

**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<br>FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS: | 8th and up |
|---|------------|

**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

|   |                         |                                    |
|---|-------------------------|------------------------------------|
| School                                      | Castle View High School |                                    |
| Date  | 12/18/22                |                                    |
| Requesting Educator Name                    | Amy Bernick             |                                    |
| Requesting Educator Email                   | abernick@dcsdk12.org    |                                    |
| Novel Adoption School Process Manager Name  | Jordi Owens             |                                    |
| Novel Adoption School Process Manager Email | jowens1@dcsdk12.org     |                                    |
| <b>Proposal Review Team Member</b>          | <b>Reviewer's Name</b>  | <b>Contact Information - email</b> |
| District Coordinator                        | Elyse Rhodes            | evrhodes@dcsdk12.org               |
| Colleague                                   | Austin McAdam           | amcadam@dcsdk12.org                |
| Parent #1                                   | Angela Anderson         | aanderson3@dcsdk12.org             |
| Parent #2                                   | Elizabeth Isaak         | eisaak@dcsdk12.org                 |
| Parent #3                                   | Stephanie Pellegrino    | spellegrino@dcsdk12.org            |

**Ib. BOOK INFORMATION**

|                        |                       |
|------------------------|-----------------------|
| Title of proposed book | American Born Chinese |
| Author (s)             | Gene Luen Yang        |
| Publisher              | First Second          |

|   |  |
|---|--|
| Edition   | First  |
| ISBN number   | 9781250811899  |
| Copyright date  | 2006 (re-published in 2021 with an “Afterward” from the author, a 2023 version will be available on March 7, 2023) |
| Course and/or subject area in which work will be used   | ELA: course TBD (perhaps English I or English II)  |
| Grade level(s)  | 9th - 12th (7th-12th recommended online)   |
| Lexile Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-book/search">https://hub.lexile.com/fina-a-book/search</a> ) | GN530L (from Amazon.com)<br><br>This book was not available on the website hub.lexile.com                          |
| Dates the book information was displayed at the school and posted on the school’s website (2 week min.)   | 2/1/2023 - 2/14/2023   |
| Date the book was communicated to the School Accountability Committee?  | 2/1/2023   |

**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.

From Amazon.com:

“*American Born Chinese* is the winner of the 2007 Michael L. Printz Award, a 2006 National Book Award Finalist for Young People's Literature, the winner of the 2007 Eisner Award for Best Graphic Album: New, an Eisner Award nominee for Best Coloring, a 2007 Bank Street Best Children's Book of the Year, and a New York Times bestseller. Gene Luen Yang was the fifth National Ambassador for Young People's Literature and is a MacArthur Fellow, a recipient of what's popularly known as the MacArthur "Genius" Grant.”

This graphic novel is one of the few books that I taught in Omaha that students (many reluctant readers) truly enjoyed. Many copies ended up “walking off” because students loved the book that much.

## 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).*

### 9/10 ELA DCSD PLOs:

#### GLE 1 Literary Text EOb

- Analyze how an author's choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)
- Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)
- 

#### GLE 1 Research

- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)

### 11/12 ELA DCSD PLOs:

#### GLE 1 Literary Text EOa

- 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. (CCSS: RL.11-12.2)
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

#### GLE 1 Research

- EO c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.11-12.9)

This novel is aligned with several of the DCSD PLOs (drawn from the CAS/EOs). Not only does this work focus on the experiences of characters not from the United States, but the structure is also unique in that the story is told from alternating perspectives. This allows students to interact with parallel themes throughout the work in an engaging way. Additionally, this work can be used as a comparative text with other similar (or opposite works) in order to draw evidence for analysis. Most importantly, this text offers a glimpse into a different perspective and honors that perspective through the author's choices regarding the craft of the text.

## 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 (September 1, 2006 (Vol. 103, No. 1))*

cpg1252 With vibrant colors and visual panache, indie writer-illustrator Yang (Rosary Comic Book0 ) focuses on three characters in tales that touch on facets of Chinese American life. Jin is a boy faced with the casual racism of fellow students and the pressure of his crush on a Caucasian girl; the Monkey King, a character from Chinese folklore, has attained great power but feels he is being held back because of what the gods perceive as his lowly status; and Danny, a popular high-school student, suffers through an annual visit from his cousin Chin-Kee, a walking, talking compendium of exaggerated Chinese stereotypes. Each of the characters is flawed but familiar, and, in a clever postmodern twist, all share a deep, unforeseen connection. Yang helps the humor shine by using his art to exaggerate or contradict the words, creating a synthesis that marks an accomplished graphic storyteller. The stories have a simple, engaging sweep to them, but their weighty subjects--shame, racism, and friendship--receive thoughtful, powerful examination.

### Review #2

*School Library Journal (September 1, 2006)*

Gr 7 Up-Graphic novels that focus on nonwhite characters are exceedingly rare in American comics. Enter American Born Chinese, a well-crafted work that aptly explores issues of self-image, cultural identity, transformation, and self-acceptance. In a series of three linked tales, the central characters are introduced: Jin Wang, a teen who meets with ridicule and social isolation when his family moves from San Francisco's Chinatown to an exclusively white suburb; Danny, a popular blond, blue-eyed high school jock whose social status is jeopardized when his goofy, embarrassing Chinese cousin, Chin-Kee, enrolls at his high school; and the Monkey King who, unsatisfied with his current sovereign, desperately longs to be elevated to the status of a god. Their stories converge into a satisfying coming-of-age novel that aptly blends traditional Chinese fables and legends with bathroom humor, action figures, and playground politics. Yang's crisp line drawings, linear panel arrangement, and muted colors provide a strong visual complement to the textual narrative. Like Toni Morrison's *The Bluest Eye* and Laurence Yep's *Dragonwings*, this novel explores the impact of the American dream on those outside the dominant culture in a finely wrought story that is an effective combination of humor and drama.-Philip Charles Crawford, Essex High School, Essex Junction, VT Copyright 2006 Reed Business Information.

### Review #3

*Library Journal (March 15, 2007)*

A National Book Award finalist and ALA's Printz Award winner, this fable stars the mythological Monkey King, realistic youngster Jin Wang of Taiwanese parentage, and TV sitcom teen Danny. All three are dogged by an unwanted identity and humiliated by others' prejudice. The Monkey King trains to be a god but is unceremoniously bounced out of heaven and urged by "he who is" (the great god) to be what he is: a monkey. Jin tries to be accepted and romance a fellow student but gets picked on by classmates. Danny does well with friends until Chinese cousin Chin-Kee, a bitingly funny bundle of racist stereotypes, makes his annual visit and behaves so offensively that Danny must change schools. Finally, the three stories suddenly merge, to center on Jin coming to terms with his minority experience and moving beyond his own fear and hostility. Coalescence comes almost too quickly, but the trivision approach and treatment are unique and moving. The art is simple, colorful, and both attractive and effective. Some potty humor; recommended for teen and adult collections.-M.C. Copyright 2007 Reed Business Information.

**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)**

| The proposed novel...   | Y/N | Examples/Justification<br>Please be specific and give examples when applicable  |
|---|-----|---|
| is appropriate for the <a href="#">following</a> grade level(s)<br>9-12   | Y   | While many searches online say it’s appropriate for ages 12-18 and grades 7-12, I believe it is more appropriate (based on content) for high school students. Mature middle schoolers could probably read this as well. However, I feel it belongs in 9th and 10th grade classes (to start).<br>When I taught in Omaha, Nebraska, this was approved for sophomores (10+ years ago). |
| requires parent permission for students to read the book?   | N   | There are no scandalous portions of the book. Any questionable content is mild (equivalent of PG-13 movie)  |
| allows students to create meaning and make relevant connections to other knowledge and experience                                   | Y   | Students need exposure to texts that feature & represent other cultures. Additionally, students who are part of the Asian-American diaspora need to see themselves represented in the literature we teach.  |
| actively engages students through the text  | Y   | There are three storylines throughout ABC and each storyline is well told. Additionally, this is a graphic novel which will appeal to students of all learning styles and levels.   |
| Gives an opportunity for all students to access   | Y   | With a lexile level of GN530L, this graphic novel is easily accessible for struggling readers.  |
| Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students? | Y   | The very nature of this book is about inclusion. ABC brings forth ideas about stereotypes, cultural and generational differences, and coming of age in America. Additionally, the storyline of the Monkey King provides insight into a traditional Chinese fairy tale.  |
| <b>Recommend novel for adoption</b>   |     | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No  |

**IIb. EVALUATION of Book (to be completed by District Coordinator) Elyse Rhodes**

| The proposed novel...   | Y/N | Examples/Justification<br>Please be specific and give examples when applicable   |
|---|-----|--|
| is appropriate for the <a href="#">following</a> grade level(s)   | Y   | The publisher and all reviews recommend this text for ages 12-18, grades 7-12  |
| requires parent permission for students to read the book?   | N   | While this text deals with difficult and uncomfortable subject matter (racism, violence, bullying), it tells the story of a student who is bullied because of his ethnicity. It would not require parental consent for grades 7-12.  |
| allows students to create meaning and make relevant connections to other knowledge and experience                                   | Y   | Because this book is a graphic novel, students will not only read the text, they will see the images as well. The themes in this novel are similar to many other novels taught in Language Arts, English, and Social Studies class ( <i>To Kill a Mockingbird</i> , <i>Huck Finn</i> , <i>The Secret Life of Bees</i> , etc.).                                       |
| actively engages students through the text  | Y   | This is a graphic novel which can engage reluctant readers, ELL/ELD students, and students with varying lexile levels.   |
| Gives an opportunity for all students to access   | Y   | This graphic novel is available as a print copy, a digital book on Sora, and is available in several different languages (Chinese, Korean, Spanish, etc.).   |
| Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students? | Y   | The author describes his experiences growing up in the USA and feeling like he was an outsider because he is Chinese. He feels that his book addresses the universal feeling of not fitting in or belonging based on being different from the “norm” - being an immigrant, sexual orientation, faith traditions, the unconventional way a persons’ brain works, etc. |
| <b>Recommend novel for adoption</b>   |     | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No   |

**IIc. EVALUATION of Book (to be completed by a colleague)**

| The proposed novel...   | Y/N | <b>Examples/Justification</b><br>Please be specific and give examples when applicable  |
|---|-----|--|
| is appropriate for the <a href="#">following</a> grade level(s)   | Y   | <i>American Born Chinese</i> is completely appropriate for both the middle and high school age groups.   |
| requires parent permission for students to read the book?   | N   | The contents of the story are mild. Parental permission doesn't seem necessary.  |
| allows students to create meaning and make relevant connections to other knowledge and experience                                   | Y   | The story deals largely with the experiences of a school age boy who tries to make sense of his place in school. This seems relevant for students considering that identity and perspective plays a significant role in school and could lead to validating conversations about diversity. |
| actively engages students through the text  | Y   | Given that it's a graphic novel, the drawings lend an extra layer of interest to the casual reader.  |
| Gives an opportunity for all students to access   | Y   | Despite the story's specific perspective, all students should be able to access the novel on a thematic and technical level.   |
| Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students? | Y   | This novel does a good job exploring elements of different cultures and incorporating some of the traditional storytelling in a modern context. Like any good story, the themes are applicable no matter who is reading it at any given time.  |
| <b>Recommend novel for adoption</b>   |     | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No   |

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

| The proposed novel...   | Y/N | Examples/Justification<br>Please be specific and give examples when applicable   |
|---|-----|--|
| is appropriate for the <a href="#">following</a> grade level(s)                                   | Y   | I believe this text is appropriate for 9-12 grade. It requires some maturity and ability to read between the lines, or pictures, in some situations that are developmentally appropriate to 9th grade and above.   |
| requires parent permission for students to read the book?   | N   | Though there is violence and some innuendo, it is mild compared to Shakespearean texts and other novels currently approved for grades 9-12.  |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y   | Absolutely. This will allow students to identify with others, but also look at cultural elements associated with China and what it is like to be raised with two cultures that may be at odds. The cultural element will allow students to look at their own backgrounds, empathize with others, and potentially learn about another culture. So much of our communication relies on visual cues, so the graphic novel element will allow students to use their current skill level of social cue interpretation and analysis while challenging them to look even closer and deeper through the visual interpretation element. |
| actively engages students through the text  | Y   | The graphic novel aspect makes this text accessible to students at all levels. Close reading of images is very different from close reading a “text” and the very nature of “different” can add engagement to high school students. Reading graphic novels requires students to pay attention to the smaller details and think about a story in a unique way that will challenge some and feel refreshing to others. By infusing the English curriculum with a different type of text, it will naturally keep everyone engaged   |
| Gives an opportunity for all students to access   | Y   | ELD/ELL students can make meaning and follow the story structure and elements through the pictures and enhance that meaning with the text in each panel as their English proficiency increases. Likewise, students who are part of the ESS department will be able to comprehend the story by turning to the visuals first. Advanced students will be able to make connections between the text and other writings, visuals,   |



|                                     |  |   |
|-------------------------------------|--|---|
|                                     |  | experiences, etc. to help form meaning in a new way that will challenge their thinking. Standard students will find it accessible. Struggling male readers will find it accessible because of the lead male character in addition to the graphic novel structure. |
| <b>Recommend novel for adoption</b> |  | <input checked="" type="checkbox"/> Yes<br><input type="checkbox"/> No  |

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

| The proposed novel...   | Y/N | Examples/Justification<br>Please be specific and give examples when applicable  |
|---|-----|---|
| is appropriate for the <a href="#">following</a> grade level(s)                                   | Y   | This text would be appropriate for 9-12 grades. The themes would require an openness to understanding different cultures.   |
| requires parent permission for students to read the book?   | N   | I don't think it would require parent permission as the themes aren't too controversial.  |
| allows students to create meaning and make relevant connections to other knowledge and experience | Y   | I think the story lines are thought-provoking and allows the reader to experience a culture and perspective they may not be aware of. This would connect to a student's awareness and sensitivity to racism, multiculturalism, and how they personally relate to those ideas as well as how they may better understand fellow peers who are experiencing oppression or bullying due to their race or culture. |
| actively engages students through the text  | Y   | Because this text is a graphic novel, it offers a really wonderful opportunity for students who either struggle with reading, claim they don't like to read, or just enjoy engaging with a different format. The pictures are vibrant and help move the stories along and lend an additional layer to the characters.   |
| Gives an opportunity for all students to access   | Y   | Absolutely. Again, the style of graphic novel can engage any level reader, which allows for a class of all levels to experience the text together. I would think that it offer a great opportunity for an entire class to actually have great conversations.  |
| <b>Recommend novel for adoption</b>   |     | <input checked="" type="checkbox"/> Yes<br><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        |             |  | ER AB   |
| 1           |             |  | ER AB   |
| 2           |             |  | ER AB   |
| 3           |             |  | ER AB   |
| 4           |             |  | ER AB   |
| 5           |             |  | ER AB   |
| 6           |             |  | ER AB   |
| 7           |             |  | ER AB   |
| 8           | ER AB       |  |   |
| 9           | ER AB       |  |   |
| 10          | ER AB       |  |   |
| 11          | ER AB       |  |   |
| 12          | ER AB       |  |   |

**IIIb. CIA PROCESS REVIEW**

|  |                      |
|--|----------------------|
|  | District Coordinator |
| Sections I & II are complete.  | ER                   |
| Building administrator has reviewed the proposal.  | ER                   |
| The novel was on display at the school for two weeks.  | ER                   |
| 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. | ER                   |
| Information about the novel was shared with the School Advisory Council.   | ER                   |

**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 <b>Educator</b> recommend adoption of this book? | YES                                 | NO |
| Date <u>Mar 09 2023</u>  | <input checked="" type="checkbox"/> |    |
| Evaluating Educator Signature <u>Amy Bernick</u>                     |                                     |    |

**Vb.**

|   |                                     |    |
|---|-------------------------------------|----|
| Does the evaluating <b>Colleague</b> recommend adoption of this book? | YES                                 | NO |
| Date <u>Mar 10 2023</u>   | <input checked="" type="checkbox"/> |    |
| Evaluating Colleague Signature <u>Austin McAdam</u>                   |                                     |    |

**Vc.**

|   |                                     |    |
|---|-------------------------------------|----|
| Does the evaluating <b>Parent #1</b> recommend adoption of this book? | YES                                 | NO |
| Date <u>Mar 10 2023</u>   | <input checked="" type="checkbox"/> |    |
| Evaluating Parent (#1) Signature <u>Angela Anderson</u>               |                                     |    |

**Vd.**

|   |                                     |    |
|---|-------------------------------------|----|
| Does the evaluating <b>Parent (#2)</b> recommend adoption of this book? | YES                                 | NO |
| Date <u>Mar 20 2023</u>   | <input checked="" type="checkbox"/> |    |
| Evaluating Parent (#2) Signature <u>Elizabeth Isaak</u>                 |                                     |    |

**Ve.**

|  |                                     |    |
|--|-------------------------------------|----|
| Does the evaluating educator's <b>Administrator</b> recommend adoption of this book? | YES                                 | NO |
| Date <u>Mar 20 2023</u>  | <input checked="" type="checkbox"/> |    |
| Administrator Signature <u>Stephanie Morris</u>                                      |                                     |    |

**Vf.**

|  |                                     |    |
|--|-------------------------------------|----|
| Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site. | YES                                 | NO |
| Date <u>Mar 20 2023</u>  | <input checked="" type="checkbox"/> |    |
| District Coordinator Signature <u>Elyse Rhodes</u>   |                                     |    |

**Vg.**

|   |                                     |    |
|---|-------------------------------------|----|
| Does the <b>CIA Director</b> support adoption of this book? | YES                                 | NO |
| Date <u>Mar 20 2023</u>                                     | <input checked="" 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 _____   |     |    |
| Superintendent Signature _____                         |     |    |

**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 |      |          |