

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



Children's Literature

October 2015

Approved by the Board of Education
November 2015

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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

Children's Literacy and Literature is a semester course for students who enjoy reading and writing children's literature, or for those students who wish to learn more about it. Students will learn the fundamentals of children's literature and study a wide range of genres from folktales to modern fiction. Students will take an analytical approach to children's literature as they study all of facets of the subject ranging from the creation of books to the marketing of books. In addition, a number of other topics will be studied, including how children learn to read, controversies in children's literature, and changes to children's literature brought on by technology. 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 senior fall electives include "writing the college essay" assignments and instruction. Students are required to complete the summer reading assignment.

Pacing Guide

Unit #	Title	Weeks	Pages
1	Words and Illustrations	2	7-9
2	A Feminist Approach to Children's Literature	2	10-12
3	Children's Informational Book	3	13-16
4	Writing a Children's Book	4-5	17-19
5	Writing a Lesson Plan for a Children's Book	2-3	20-22
6	Parental Treatment of Children in Today's Society	2-3	23-16

Key For Common Core State Standards

RL – Reading Literature Standard

RI – Reading Informational Texts Standard

L – Language Standard

SL – Speaking and Listening Standard

W- Writing Standard

New Milford Public Schools

Committee Member(s): Jeffrey Bronn Unit 1: Words and Illustrations	Course/Subject: Children's Literature Grade Level: 12 # of Weeks: 2 weeks
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • ELA 11-12 RL.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • ELA 11-12 W.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. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Words in children's books contain figurative language, rhythm, dialogue, and accurate vocabulary. • Illustrations in children's books extend and reinforce plot. • Illustrations in children's books establish characterization and setting. • Words and Illustrations harmonize to create meaning and emphasize lesson/theme 	<ul style="list-style-type: none"> • What is the function of words in a children's book? • What is the function of illustrations in a children's book? • How do words and illustrations contribute to meaning? • How do artistic and authorial choices contribute to meaning?
Expected Performances	
What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • Words in children's books should be comprehensible to age of audience. • Dialogue in children's books creates greater reader engagement • Figurative language and music in language creates greater reader engagement and enjoyment • Illustrations must reinforce plot/characters as well as extend the plot • Illustrations contribute to the meaning of the story • Authorial and artistic choices are both made to emphasize lesson/theme of a story <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Identify examples and effects of figurative language in children's books • Identify examples and effects of rhythm in language in children's books • Explain how illustrations reinforce and extend plot 	

<ul style="list-style-type: none"> Determine the central lesson/theme of a children's book and explain how both the words and illustrations contribute to the book's meaning 	
Character Attributes	
<ul style="list-style-type: none"> Responsibility Honesty 	
Technology Competencies	
<ul style="list-style-type: none"> Internet research of valid sources 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> Teacher shows examples of functions of words from texts Teacher shows examples of functions of illustrations from texts Teacher introduces figurative language along with examples Teacher reads a certain section from a book and students illustrate their own interpretations 	Learning Activities: <ul style="list-style-type: none"> Students identify examples of figurative language from selected children's texts Students explain the function of illustrations from an excerpt of a children's book Students create their own pages of children's book with words and illustrations and write a justification/explanation for their own choices

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Analyze the combined effect of words and illustrations</p> <p>Role: Book Reviewer</p> <p>Audience: Parents of young children</p> <p>Situation: A new book is released on the market and needs to be reviewed</p> <p>Product or Performance: A book review and analysis of function of both the words and illustrations in the selected book and how they contribute to the meaning of the text</p> <p>Standards for Success: The various components of the book are analyzed,</p>	<ul style="list-style-type: none"> NMHS Analytical Essay Rubric

evaluated, and supported with examples. All components of the book are considered and an evaluation is made	
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Suggested Resources	
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| <ul style="list-style-type: none">• Jacobs, James S., and Michael O. Tunnell. <i>Children's Literature, Briefly</i>. Upper Saddle River, NJ: Person/Merrill Prentice Hall, 2004. Print.• Sutherland, Zena. <i>Children&books</i>. New York: Longman, 1997. Print. | |
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Committee Member(s): Jeffrey Bronn Unit 2: A Feminist Approach to Children's Literature	Course/Subject: Children's Literature Grade Level: 12 # of Weeks: 2
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • ELA 11-12 W.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. • ELA 11-12 RL.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. • ELA 11-12 RL 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. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Feminism is the belief in the equality of the sexes • A feminist approach to literature examines the gender roles of characters along with explicit and implicit connotations • Children's literature often portrays genders in traditional roles • The paradox of fairy tales is that they often promote negative gender stereotypes yet remain wildly popular 	<ul style="list-style-type: none"> • What is feminism? • How does one take a feminist approach to literature? • Does children's literature promote gender stereotypes? • Are fairy tales appropriate for modern audiences?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Feminism is about equality, not one sex being greater than the other • An approach to literature is to examine and analyze specific components; there are many approaches one can take to literature • In children's literature, female characters are typically portrayed as caring and nurturing but not as dominant as their male counterparts • Classic fairy tales reflect traditional values with a didactic emphasis • A strong analysis consists of objectivity and evidence 	

Students will be able to do the following:

- Identify and analyze the explicit and implicit connotations of gender roles in a children's book
- Discuss and examine the positive and negative stereotypes of genders in children's literature
- Explain how fairy tales reflect traditional and cultural values
- Evaluate the appropriateness of content in certain children's literature and classic fairy tales
- Write an analytical and argumentative essay discussing feminist aspects of a literary work

Character Attributes

- Respect
- Integrity

Technology Competencies

- Internet research of valid sources

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher shows several advertisements of children's products marketed at specific genders
- Teacher models feminist approach to a sample children's book
- Teacher reviews sample analysis of a fairy tale
- Teacher shows example of classic fairy tale that has been modified for contemporary audience

Learning Activities:

- Students choose a children's book and examine gender roles of its characters
- Students research their own advertisements targeted for specific genders and analyze techniques used by the advertiser
- Students discuss why certain fairy tales remain popular in today's society and how writers/directors change stories over time
- Students rewrite a fairy tale to create a more feminist ending

Assessments

Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Analyze the effectiveness of an existing argument and create their own argument</p> <p>Role: Student of Feminist Literature</p> <p>Audience: Classmates</p> <p>Situation:</p> <ul style="list-style-type: none"> • Research a published critique of a fairy tale • Identify author's argument and supporting reasons • Agree, refute, or qualify the argument and develop your own with supporting evidence and valid reasoning <p>Product or Performance: A written essay that effectively identifies and evaluates an author's claim while the student develops his/her own argument</p> <p>Standards for Success: A thorough evaluation of an author's claim and well-developed argument that includes appropriate evidence and valid reasoning</p>	<ul style="list-style-type: none"> • Argumentative Essay Rubric

Suggested Resources

- "English Fairy Tales; And, More English Fairy Tales." *Choice Reviews Online* 40.05 (2003): n. pag. Web.
- "The Grimm Brothers' Children's and Household Tales (Grimms' Fairy Tales)." *Grimm Brothers' Children's and Household Tales (Grimms' Fairy Tales)*. N.p., n.d. Web. 12 June 2015.
- <http://hilo.hawaii.edu/academics/hohonu/documents/Vol07x07HappilyEverAfter.pdf>

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Committee Member(s): Jeffrey Bronn Unit 3: Children's Informational Book	Course/Subject: Children's Literature Grade Level: 12 # of Weeks: 3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • ELA 11-12 RI 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. • ELA 11-12 RI 5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • ELA 11-12 W 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • ELA 11-12 W 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • ELA 11-12 SL 5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • Children's informational books must present information in a way that is understandable, engaging, and valuable to a specific audience • A children's informational book must teach new information to its audience and sustain interest through its words, visuals, and structure. • A book proposal is formal piece of writing that is informational, persuasive, and well-researched. • Publishers and authors of children's book promote and market their books through 	<ul style="list-style-type: none"> • How does one write an informational children's book? • What are important characteristics of children's informational books? • What is the purpose of a book proposal? • How can the internet be used as a means of marketing information?

informational and appealing web sites.	
Expected Performances What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> • The challenge of creating an informational children’s book is to transfer often specialized information to a specific audience of children • Structure of information and layout of text and illustrations need to be carefully selected when creating an informational book • Using photos versus illustrations has both advantages and disadvantages • The formality of writing is key characteristic in a book proposal and therefore, revisions are necessary before submitting a final draft • The clarity and presentation of information in a book proposal is important in showing the audience the level of preparation and effort of the writer • Creating a web site involves technological competence and careful presentation of information to be appealing <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> • Determine the effectiveness in achieving purpose for a children’s informational book • Write their own informational books • Write a formal book proposal for their own informational book • Create a web site that markets their informational book 	
Character Attributes	
<ul style="list-style-type: none"> • Respect • Integrity 	
Technology Competencies	
<ul style="list-style-type: none"> • Internet research of valid sources • Creating a web site 	
Develop Teaching and Learning Plan	
<p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Teacher provides the class with several samples of children’s informational books • Teacher models process of creating a children’s informational book • Teacher provides feedback to students on their own informational books • Teacher reviews characteristics of formal writing 	<p>Learning Activities:</p> <ul style="list-style-type: none"> • Students evaluate the effectiveness of several informational books • Students collaborate with each other, discuss ideas, and offer peer feedback for informational book ideas • Students research how to write a successful proposal for a children’s book

<ul style="list-style-type: none"> • Teacher confers with individual students on the effectiveness of their book proposals • Teacher shows several sample web sites that promote children's books • Teacher demonstrates use of web site building tools such as google sites and wix. 	<ul style="list-style-type: none"> • Students research characteristics of effective web sites promoting children's books • Students learn how to use various programs to create their own websites
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Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
<p>Goal: Successfully write, propose, and market a children's book</p> <p>Role: Author of children's informational book</p> <p>Audience: Publishing Company</p> <p>Situation: An author creates his/her own informational book and seeks to have it published</p> <p>Product or Performance:</p> <ul style="list-style-type: none"> • Author creates his own informational book on a topic of his own choosing • Author writes a book proposal for his book to a publishing company • Author creates a web site promoting his book <p>Standards for Success:</p> <ul style="list-style-type: none"> • Author creates a children's informational book that achieves its purpose of teaching information in a way that is engaging to his audience. • Author writes a professional book proposal that contains all the essential information 	<ul style="list-style-type: none"> • Completed informational book reflects consideration of essential elements • Book proposal follows the format of one and is professionally written • Completed web site reflects consideration of essential elements

- Author creates a web site that contains necessary information and is appealing to a wide-audience

Suggested Resources

- "Create Your Stunning Website.It's Free." *Free Website Builder*. N.p., n.d. Web. 17 June 2015
- "How to Write a Children's Book Proposal, by Crystal Bowman." *Random Writing Rants*. N.p., 08 May 2013. Web. 17 June 2015
- Peterson, Valerie. "How to Get Your Book Proposal Started." N.p., n.d. Web. 17 June 2015.
- Sutherland, Zena. *Children & books*. New York: Longman, 1997. Print.

New Milford Public Schools

Committee Member(s): Jeffrey Bronn Unit 4: Writing a Children’s Book	Course/Subject: Children’s Literature Grade Level: 12 # of Weeks: 4-5
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ELA 11-12 W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ELA 11-12 W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ELA 11-12 W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> An author begins the writing process through brainstorming, storyboarding, writing drafts, editing, and creating. Books that appeal to children include animal characters, rhyming, repetition, and appealing illustrations. A good original children’s book must balance simplicity with an original storyline The writing process is a long, arduous process that requires great patience and reflection. 	<ul style="list-style-type: none"> How does an author begin writing a children’s book? What is the writing process for a children’s book? What literary characteristics appeal to children?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> The various steps to the writing process Literary characteristics that appeal to children Illustrative characteristics that appeal to children 	
Students will be able to do the following: <ul style="list-style-type: none"> Collaborate with a partner and move through the writing process Brainstorm, storyboard, edit, and revise drafts 	

<ul style="list-style-type: none"> • Create an original children’s book with illustrations 	
Character Attributes	
<ul style="list-style-type: none"> • Perseverance • Responsibility 	
Technology Competencies	
<ul style="list-style-type: none"> • Digital formatting 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Provide step by step templates of writing process • Provide samples of previous works • Set deadlines and offer feedback for each stage of the writing process 	Learning Activities: <ul style="list-style-type: none"> • Research how various authors and illustrators approach the writing process • Begin brainstorming ideas with a partner • Begin stages of the writing process • Gather feedback from peers • Write and illustrate a children’s book

Assessments	
Performance Task(s)	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
Goal: Create an original children’s book Role: Children’s author and illustrator Audience: Children ages 3-8 Situation: Creating a children’s book that will engage children Product or Performance: Write and illustrate a children’s book that includes appealing characteristics to children and original storyline Standards for Success: A completely finished children’s book that appeals to its audience and contains characteristics of good children’s literature	<ul style="list-style-type: none"> • Student reflection and peer evaluation

Suggested Resources

- "20 Tips for Writing Children's Books - Pat Mora." *Pat Mora*. N.p., n.d. Web. 10 July 2015.
- "Common Mistakes to Avoid When Writing a Children's Book." *Quick and Dirty Tips*. N.p., n.d. Web. 10 July 2015.
- Jacobs, James S., and Michael O. Tunnell. *Children's Literature, Briefly*. Upper Saddle River, NJ: Person/Merrill Prentice Hall, 2004. Print.

New Milford Public Schools

Committee Member(s): Jeffrey Bronn Unit 5: Writing a Lesson Plan for a Children's Book	Course/Subject: Children's Literature Grade Level: 12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> ELA 11-12 RL.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. ELA 11-12 RL.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> The challenges of lesson planning are designing activities and assessments that are meaningful, relevant, and thought-provoking An objective is the foundation of the entire lesson and states specifically what should be learned Lesson activities should be varied and reflective of the lesson objective An assessment is the evidence that the student has achieved the lesson objective. Assessments can be designed in many forms and modes of expression 	<ul style="list-style-type: none"> What are some of challenges in designing a lesson plan? What is an objective? How do lesson activities become meaningful? How are assessments designed?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> A lesson plan focuses on a learning objective Lesson activities must reflect an objective and engage the students Assessments are evidence that shows the student has achieved the objective 	
Students will be able to do the following: <ul style="list-style-type: none"> Write their own lesson plans based on their own children's books (see Unit 4) Design activities that are varied, engaging, reflective of the objective, and 	

challenging <ul style="list-style-type: none"> • Create an original assessment that measures achievement of their lesson • Teach their lesson plans to their peers or an elementary school class 	
Character Attributes	
<ul style="list-style-type: none"> • Integrity • Respect 	
Technology Competencies	
<ul style="list-style-type: none"> • Knowledge of Smart Board applications, if necessary 	
Develop Teaching and Learning Plan	
Teaching Strategies: <ul style="list-style-type: none"> • Using a sample story, teacher models in a step by step fashion how to create a lesson plan • Teacher introduces the concept of an objective and provides examples • Teacher offers suggestions on effective, research-based activities and assessments • Teacher introduces and shows examples of the Common Core State Standards for ELA • Teacher discusses and models questioning techniques that challenge higher order thinking skills • Teacher provides resources on lesson planning, such as <i>Understanding by Design</i> 	Learning Activities: <ul style="list-style-type: none"> • Students read a sample story and write an objective based on the story beginning with the words “Students will...” • After sharing their objectives with the class, students will write an objective that is reflective of the CCSS • With a partner, students will create three activities for their objective: pre-reading, during reading, post-reading activities. • Students will design an assessment that focuses on achievement of learning objective. • After receiving feedback from teacher and peers, students will then create an original lesson plan based on their own books that they created in a previous unit • Students will explain the purpose of each activity in their lesson plan and how that relates to their objective • Students will practice teaching their lesson plans

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Teach an original lesson based on an original children’s book</p> <p>Role: Teacher</p> <p>Audience: 1st, 2nd, or 3rd grade class</p> <p>Situation: Teaching a one hour lesson to an elementary school class</p> <p>Product or Performance:</p> <ul style="list-style-type: none"> • Students will begin lesson by doing a warm up/ice-breaker activity with the class. • Students will have the class do the pre-reading activity based on the learning objective • Students will do a read aloud of their original children’s book • Students will do their post-reading activity and assessment with the <p>Standards for Success:</p> <ul style="list-style-type: none"> • The class’ achievement of learning objective (based on assessment) and level of engagement 	<ul style="list-style-type: none"> • Peer evaluation and feedback • Self-Reflection and evaluation on the teaching experience and design of the lesson
Suggested Resources	
<ul style="list-style-type: none"> • "English Language Arts Standards » Reading: Literature » Introduction for K-5." <i>English Language Arts Standards » Reading: Literature » Introduction for K-5</i>. N.p., n.d. Web. 10 July 2015. • "Fact Sheet: Effective Lesson Planning Teaching Excellence in Adult Literacy (TEAL)." <i>Fact Sheet: Effective Lesson Planning Teaching Excellence in Adult Literacy (TEAL)</i>. N.p., n.d. Web. 10 July 2015. • Marzano, Robert J., Debra Pickering, and Jane E. Pollock. <i>Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print. • Wiggins, Grant P., and Jay McTighe. <i>Understanding by Design</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 1998. Print. 	

New Milford Public Schools

Committee Member(s): Jeffrey Bronn Unit 6: Parental Treatment of Children in Today's Society	Course/Subject: Children's Literature Grade Level: 12 # of Weeks: 2-3
Identify Desired Results	
Common Core Standards	
<ul style="list-style-type: none"> • ELA 11-12 RI.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. • ELA 11-12 RI.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. • ELA 11-12 W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 	
Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> • The issue of how children are raised is always subjective and based on background of the parents • Parental values have an extremely significant impact on the thought and behavior of children • Although society has changed in the last fifty years, what those changes are and the effect of those changes varies on perspective • Children's literature reflects societal values. As society changes, perspectives and standards of appropriateness in literature will change as well 	<ul style="list-style-type: none"> • Are children too over-protected in today's society? • How do parental values shape a child's thought and behavior? • How has society changed in the last fifty years? • How are societal changes reflected in children's literature?
Expected Performances	
What students should know and be able to do	
Students will know the following: <ul style="list-style-type: none"> • Parenting and societal issues are subjective and dependent on individual perception • Children's literature that does not reflect societal norms will often be the subject of challenge and criticism • When making an argument, it is always necessary to include multiple perspective and sources of information 	

Students will be able to do the following:

- Determine why certain literature may be censored or challenged
- Understand multiple points of view and reasoning when discussing an issue
- Research multiple sources of information and gather evidence before making an argument

Character Attributes

- Respect
- Integrity

Technology Competencies

- Word processing
- Accessing online documents
- Online research skills of valid sources

Develop Teaching and Learning Plan

Teaching Strategies:

- Teacher begins discussion by asking whether or children are too sheltered in today's society and offers evidence for both sides
- Teacher gives the class an anonymous survey on what age of a child is appropriate for certain activities such as owing a cell phone, walking home from the bus stop, etc
- Teacher shows samples of several children's books from previous decades to compare with books written more recently
- Teacher provides list of banned/challenged children's books for students to examine and analyze
- Teacher introduces the term "Helicopter Parents" and shows video clips of news pieces based on the topic
- Teacher provides list of articles that discuss issue of sheltering children

Learning Activities:

- Students will discuss and answer the question on whether or not children are too sheltered in today's society using evidence from their own lives and experiences
- Students will take an anonymous survey on what age of a child is appropriate for certain activities such as owing a cell phone, walking home from the bus stop, etc
- Students will read, examine, and analyze banned/challenged children's books
- Students will discuss how societal values are reflected in those children's books and how those values have changed
- Students will research and discuss why certain books are banned and how societal values change over time
- Students will read several articles on the issue of children being sheltered in today's society
- Students will identify each author's claim and reasoning in each article

Assessments	
Performance Task(s)	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p>
<p>Goal: Based on multiple sources and perspectives, argue whether or not children are too sheltered in today’s society</p> <p>Role: Parent/Writer of a parent magazine</p> <p>Audience: Other parents</p> <p>Situation: A “Bus Stop” discussion with other parents with various backgrounds/beliefs on parenting in today’s society</p> <p>Product or Performance:</p> <ul style="list-style-type: none"> • Research and read several sources of information and multiple perspectives on the topic of parenting in today’s society. • Write an article for a parenting magazine arguing a claim based on evidence/research • Participate in a forum with other students and “parents” that discusses the issue <p>Standards for Success: An argumentative article that fully examines both sides of the issues and incorporates multiple sources of information</p>	<ul style="list-style-type: none"> • NMHS Argumentative Writing Rubric • Peer Evaluation of post-writing discussion forum
Suggested Resources	
<ul style="list-style-type: none"> • "30 Banned And Challenged Kids Books That Will Make You Feel Terrible About Humanity." <i>Pajiba</i>. N.p., n.d. Web. 11 July 2015. • "The Advantages of Strict Parents." <i>Everyday Life</i>. N.p., n.d. Web. 11 July 2015. • "How to Parent Like a German." <i>Time</i>. Time, n.d. Web. 11 July 2015. • "Overprotective Parent: Good or Bad?" <i>Emotional Mojo</i>. N.p., n.d. Web. 11 July 2015. • Rosin, Hanna. "CPS Finds “Free Range” Parents Responsible for Unsubstantiated Child Neglect. Now What?" N.p., n.d. Web. 11 July 2015 • "Why I Let My 9-Year-Old Ride the Subway Alone." <i>Free Range Kids</i>. N.p., n.d. Web. 11 July 2015. • "Would You Call 911 on Another Parent?" <i>Washington Post</i>. The Washington 	

Post, 03 Mar. 2015. Web. 11 July 2015.