</i></p>
<p>Write a phrase telling why this is or is not a “good” text.</p>	<p>How does what you have read fit in with other information that you already know?</p>	<p>Explain why you believe the section above is well written.</p>

Source:

Nonfiction Career Project
Communication Arts II
Ms. Pulley
Fall 2011

The past few weeks, we've been discussing nonfiction and its modes of communication: letters, essays, magazines, newspapers, speeches, etc... Now it's your turn to show me what you've learned. Show me that you were paying attention! For the next two weeks, we will be researching careers. I want you to choose a career that you would like to pursue after high school or college, and I want you to find as much as you can about it. *Keep the chosen career appropriate—I don't want to see anything racy or unacceptable. If you choose to pursue an inappropriate career for this project, half of your points will be docked right off the bat, so please check with me before you begin researching.*

We will be making a class magazine with the information we find about our chosen careers. Each student is responsible for a full page article. We will also be having a photo shoot; each student will bring in props or costumes to reflect their chosen career! You will need to incorporate the following information in the article of your chosen career:

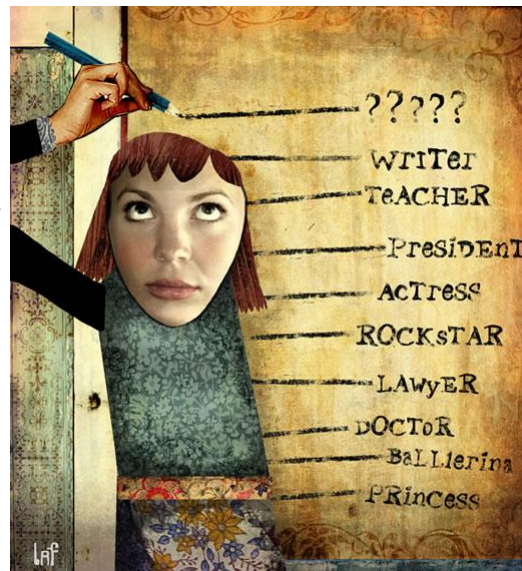
- Salary
- Amount of schooling required
- Advancement opportunities
- Demand for the position
- Hours required
- Travel required
- Stress levels
- Job description/duties
- Ideal personality traits for this profession.
- Why you chose the career you did

We will be taking some personality tests in class to help you figure out if you're a perfect fit for your ideal career, so don't worry about that just yet.

You will also need to have a byline, author, correct grammar/punctuation, at least three sources, and at least three types of sentences we've gone over in class (see your Sentence Structures handout for ideas).

We will be spending a lot of time in the guidance office, library, and computer lab, **so there should be no excuses that you couldn't find any information or that you didn't have time to do the project!** You will have more than enough time and materials to get this project done, but only if you manage your time wisely. We will be working as a class the last two class periods to get the magazine put together and printed; we will also need to work as a class to come up with possible titles, order of articles, advertisements, etc.... Once we have completed the career magazine, one copy will go to the guidance office as a reference for other students, and another copy will stay in our classroom as part of our classroom portfolio. **The article is due on October 25; I will not accept late work.**

NOTE: Normally I give partial points for projects. However, I will not be giving partial points for this project. I'm giving you enough notice to get the information you need to have. You will receive a copy of the rubric before you start researching, and it will detail every bit of information you need to have, so there is no excuse not to include the required information. If you have questions or concerns, talk to me.



Career Magazine Rubric
 Communication Arts II
 Ms. Pulley
 Fall 2011

REQUIREMENTS	5 POINTS	0 POINTS	COMMENTS
Picture applies to and reflects chosen career			
Full page article			
Byline and author			
Salary information			
Amount of schooling needed for position			
Advancement opportunities			
Demand for the position			
Hours (per week, time of day, etc...)			
Travel required for position			
Stress levels and environment			
Job description and duties			
Ideal traits for this profession (and whether or not you possess them according to the personality quiz)			
At least three sources documented in article			
Correct spelling, grammar, and punctuation			
At least three types of sentences			
Correct font and size used (Times New Roman, 12 point)			
Why you chose this career			

Grade: ____/85 points= ____%