

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL

Proposal Request Information

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) (scroll down to novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	11th and 12th
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	MVHS	
Date	1/11/2022	
Requesting Educator	Meg Blaze	
Email address	mkblaze@dcsdk12.org	
Phone number	720 255-8383	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Debra Yarcho	dyarcho@dcsdk12.org
Colleague	Sean Duffey	sduffey@dcsdk12.org
Parent #1	Susan Houser	susanhouser27@gmail.com
Parent #2	Nicole Harwood	neharwood@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	Station Eleven
Author (s)	Emily St. John Mandel
Publisher	Vintage Books
Edition	First Edition
ISBN number	9780804172448
Copyright date	2014

Course and/or subject area in which work will be used	AP Lit, English
Grade level(s)	11-12
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	1/13/22 - 2/22/22
Date the book was communicated to the School Accountability Committee?	2/16/22

Ic. NOVEL DESCRIPTION

Please write a brief description of the novel in your own words and how it relates to the content and age group of students using this proposed book.

The plot of the novel revolves around an actor who dies on stage performing King Lear at the start of a catastrophic pandemic. The story follows characters connected to the actor in a nonlinear fashion, sometimes before the pandemic and sometimes after. The pandemic results in a loss of civilization, and a lot of the book is the attempt by some of the characters to start rebuilding.

Much of the book is focused on a traveling Orchestra/Shakespeare Troop whose caravan is marked with a phrase from Star Trek: “ Because survival is insufficient.” That phrase is a theme for the novel. The characters are unified in their search for meaning in their lives, both before and after the pandemic. The story is a vehicle for the universal quest for meaning in our lives. The answers the book provides is much more positive than many post-apocalyptic stories. Meaning comes from relationships, community, responsibility, loyalty, honor, and art.

Id. ALIGNMENT WITH DCSD’S CURRICULUM

Please write a detailed description of how the novel **aligns to DCSD’s Curriculum - Colorado Academic Standards (CAS) and Essential Skills:**

(Please cite the specific CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the novel will help address).

2. 1: Reading for All Purposes: Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies

Evidence Outcomes:

a. 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. (CCSS: RL.11-12.5)

- e. Evaluate how literary components impact meaning (such as tone, symbolism, irony, extended metaphor, satire, hyperbole)
- f. Demonstrate knowledge of classical foundational works of world literature
- g. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (CCSS: RL.11-12.10)

Ie. RECOMMENDATIONS

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher’s weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

Review #1

Booklist starred (August 2014 (Vol. 110, No. 22))

Mandel’s *The Lola Quartet*, (2012) ambitious, magnificent fourth novel examines the collapse of civilization after a deadly flu wipes out most of the world’s population. Moving gracefully from the first days of the plague to years before it and decades after, Mandel anchors the story to Arthur Leander, a famous actor who dies of a heart attack while playing *King Lear* on stage. We see glimpses of Arthur’s life years before his passing: his doomed relationship with his first wife, the exploitation of an old friendship, his failings as a father. And then we follow characters whose lives Arthur touched in some way: the paramedic who tried to save him, his second ex-wife and their damaged son, the child actress who joins a traveling theater troupe-cum-orchestra. In this post pandemic time, people live in gas stations and motels, curate museums filled with cell phones and car engines, and treasure tabloids and comic books. One comic book gives the novel its title and encapsulates the longing felt by the survivors for the world they have lost. Mandel’s vision is not only achingly beautiful but also startlingly plausible, exposing the fragile beauty of the world we inhabit. In the burgeoning post apocalyptic literary genre, Mandel’s transcendent, haunting novel deserves a place alongside *The Road* (2006), *The Passage* (2010), and *The Dog Stars* (2012).

Recommended for teens (YA/M)

Teens will be mesmerized by Mandel’s frighteningly credible postapocalyptic world.

Review #2

Kirkus Reviews starred (July 1, 2014)

Survivors and victims of a pandemic populate this quietly ambitious take on a post-apocalyptic world where some strive to preserve art, culture and kindness. In her fourth novel, Mandel (*The Lola Quartet*, 2012, etc.) moves away from the literary thriller form of her previous books but keeps much of the intrigue. The story concerns the before and after of a catastrophic virus called the Georgia Flu that wipes out most of the world’s population. On one side of the timeline are the survivors, mainly a traveling troupe of musicians and actors and a stationary group stuck for years in an airport. On the other is a professional actor, who dies in the opening pages while performing *King Lear*, his ex-wives and his oldest friend, glimpsed in flashbacks. There’s also the man; a paparazzo-turned-paramedic; who runs to the stage from the

audience to try to revive him, a Samaritan role he will play again in later years. Mandel is effectively spare in her depiction of both the tough hand-to-mouth existence of a devastated world and the almost unchallenged life of the celebrity; think of Cormac McCarthy seesawing with Joan Didion. The intrigue arises when the troupe is threatened by a cult and breaks into disparate offshoots struggling toward a common haven. Woven through these little odysseys, and cunningly linking the cushy past and the perilous present, is a figure called the Prophet. Indeed, Mandel spins a satisfying web of coincidence and kismet while providing numerous strong moments, as when one of the last planes lands at the airport and seals its doors in self-imposed quarantine, standing for days on the tarmac as those outside try not to ponder the nightmare within. Another strand of that web is a well-traveled copy of a sci-fi graphic novel drawn by the actor's first wife, depicting a space station seeking a new home after aliens take over Earth; a different sort of artist also pondering man's fate and future. Mandel's solid writing and magnetic narrative make for a strong combination in what should be a breakout novel.

Review #3

Library Journal (September 1, 2014)

Starred Review. Onstage at a Toronto theater, an aging movie star drops dead while performing the title role in *King Lear*. As the other cast members share a drink at the lobby bar before heading into the snowy night, none can know what horrors await them: "Of all of them at the bar that night, the bartender was the one who survived the longest. He died three weeks later on the road out of the city." The Shakespearean tragedy unfolds into a real-life calamity just before the entire world is overtaken by a catastrophic flu pandemic that will kill off the vast majority of the population. The narrative is organized around several figures present at the theater that night, and the tale travels back and forth in time, from the years before the pandemic through the following 20 years in a world without government, electricity, telecommunications, modern medicine, or transportation. In this lawless and dangerous new reality, a band of actors and musicians performs Shakespeare for the small communities that have come into existence in the otherwise abandoned landscape. In this unforgettable, haunting, and almost hallucinatory portrait of life at the edge, those who remain struggle to retain their basic humanity and make connections with the vanished world through art, memory, and remnants of popular culture. VERDICT This is a brilliantly constructed, highly literary, postapocalyptic page-turner, and should be a breakout novel for Mandel. [See Prepub Alert, 3/24/14.]-Lauren Gilbert, Sachem P.L., Holbrook, NY (c) Copyright 2014. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

SECTION II: Review Team Information

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book prior submission to the Curriculum, Instruction and Assessment Director.

IIa. EVALUATION of Book (to be completed by requesting educator) Meg Blaze

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 12	y	The text is challenging because of its nonlinear narrative. There is some violence and graphic language.
requires parent permission for students to read the book?	n	The content and language is not overtly controversial or offensive.
allows students to create meaning and make relevant connections to other knowledge and experience	y	All humans search for meaning in their lives and find it in different ways. Students will relate and connect with that struggle. Though the pandemic in the book is different from Covid-19, students will be able to make connections. Literature helps us understand our experiences.
actively engages students through the text	y	It requires active reading and supplementary resources to help students understand the allusions. People want to keep reading because they care about the characters, they want to know what happens to them, and they want to figure out the mystery of the connection between the characters.
facilitates learning that has long-term significance	y	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iib. EVALUATION of Book (to be completed by District Coordinator) Debra Yarcho

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 11,12	Y	Topics are appropriate.
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, students will have many opportunities to create meaning and make connections
actively engages students through the text	Y	Yes, some students may need to reread certain parts of this book as the book does jump between the past and present quite a bit
facilitates learning that has long-term significance	Y	Students will have many aspects to reflect on and learn good lessons from
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Iic. EVALUATION of Book (to be completed by a colleague) Sean Duffey

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 11-12	Y	The diction and topics are more appropriate for 11th and 12 graders
requires parent permission for students to read the book?	N	The book does not contain content that would need to be signed off by a parent.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The plot allows for students to question their own actions and motives in such an extreme case while providing an opportunity to apply rationale for behavior to their everyday lives.
actively engages students through the text	Y	The plot is highly engaging.
facilitates learning that has long-term significance	Y	There are few books that apply to the world in which we live while forcing forethought for the future of mankind.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	The book facilitates critical thinking, plot analysis, constructive predictions, and all of which will require annotations and the application of past literary understanding.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Book (to be completed by Parent #1) Susan Houser

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	y	Appropriate, has some violence.
requires parent permission for students to read the book?	n	I don't think it is controversial enough to ask for parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	y	Yes, with Covid. Shows a dystopian society when a pandemic can't be controlled.
actively engages students through the text	y	Yes, easy to read. Jumps around in time and place, but easy to follow what is occurring. The TV series is on HBOMax; might help to make relationships between characters and timeline clearer. Some characters and events are different from the book.
facilitates learning that has long-term significance	y	
Recommend novel for adoption		<input checked="" type="checkbox"/> X Yes <input type="checkbox"/> No

Iie. EVALUATION of Book (to be completed by Parent #2) Nicole Harwood

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	I think this is appropriate. Even though the prophet and his cult is a bit dark subject matter, they don't go too deep into the details. There is some violence as well, but I don't feel that it is overly graphic.
requires parent permission for students to read the book?	N	I don't think there is any need for parental permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I think this is extremely valid in our current COVID world.
actively engages students through the text	Y	My only word of caution is that the book takes pretty deep concentration, it switches back and forth between stories frequently and can create some confusion. I myself had to re-read a few parts to make sure that I knew exactly what was happening. I just started watching the TV show and it has a few differences but seems to capture the overall themes for the book.
facilitates learning that has long-term significance	Y	I think there are some wonderful messages and learnings built into the book
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

SECTION III: Requestor/Educator & District Coordinator Level Process Review

IIIa. Grade Level Recommendations (to be collaborated on between Requesting Educator & District Coordinator based on recommendations made by the review team)

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades, not just the grade or content you teach.

Grade level	Recommended	Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes	Not Recommended: Content inappropriate for grade level(s)
PK/K			Mb, DY
1			Mb, DY
2			Mb, DY
3			Mb, DY
4			Mb, DY
5			Mb, DY
6			Mb, DY
7			Mb, DY
8			Mb, DY
9			Mb, DY
10			Mb, DY
11	Mb, DY		
12	Mb, DY		

IIIb. CIA PROCESS REVIEW

	District Coordinator
Sections I & II are complete.	tking
Building administrator has reviewed the proposal.	tking
The novel was on display at the school for two weeks.	tking
Information about the novel was available on the district's and school's website for two weeks prior to being submitted to the district coordinator.	tking
Information about the novel was shared with the School Advisory Council.	tking

SECTION IV: District Level Process Review

IV. DISTRICT LEVEL REVIEW (to be completed by the Director CIA)

	CIA Director Initials
The novel adoption process has been followed.	EM
The novel was displayed in the school that is making the request.	EM
The novel was displayed on the district website prior to approval.	EM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	EM
Does the District Coordinator and review team support adoption of this book?	EM

SECTION V: Signatures/Approvals

Va.

Does the evaluating Educator recommend adoption of this book?	YES	NO
Date <u>Mar 23 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u><i>M. P. P.</i></u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Mar 23 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u><i>Sean Duffy</i></u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Mar 23 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u><i>Susan Hauser</i></u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Mar 23 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u><i>Nicole Harwood</i></u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 23 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u><i>Lindsey Jaffee</i></u>		

Vf.

Does the District Coordinator certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Mar 23 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Debra Yarcho</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Mar 23 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CIA Director Signature <u>Erica Mason</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>Mar 27 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Superintendent Signature <u>Danellie Heath</u>		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the Board of Education approve adoption of this book?	YES	NO
Date _____		
Board of Education Signature _____		

OFFICE USE

	DATE	INITIALS
Approved novel list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIA folder on District server		

Document Details

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