

# NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Children's Literature

CP

April/2023

BOE Approved August 2023



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BOE Approved August 2023

## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## Children's Literature

(elective)

Grades 11/12

Children's Literature is a semester class that introduces students to the world of children's literature and the various genres, themes, and elements of children's books. Through the exploration of classic and contemporary works, students will examine the ways in which children's literature reflects society and culture and helps shape children's identities and values. Students will read several children's classics as well as contemporary books. Students will explore various ideas conveyed in the texts, the historical development and context of children's fiction, and the intersections among language, theory, politics, ideology, and children's fiction. Most importantly, students examine the ideologies embedded in the texts as well as the ideologies that guide our culture, particularly in terms of children and the literature they read. The culminating project for this course requires students to write their own children's book along with a lesson plan to be taught on a field trip to a local elementary school. All electives include the core text reading requirement and, in the fall semester, the personal narrative/college essay assignment.

This course reflects the Vision of a Graduate framework by developing curiosity and love of learning, collaboration and inquiry, and critical thinking.

## **Pacing Guide**

**Unit One:** History of Childhood (2 Weeks)

**Unit Two:** Diversity, Equity & Inclusion (3 Weeks)

**Unit Three:** Fairy Tales (2-3 Weeks)

**Unit Four:** Picturebooks (4 Weeks)

ESTABLISHED GOALS		
<p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>	
	<ul style="list-style-type: none"> <li>- Analyze the historical context of children's literature and its impact on society.</li> <li>- Identify the different genres of children's literature and their characteristics.</li> <li>- Evaluate the representation of childhood in various works of children's literature</li> <li>- Become enthusiastic, versatile, skillful, and critical readers of children's literature.</li> </ul>	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>- Literature reflects the values and beliefs of a society.</li> <li>- Children's literature has the power to shape children's perceptions of the world.</li> <li>- Examining the history of childhood helps us to understand the primary audience of children's literature.</li> <li>- Reading literature helps readers of any age make sense out of the world.</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>- Why read children's literature critically?</li> <li>- In what ways do the characters in children's literature represent universal experiences?</li> <li>- How does children's literature help readers to interpret, understand, and define human life?</li> <li>- How has the perception of childhood changed over time?</li> <li>- How does the historical context of a work of children's literature impact its meaning?</li> </ul>
	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ul style="list-style-type: none"> <li>- The history of children's literature from the 18th century to the present day.</li> <li>- The different genres of children's literature and their characteristics.</li> <li>- The historical and cultural context of various works of children's literature.</li> <li>- The seven historical models of childhood</li> <li>- Dual address: children's literature is written for both children and adults</li> <li>- Children's literature transmits shared cultural values</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing the historical and cultural context of a work of children's literature.</li> <li>- Identifying the characteristics of different genres of children's literature.</li> <li>- Evaluating the representation of childhood in various works of children's literature.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
T,A	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T,M	- Impact - task achieves intended purpose	<b>Goal/challenge</b> - Your task is to interview someone under the age of eighteen and someone over the age of sixty and have each interviewee describe his/her experience of childhood.
T,M	- Content - has a clear and effective structure creating unity and completeness	<b>Role for student</b> - You are a researcher for a children's book publishing company <b>Audience for student work</b> - Editors/executives at a publishing company
T,A	- Quality - Address all aspects of the assignment; correct citations and documentation	<b>Situation</b> - The head of a leading children's book company wants insight into how teenagers and adults perceive childhood in different ways. <b>Products and performances generated by students</b> - You will write a profile of a teenager and an adult over sixty. Your profile will answer these questions: <ul style="list-style-type: none"> <li>• What kinds of words and experiences are used by the interviewees to describe their childhoods?</li> <li>• What childhood activities do they describe?</li> <li>• Do these reflect a "typical" childhood experience?</li> <li>• How do these descriptions differ? How are they similar?</li> </ul> <b>Standards/criteria for judging success</b> - Your profile explores childhood from two different voices: a teenager's, an adult over sixty. You provide a recommendation about what types of books we should publish/market.  Final project will include: <ul style="list-style-type: none"> <li>- Evidence of a Q&amp;A</li> <li>- A solid 1-2 page recommendation of what types of books to publish with a clear rationale</li> </ul>
	- Process - Uses a variety of quality and applicable methods to gather information	

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Close reading of various texts</li> <li>-Short responses to essential questions written in class</li> <li>-Comparing/analyzing characters from different picture books</li> <li>-Brainstorming ideas about childhood</li> <li>-Informal responses in journals</li> <li>-Short quizzes on selected material from textbook</li> <li>-Participation in small group and class discussions</li> <li>-Defining key terms</li> </ul>
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stage 3

Code	<b>Pre-Assessment</b>	
T,M	Students will write a brief literacy history where they describe how they learned to read, who helped them learn to read, and early successes/failures learning to read. Students discuss their thoughts on childhood, including stages and milestones. Students will read and/or discuss their favorite books from childhood.	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  Investigating the following:  <i>This question could be posed as a warm-up question and then students could choose several classic books to compare and contrast.</i>  Are children innately good and become corrupted as they are immersed in society, or are children born sinful and need to be taught good behavior? Provide examples from each of the models of childhood.  <i>In small groups have the students ponder these questions. The teacher would bring the groups together to have a whole class discussion.</i>  Is there such a thing as a universal childhood? What are some of the factors that account for the differences between children, both in terms of historical differences and differences between children in our time?  <i>Students will read the textbook to gather background knowledge of historical perspectives.</i>  How does literature provide a glimpse into childhood?  <i>These questions will be posed by the teacher and students will reflect and write about their personal experiences.</i>  When does childhood end? What rituals, ceremonies, or rites of passage mark its ending? What kind of activity or experience can you imagine that might be used to achieve or recognize the end of childhood? How have children's books you have read marked the end of childhood?	Progress Monitoring  Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).
T,M,A		
T,A,M		
T,M		
T,M,A		

T,M,A	<p><i>These questions relate to the 7 models of childhood and students will look for examples in classic and modern texts.</i></p> <p>What can children do that adults cannot, and what can adults do that children cannot? Provide exceptions to your expectations for these age-defined limitations. What are examples of adults doing things we think of typical of children and vice versa? What do your answers suggest about the child as radically Other to, or existing along a continuum with, the adult?</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval</p> <p>Shared articles, video clips and the text book: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p>	
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ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>- Develop an understanding of diversity, equity, and inclusion in children's literature.</li> <li>- Apply critical thinking skills to analyze how authors represent diverse characters and experiences.</li> <li>- Develop an appreciation for diverse perspectives and experiences through literature.</li> <li>- Recognize that DEI includes race, gender &amp; ability</li> </ul>	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS <i>Students will keep considering...</i>
<p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>- Children's literature has the power to shape and reflect cultural values and attitudes.</li> <li>- The representation of diverse perspectives in literature is important for promoting empathy and understanding.</li> <li>- Critical analysis of children's literature helps readers recognize and challenge stereotypes and biases.</li> </ul>	<ul style="list-style-type: none"> <li>- How do authors represent diverse experiences in children's literature?</li> <li>- How can we use critical analysis to identify and challenge stereotypes and biases in children's literature?</li> <li>- Why is it important to include diverse perspectives in children's literature?</li> </ul>

<b>Acquisition</b>		
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>- The definitions of diversity, equity, and inclusion.</li> <li>- Strategies for critically analyzing children's literature.</li> <li>- Examples of diverse representation in children's literature.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyzing and evaluating children's literature for diverse representation and biases.</li> <li>- Creating their own diverse representations in creative writing exercises.</li> <li>- Participating in respectful and inclusive discussions about literature and diversity.</li> </ul>

Code	Evaluative Criteria	Assessment Evidence
<p>T,A</p> <p>T,M</p> <p>T,M</p> <p>T,A</p>	<p>Further information:</p> <ul style="list-style-type: none"> <li>- Impact - task achieves intended purpose</li> <li>- Content - has a clear and effective structure creating unity and completeness</li> <li>- Quality - Address all aspects of the assignment; correct citations and documentation</li> <li>- Process - Uses a variety of quality and applicable methods to gather information</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal/Challenge:</b> The goal of this assessment is for students to analyze and reflect on a children's book of their choice from the perspective of diversity and inclusion. The challenge is for students to apply their knowledge of diversity and inclusion concepts and practices to critically evaluate the book's representation of diverse characters and themes.</p> <p><b>Role for Student:</b> Students will take on the role of a diversity and inclusion consultant tasked with assessing the book's representation of diverse characters and themes.</p> <p><b>Audience for Student Work:</b> The audience for this project will be a children's book publisher or literary agent who is interested in publishing diverse and inclusive books for children.</p> <p><b>Situation:</b> In the real world, publishers and literary agents are actively seeking diverse and inclusive books to add to their collections. By completing this assessment, students will gain valuable skills and knowledge that will be applicable to real-world situations and careers.</p> <p><b>Products and Performances Generated by Student:</b> Students will be required to submit a written report that includes the following elements:</p> <ul style="list-style-type: none"> <li>• A brief summary of the book they chose and the target audience.</li> <li>• An analysis of the representation of diverse characters and themes in the book, using concepts and practices related to diversity and inclusion.</li> <li>• A critical evaluation of the book's representation of diverse characters and themes, highlighting strengths and weaknesses.</li> <li>• Recommendations for how the book could be improved to better represent diversity and inclusion, including suggestions for revisions or additional content.</li> </ul>



		<p><b>Standards/Criteria for Judging Success:</b> The success of this project will be judged based on the following criteria:</p> <ul style="list-style-type: none"> <li>• The depth and accuracy of the analysis of the book's representation of diverse characters and themes.</li> <li>• The quality of the critical evaluation, including the ability to identify strengths and weaknesses and provide thoughtful recommendations for improvement.</li> <li>• The clarity and effectiveness of the written report, including organization, coherence, and mechanics.</li> <li>• The demonstration of knowledge and understanding of diversity and inclusion concepts and practices.</li> </ul> <p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>- Close reading a selection of DEI books</li> <li>- Short quizzes on selected material from textbook</li> <li>- Short responses to essential questions written in class</li> <li>- Comparing/analyzing various historical and modern texts</li> <li>- Participation in small group and class discussions</li> <li>- Defining key terms</li> </ul>
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Code	Pre-Assessment	
	<p>Discuss the question of ownership. Are the stories of a particular race, ethnicity, culture or other group “owned” by members of that community? Is it “theft” to write about or appropriate another culture or group’s stories? Students will discuss this question in small groups and present to the class.</p>	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>Students will read Chapter 10 in the textbook and respond to a series of questions through warm-ups, group work and independent reflection.</i></p> <p>Introduction to diversity, equity, and inclusion in children's literature.</p> <ul style="list-style-type: none"> <li>- What do the terms mean and how has this been addressed historically?</li> </ul> <p>Questions of audience are important for racially and culturally diverse literature. How can a reader’s familiarity--or lack of familiarity--with a cultural, racial or ethnic group affect how a work is received or interpreted?</p> <p>When it comes to books about race, culture and ethnicity, how do other different experiences, backgrounds, purposes, desires and knowledge affect how a text is interpreted and understood?</p> <p>Discuss the question of whether authors have an ethical responsibility to consider the racial implications of their fictional works or characters. Are there ever limits to creative freedom?</p> <p>What does it mean to have a gender identity?What role does social class play in making available certain gender identities and performances?</p> <p><i>This activity will be a short-term group project</i></p> <p>Compare classic children's literature to newer books on the market today. How is DEI being recognized as an important part of our culture?</p> <p><u>Resources:</u></p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).</p>

	<p>All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval.</p> <p>Shared articles, video clips and the textbook: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p> <p>.</p>	
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UbD Template 2.0

**Unit Three: FAIRY TALES**

ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>- Use techniques like plot, pacing, dialogue and character development to write a fairy tale (tell a story)</li> <li>- Identify the conventions of literary genres</li> <li>- Understand how authors use verisimilitude to create believable worlds</li> <li>- Use literary theory to interpret the same text in different ways</li> </ul>	
	<i>Meaning</i>	
	<b>UNDERSTANDINGS</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>- Fairy tales reflect cultural values and beliefs.</li> <li>- Fairy tales often contain archetypal characters and themes.</li> <li>- Fairy tales can be interpreted in a variety of ways and may have multiple meanings.</li> <li>- Telling stories builds a sense of community</li> </ul>	<b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i> <ul style="list-style-type: none"> <li>- What defines a fairy tale?</li> <li>- How do cultural values and beliefs influence the content and interpretation of fairy tales?</li> <li>- How can we use our knowledge of fairy tales to create our own stories?</li> </ul>

<p>structure and meaning as well as its aesthetic impact.</p> <p>CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.</p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Narrative techniques - Characterization, tone/mood, imagery, symbolism, metaphor/simile</li> <li>- Genre conventions of fairy tales</li> <li>- Key terms used in defining fairy tales</li> <li>- The importance of setting in a story</li> <li>- Theoretical approaches to interpret fairy tales</li> <li>- The role of magic in fairy tales</li> <li>- How to create their own fairy tales and reflect on their creative process.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> <li>- Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</li> <li>- Using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome</li> <li>- Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> <li>- Citing textual evidence</li> </ul>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence

	Further information:	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
T, M, A	Focus/exposition - Your story follows the form of a fairy tale by focusing on a small set of characters and a specific fairy tale setting but with a twist.	<b>Goal/challenge</b> - Create a new fairytale from a classic fairytale
T, M, A	Organization/structure/plot - The events of your story follow a logical progression and form. The plot outline diagram will help students organize their story. The intro establishes the setting, characters, fairy tale world, and conflict.	<b>Role for student</b> - Author/Storyteller
T, M, A	Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue, characterization, and themes to develop the ideas in their story. Students will show proficiency on storytelling techniques.	<b>Audience for student work</b> - Librarians and Youth Agency Directors
T, M, A	Language/conventions - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.	<b>Situation</b> - You are an aspiring author who enjoys sharing your original stories with children. You want to share your original fractured fairy tales with children in your town.
M, A	Students brainstorm ideas for their stories - setting, fairy tale elements, characters, etc...	<b>Products and performances generated by students</b> - You will write your fairy tale by creating an imaginary world and a set of believable characters that inhabit it.
A	Students draft, conference, and revise their writing throughout the entire process.	<b>Standards/criteria for judging success</b> - Students master the elements of the Narrative Writing Rubric. Students will master the conventions of the Fairy Tale & fractured fairy tale genre in their story by changing point of view, setting or another aspect of the original..
A	Students will provide and receive constructive feedback from their peers.	
A	Students will reflect on their writing choices after the story is complete.	



		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Close reading of various texts</li> <li>-Short responses to essential questions written in class</li> <li>- Completing a viewing guide for Princess &amp; the Frog</li> <li>-Short quizzes on selected material from textbook</li> <li>-Participation in small group and class discussions</li> <li>-Defining key terms</li> </ul>
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stage 3

Code M. A	<p align="center"><b>Pre-Assessment</b></p> <p>Students will be asked: When you hear the term “fairy tale”, what thoughts come to mind? Brainstorm as a class. Students will respond in their journals to the following prompts: Is the term “fairy tale” always used in a positive way, or can it have negative connotations? What are some of your favorite fairy tales to read/hear? Why? Discuss as a class: What can fairy tales teach us about life?</p>	
	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><i>A basic structure of lessons may follow this format:</i></p> <ul style="list-style-type: none"> <li>• <i>Students write in journals</i></li> <li>• <i>Whole class discussion and/or small group discussion</i></li> <li>• <i>Students select and read fairy tales</i></li> <li>• <i>Students apply relevant ideas from the lesson to their reading of selected fairy tales</i></li> </ul> <p>Students will read excerpts from Chapter 4, Fairytales</p> <p>Investigating the following:</p> <p>T,M,A Watch <i>The Princess &amp; the Frog</i>. Complete a viewing log that tracks the common elements of fairy tales.</p> <p>T,A,M We tend to take the presence of magical elements for granted. What would fairy tales be like without magical elements, such as talking animals or fairy godmothers? What role should magic play in fairy tales? Students will reflect and write a response.</p> <p>T,M Fairy tales are frequently critiqued for their “happily ever after” endings, which are viewed as simplifying the complexity of life. Yet some writers of fairy tales ended their tales with sad, bittersweet, or ambivalent endings. What changes when a fairy tale ending is unhappy? What are some possible motivations in offering tales without happy endings?</p> <p>Take four fairy tales and write a description of the settings of the tales. Then think about setting these fairy tales in another time and place. What would change for each fairy tale? Make a chart of the similarities and</p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress through self-reflection exercises to encourage metacognition, whole class discussion, observation of small group discussion, individualized feedback through conferences, and evaluation of written responses (through rubrics).</p>



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ESTABLISHED GOALS	<i>Transfer</i>	
	<i>Students will be able to independently use their learning to...</i> <ul style="list-style-type: none"> <li>- Explain how words and images relate</li> <li>- Analyze the artistic choices in the production of picture books</li> <li>- Use strategies to help younger readers acquire literacy skills</li> <li>- Develop criteria to evaluate children's literature</li> <li>- Compare and contrast different works, authors, and time periods of children's literature</li> </ul>	
	<i>Meaning</i>	
<p>CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-LITERACY.SL.11-12.4</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Critical literacy gives a voice to historically underrepresented groups</li> <li>- Children's books are complex works</li> <li>- Children develop literacy when presented with varied strategies for reading</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- How does critical literacy influence how we read a text?</li> <li>- What characteristics make a children's book great?-</li> <li>- What approaches can we use to support, deepen, and extend children's responses to literature?</li> </ul>

<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Criteria for evaluating a good book</li> <li>- How words and images relate to create meaning</li> <li>- Artistic choices and media used in the production of picture books</li> <li>- The basic components of a lesson plan</li> <li>- The role of critical literacy in children's books</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Analyzing visuals of a book</li> <li>- Adapting speech to a variety of contexts and tasks</li> <li>- Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</li> <li>- Analyzing and evaluating the effectiveness of an author's structure</li> <li>- Analyzing a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant</li> </ul>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
	<p>The picture book is appropriate for a first grade audience</p> <p>Students craft a believable story with appealing illustrations/images</p> <p>There is a lesson or purpose to the book</p> <p>Students create a meaningful lesson/activity to enhance the book and receive feedback from younger students</p>	<p>PERFORMANCE TASK(S):</p> <p>Create your own book!</p> <p><b>Student Goal/challenge</b> - Write your own picture book and design a lesson plan for a first grade classroom</p> <p><b>Role for student</b> - Author/Elementary school teacher</p> <p><b>Audience for student work</b> - students in a first grade classroom</p> <p><b>Situation</b> - You are doing a demo lesson for a teaching position</p> <p><b>Products and performances generated by students</b> - Write and illustrate a children's book about a subject of your choice</p> <p>A lesson plan that includes:</p> <ul style="list-style-type: none"> <li>• Learning Goals</li> <li>• Two activities that use ideas/strategies from the textbook and Unit Four</li> </ul> <p><b>Standards/criteria for judging success</b> - You write an appealing children's story, illustrated with quality images that is ready for publishing Your lesson plan follows the models provided by the textbook and the teacher</p>

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>-Whole class and small group discussion</li> <li>-Defining key terms</li> <li>-Close reading images and text in a picturebook</li> <li>-Short quizzes on selected material from textbook</li> <li>-Informal responses to essential questions</li> <li>-Practicing illustrating by using varied media</li> </ul>
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Code	<b><i>Pre-Assessment</i></b>	
T,M	Students will interview each other about their favorite picture books during childhood. What books did your classmates name, and what details do they remember about them? Individually, students will answer what they think is added to a picture book when it is read out loud.	
T,A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The following learning events and instruction should follow the mini-lesson model of instruction: mini-lesson, small group work, conferring, and independent work.</p> <p><i>Students will read excerpts from Chapter 5</i></p>	<p>Progress Monitoring</p> <p>Throughout the unit, the teacher monitors progress by whole class discussion, individualized feedback through conferences, observation of small group discussion, and evaluation of written responses.</p>
T,M,A	<p>How do wordless picture books tell a story? What are some ways that they can be “read” and experienced? Students will answer this in a journal response</p>	
T,A	<p>Students choose a classic picture book. Type out the text on a separate sheet of paper. Read the text out loud and write a brief analysis of what is lost without the pictures. Next, use post-it notes or blank paper to hide the text. Comment on what it is like to view the illustrations without any text.</p>	
T,M,A	<p>Students will take a page from a picture book and draw an alternative picture for the page, choosing whatever medium you wish to work in. How is your picture different from the existing image for the book?</p>	
T,M,A	<p>Use a template provided by the teacher to examine what makes up a good lesson.</p>	
T,M,A	<p>Students will select a picture book from the classroom library. Determine if the book is a “good” book. Be sure to apply specific criteria in your response.</p>	

T,A	Students will select a picture book from the classroom library. Close read the text to produce a teacher provided “anatomy” of the book. Outline includes setting development, character development, and how the story unfolds on the page.	
T,M,A	<p>Students will select a picture book from the classroom library. How would it be different if it was composed in a different medium? Cite examples from the chapter in your responses.</p> <p><u>Resources:</u>  All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval</p> <p>Shared articles, video clips and the text book: <i>Reading Children’s Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p>	

<p><b>ESTABLISHED GOALS</b></p> <p>CCSS.ELA-LITERACY.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-LITERACY.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.RI.11-12.1</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>- Explain how writers use language to manipulate meaning in a text</li> <li>- Discuss approaches to support, deepen, and extend children's responses to literature</li> <li>- Use poetry to explore issues of childhood</li> <li>- Express their own thoughts and feelings through poetry writing.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Poetry encourages readers of all ages to play with language.</li> <li>- Illustrations and the structure/shape of a poem contribute to its meaning</li> <li>- Poetry can be used to teach children about the mysteries of the world</li> <li>- Poetry can provide insight into the cultural, historical, and social contexts in which it was written.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>- Why should children read poetry?</li> <li>- How does the structure and shape of a text influence its meaning?</li> <li>- Should poetry for children be didactic?</li> <li>- How does poetry reflect the cultural and historical context in which it was written?</li> </ul>

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- Poetic devices/key terms</li> <li>- Figurative language and its effect on a poem</li> <li>- Criteria for evaluating poetry written for children</li> <li>- Structure and form in poetry</li> <li>- The relationship between words and image in a poem</li> <li>- The characteristics and themes of children's poetry, including humor, imagination, and playfulness.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Interpreting figures of speech in context and analyze their role in the text.</li> <li>- -Analyzing nuances in the meaning of words with similar denotations.</li> <li>- -Using precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>- Writing their own poetry using various forms and literary devices.</li> <li>- Discussing and evaluating the effectiveness of poetry in expressing emotions, ideas, and themes.</li> </ul>

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
T,A	Further information:	PERFORMANCE TASK(S):
T,M	<ul style="list-style-type: none"> <li>- Impact - task achieves intended purpose</li> </ul>	<p><b>Goal:</b> Students will demonstrate their understanding of the characteristics and themes of children's poetry by creating and presenting an original poem.</p>
T,M	<ul style="list-style-type: none"> <li>- Content - has a clear and effective structure creating unity and completeness</li> </ul>	<p><b>Role:</b> You are a poet tasked with writing an original children's poem that incorporates at least two literary devices and reflects one of the themes discussed in class.</p>
T,A	<ul style="list-style-type: none"> <li>- Quality - Address all aspects of the assignment; correct citations and documentation</li> </ul>	<p><b>Audience:</b> Your peers and the teacher will be your audience, and you will present your poem in front of the class.</p>
	<ul style="list-style-type: none"> <li>- Process - Uses a variety of quality and applicable methods to gather information</li> </ul>	<p><b>Situation:</b> You have been studying various forms of children's poetry and the literary devices used in them. You have also learned about the themes that are often found in children's poetry, such as humor, imagination, and playfulness.</p>
	<ol style="list-style-type: none"> <li>1. Students will be able to identify and explain the literary devices used in children's poetry.</li> <li>2. Students will be able to write original poems using appropriate form and literary devices.</li> <li>3. Students will be able to analyze and evaluate the effectiveness of children's poetry in conveying emotions, ideas, and themes</li> </ol>	<p><b>Product, Performance, Purpose:</b> Your product will be an original children's poem that incorporates at least two literary devices and reflects one of the themes discussed in class. You will present your poem to the class in order to demonstrate your understanding of the characteristics and themes of children's poetry.</p> <p><b>Standards for Success:</b> Your poem must meet the following criteria in order to demonstrate your understanding of children's poetry:</p> <ul style="list-style-type: none"> <li>• The poem must be original and written in a chosen form.</li> <li>• The poem must incorporate at least two literary devices, such as simile, metaphor, or personification.</li> <li>• The poem must reflect one of the themes discussed in class, such as humor, imagination, or playfulness.</li> <li>• The poem must be presented confidently and clearly to the class.</li> </ul>

		<p>This GRASP assessment allows students to demonstrate their understanding of the unit's enduring understandings and essential questions by creating an original poem that reflects their knowledge of literary devices and children's poetry themes. It also allows for student choice in terms of form and theme, which encourages creativity and engagement. The presentation component allows for peer feedback and reinforces public speaking skills.</p>

stage 3



Code	<i>Pre-Assessment</i>	
	A short writing assignment to assess students' ability to recognize and use literary devices in their writing.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The following learning events and instruction should follow the mini-lesson model of instruction: mini-lesson, small group work, conferring, and independent work.</p>	<p>Progress Monitoring</p> <p>Formative assessments through class discussions and written assignments.</p> <p>Ongoing feedback from the teacher on student progress and areas for improvement.</p> <p>Summative assessment at the end of the unit to measure students' understanding and growth in their ability to analyze and write children's poetry.</p>
M,A	Students will explain the difference between poetry picture books and concrete poetry. Choose one of each and analyze poetic devices and their effect on the story. Speculate how a child would respond to both.	
M,A	Students will read selected poems from Robert Louis Stevenson's <i>A Child's Garden of Verses</i> . Close read one poem and analyze how his use of figurative language contributes to the overall meaning of the poem.	
M,A	Students will read an excerpt from the textbook and use the textbook to create a practical guide that a child can use to read poems.	
T,M,A	In a small group, think of a danger children face in the twenty-first century. Write a humorous cautionary tale in verse, looking at Shel Silverstein and Hilaire Belloc for inspiration. Then write a serious poem about the problem. Explain how both poems differ.	
T,M,A	Whole class discussion: Nonsense poetry and light verse are a major part of the tradition of poetry for children. Why do you think	

	<p>nonsense has played such an important role in children's poetry?</p> <p><u>Resources:</u> All Resources and materials must adhere to all New Milford Board of Education policies and regulations and are subject to New Milford Board of Education approval. Resources and materials must be researched and vetted by the writers and department heads prior to submission for approval</p> <p>Shared articles, video clips and the text book: <i>Reading Children's Literature - A Critical Introduction</i> by Carrie Hintz and Eric L. Tribunella (second edition)</p>	
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