

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](#) with pertinent policies regarding novel selection and adoption.

Section I

To be filled out by requestor/educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Mountain Vista High School	
Date	1/12/2021	
Requestor/Educator	Meg Blaze	
Email address	mkblaze@dcsdk12.org	
Phone number	303-387-0770	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
Strategist	Kari Werder	kawerder@dcsdk12.org
Colleague	Rachel Matthews	rmatthews2@dcsdk12.org
Parent #1	Robyn Mott	rjmott@dcsdk12.org
Parent #2	Jennifer Harding	jharding1@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	It's Trevor Noah: Born a Crime
Author (s)	Trevor Noah
Publisher	Yearling
Edition	Graphic Novel
ISBN number	978-0-525-58219-9
Copyright date	2019
Course and/or subject area in which work will be used	English
Grade level(s)	Requested 9-12 - Committee Recommended - 7-12
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	1/19/21 - 2/17/21
Date the book was communicated to the School Advisory Council	2/17/21

Ic. NOVEL DESCRIPTION

This is an autobiographical account of Trevor Noah's childhood as a "mixed" child growing up during and immediately after Apartheid in South Africa. In one sense it is a love letter to his mother for all she does for him by being strong, strict, and helping him see a world outside of the townships. It's a hard childhood. There is domestic abuse, alcoholism, hunger, racism, animal abuse, and many specific accounts and consequences of extreme poverty. He shares scenes from his youth. Some are universal experiences like dating and making friends. Others, like shoplifting, pirating music, and selling stolen goods, are not as universal. Vignettes from his life are punctuated with context about South Africa and Apartheid.

We are hoping to offer this text for our World Literature class (10th grade at MVHS). Students will relate many of Noah's experiences and appreciate his sense of humor throughout this difficult story. It will address this part of the course description: "The course also emphasizes a critical study of the diverse literary and cultural traditions that coincide with the economic, geographic and governmental developments." The contextual sections of the book effectively provide background and even compares the situation in South Africa to slavery in The United States and the Holocaust. Overall, the positive messages about education, family, perseverance, and gratitude is what I would help students take away from this book.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Colorado Academic Standards:

Standard 2: Reading for All Purposes

- Prepared graduates "Read a wide range of literary texts to build knowledge and to better understand the human experience."
- Although the book is non-fiction, it qualifies as a literary text. We could add "memoir" to the range of literary text offered. The text builds knowledge about a different time in a different culture while allowing students to experience the perspective of another human with some different experiences from their own.
 - 2.1: Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.
 - Each vignette offers an opportunity to analyze literary elements. For example, the first one begins, "I was nine years old when my mother threw me out of a moving car" (5). We could look at hooks, suspense, and point of view.
 - Colorado Essential Skills
 - Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
 - The structure of the book jumping between the vignettes and historical context invites critical thinking and problem solving. What is the implied connection between the different voices in the text?
 - Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information

Literacy)

- Though a memoir is considered non-fiction, we need to remember that we are seeing only the perspective of one character in the text. We need to be able to read between the lines to see when the narrator might be biased or misleading, just like we do when we take in news from different sources.
- Essential Reasoning Skills
 - Evaluate the importance, role, or contribution of characters, settings, and/or plot details to our understanding of the text.
 - Analyze complex or abstract themes.
 - Noah selects certain specific events from his life to include in the text to create an overarching message and theme. Students can determine the role each character and event contributes to the whole.

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 (March 1, 2019 (Vol. 115, No. 13))

Grades 5-8. A television host, political commentator, and comedian, Trevor Noah has a reputation for wit. In this insightful memoir, adapted from the adult volume *Born a Crime: Stories from a South African Childhood* (2016), his clever mind and grasp of languages are unveiled. Noah intersperses his life experiences with a layered look at the history of South Africa. Growing up at the end of apartheid, he was evidence of a crime—his mother was Black and his father was white, and mixed-race children were illegal—and it made him an outsider. Noah grew up understanding that many aspects of his upbringing were fundamentally different: his mother raised him with an imagination and showed that there were no barriers to whatever he wanted to be. Readers will find this journey through Noah's formative years humorous and exciting. He has lived during a tumultuous time in South African history and come through it to become one of the most prominent voices in the world. An engrossing read on one of the most oppressive times in history for people of color.

Review #2

Kirkus Reviews (February 15, 2019)

Noah's pre-comedian experience of growing up in a country first strictly divided and then rocked by the fall of apartheid loses some of its grit but none of its potency in this YA adaptation of his memoir for adults *Born a Crime* (2016). Indisputable evidence of his white European father and his black Xhosa mother's illegal interracial relationship, Noah spends his childhood as a perpetual outsider—too black for the white people, too white for the black people, and too mixed for everyone else. But a tenacious spirit of curiosity, an impressive mischievous streak, and an uncompromisingly independent mother shape much of Noah's early years, and instances of struggle, danger, and bullying are attributed to political upheaval, racism, and bigotry mainly through the lens of adult hindsight. Divided into chapters of individual but interconnected childhood recollections, the book mirrors some of the ebb and flow of Noah's stand-up—strategically disjointed to fuel emotional crescendos without overlapping and diluting them. North American readers unacquainted with South African culture may encounter some different (but not wholly unfamiliar) racial dynamics—the term “colored people,” for instance, has a different meaning and history than it does in the U.S.—but Noah does a thorough job of walking them through the colonial history, cultural and language idiosyncrasies, and political structures without bogging down the text, and what he doesn't fully unpack still leaves room for discussion. Startling in its honesty, humor, and humility. (historical note) (Memoir. 13-18)

Review #3

School Library Journal (April 1, 2019)

Gr 5 Up-Comedian Trevor Noah is the son of a Black South African mother and a Swiss-German father. He considers himself born a crime as under apartheid law in South Africa, interracial relationships and marriages were seen as illegal until the law's decriminalization in 1985, a year after his birth. Noah navigates through a childhood filled with poverty, discrimination, and uncertainty as a biracial person who does not know where he fits in under a racially stratified government. His religious mother's

unwavering faith serves as the saving grace and guiding light in his life. She sacrifices to ensure that he receives the best education as a means out of wayward behavior, hustling, and a life of crime. Their mother-son relationship is severely tested with the addition of her new husband Abel, whose personal demons reveal themselves and lead to an unexpected turn of events. The young readers' adaptation utilizes South Africa's colonial and apartheid histories as background context, offering keen insight into the diversity of South African culture, such as its many languages. Readers will appreciate Noah's comedic wit and timing during the good, bad and ugly times of his upbringing. On the other hand, readers will cringe at some of the more painful situations, such as the downplaying of domestic violence. VERDICT A necessary purchase for readers who will appreciate and understand how a parent's love enabled Noah to become the successful man he is now.-Donald Peebles, Brooklyn Public Library © Copyright 2019. 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 CIPG strategist for final review prior to submission to CIPG Director.

IIa. EVALUATION of Book (to be completed by requestor/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)	9, 10,11, 12	Though the book cover reads “ages 8-12,” I think the content is better suited to high school. The complexity of the message would fit better with older students, too.
requires parent permission for students to read the book?	N	I would still let students know that the book contains domestic abuse and allow them to read a different book if they felt more comfortable. Some students who have experienced similar trauma might be re-traumatized by reading the book.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This is the story of one person’s childhood, which is in some ways like everyone else’s childhood. The ways in which Noah’s experiences are unique and particular to his culture can be compared and contrasted with their own lives and other texts and historical elements.
actively engages students through the text	Y	This is an engaging story that would be quite sad if it weren’t for Noah’s unique humor; he is a comedian after all. It is relatable and entertaining which would help reach our more reluctant readers.
facilitates learning that has long-term significance	Y	According to Chris Riddel, UK Children’s Laureate, “Reading allows us to see and understand the world through the eyes of others. A good book is an empathy engine.” This is a good book. The inclusion of the historical context helps boost its educational value even more.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iib. EVALUATION of Book (to be completed by CIPG Strategist) Kari Werder

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The book was adapted for readers aged 8-12, which is the only concern I have for this being taught explicitly at 10th grade. The content can be used to facilitate conversations about race, equity, world issues, history, etc. which extends beyond the language that was adapted for students without as much background knowledge or vocabulary acquisition (https://www.wbur.org/hereandnow/2019/06/04/trevor-noah-young-adult-born-a-crime).
requires parent permission for students to read the book?	N	The content fits within the 2020 Colorado Academic Standards for the 4 disciplines & is age appropriate 7-12.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can learn about and appreciate different childhood experiences and upbringing differently than many of our own. It teaches about perspectives, world history, apartheid, race, gender, and other worldly things students should be exposed to and learn about.
actively engages students through the text	Y	Noah connects at a human level, and naturally because he is a comedian, the stories come alive!
facilitates learning that has long-term significance	Y	Learning about history, other cultures, and connecting as humans through different lenses makes us all better world citizens. People have to be knowledgeable about what's happening in the world around us and with context to develop understanding, perspectives, and compassion for others we engage with on a daily basis.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Higher Order Thinking Skills, 4 Cs, 21 st Century Skills, and Content)	Y	See above responses as the connections in this text aligns with DCSD curriculum (state standards that does already envelope academic context & connections [i.e. higher order thinking, essential skills, etc.]
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Iic. EVALUATION of Book (to be completed by a colleague) Rachel Matthews

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	Yes. This book is absolutely appropriate for high school students and perhaps middle school as well. While the reading level is accessible to grades 8-12, it touches on some mature subject matter that might be better suited to older students.
requires parent permission for students to read the book?	N	No. I agree with others that it might be important to let students know that the book does address some instances of domestic violence in the final chapters.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Absolutely. Written as a memoir, the book allows the reader to consider the complex nature of race through the experiences of the narrator as he navigates childhood, adolescence, and young adulthood. He shares very relatable experiences of dating, childhood, family, and more with a sense of humor that is approachable and engaging. Embedded in each memory shared are the constructs of race and language that shaped his formative years growing up during apartheid.
actively engages students through the text	Y	Yes. I found myself laughing out loud in some moments. The author’s sense of humor is engaging and disarming, even as he shares some difficult or painful memories. You come to feel as if you know the author personally and feel invested as his story unfolds.
facilitates learning that has long-term significance	Y	Yes. Through the memories he describes, the author also shares how each experience shaped him, challenged his beliefs, and helped him to grow in his understanding of the world and his place in it. In a parallel sense, the reader’s own beliefs about race, language, difference, and humanity are challenged as well.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Higher Order Thinking Skills, 4 Cs, 21 st Century Skills, and Content)	Y	Yes. I feel that the book supports each of the essential learnings listed (i.e. memoir, reasoning, understanding the human experience, etc.).
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

Robyn Mott

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 the content is appropriate for middle or high school students. I think it's a better fit content wise for 14-16 year olds, but any age from 13-18 would enjoy reading this book. I have an 8th grader and an 11th grader. My 11th grader read this book last year.
requires parent permission for students to read the book?	N	The book has been adapted for young readers and is appropriate for high school students. It might be beneficial to let students know prior to reading the book that there is domestic abuse in the book and offer an alternative option if that hits close to home for some students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Previously I was a Social Studies teacher and this book is definitely a cross curricular book. In many of our world history classes teachers talk about apartheid, racism, civil rights. Also it discusses his upbringing from a very young age through the teen years into adulthood.
actively engages students through the text	Y	Trevor Noah is a very relatable author. He discusses what life was like for him living under apartheid and the aftermath through his genuine yet funny lens.
facilitates learning that has long-term significance	Y	The way in which Trevor Noah discusses his childhood and what life was like in South Africa during apartheid should have the shock and awe effect for our teenagers. He is a young pop culture figure that many of our students know from his tv show and so I think that is more impactful to this generation than reading about someone that they don't know or someone that has already passed.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	The content of this novel challenges the reader but is also written for a younger audience.
requires parent permission for students to read the book?	N	There is nothing in this memoir that would give me pause to allow my 9th through 12th grader to read the book. There is discussion of difficult political policies and family dynamics, but not to the extent that parents need to be concerned.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	In his book, Noah provides relevant and meaningful stories that allow a broad audience to gain an understanding of different cultures and different experiences in the world. This book inspires a deeper level of thinking in that the experiences of the author growing up are likely very different than those of students in the United States. This book will help students to gain an understanding of another area of the globe as well as a slice of history for South Africa. It explains apartheid in a way that doesn't minimize it but also makes it accessible for young people.
actively engages students through the text	Y	Noah is gifted at creating engaging, entertaining, and often funny stories out of his own life experience. Most students will not only learn and be able to use this book to create meaningful lessons, but will also enjoy reading it.
facilitates learning that has long-term significance	Y	This book provides an alternate world view and exposes students to other cultures and perspectives. This is incredibly valuable in our current place in history. One of the powerful aspects of this book is that apartheid took place during Noah's life, and he is still a young man. I think that creates a real connection for people reading the book in the forced acknowledgement that this part of history is not in the distant past, but was recent enough that a young(ish) person today has first-hand experience of the policies and the long-lasting impact of those policies.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

SECTION III: Requestor/Educator & CIPG Strategist Level Process Review

IIIa. Grade Level Recommendations (to be collaborated on between Requestor/Educator & CIPG Strategist 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			Not Recommended
1			Not Recommended
2			Not Recommended
3			Not Recommended
4			Not Recommended
5			Not Recommended
6			Not Recommended
7	KW, MB, RM		
8	KW, MB, RM		
9	KW, MB, RM		
10	KW, MB, RM		
11	KW, MB, RM		
12	KW, MB, RM		

SECTION IV: Signatures/Approvals

IVa.

Does the evaluating Educator/Requestor recommend adoption of this book?	YES	NO
Date <u>03/31/21</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u><i>Margaret Blaze</i></u> <small>Margaret Blaze (Mar 31, 2021 12:39 MDT)</small>		

IVb.

Does the evaluating CIPG Strategist certify that the information on this form accurately reflects the process followed at the site?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating CIPG Strategist Signature <u><i>Kari Werder</i></u> <small>Kari Werder (Mar 31, 2021 14:10 MDT)</small>		

IVc.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Mar 31, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u><i>Rachel Matthews</i></u> <small>Rachel Matthews (Mar 31, 2021 14:54 MDT)</small>		

IVd.

Does the evaluating Parent (#1) recommend adoption of this book?	YES	NO
Date <u>Apr 5, 2021</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u><i>Robyn Mott</i></u> <small>Robyn Mott (Apr 5, 2021 08:41 MDT)</small>		

IVe.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Apr 5, 2021</u>	<input type="checkbox"/>	
Evaluating Parent (#2) Signature <u><i>Jennifer Harding</i></u> <small>Jennifer Harding (Apr 5, 2021 12:47 MDT)</small>		

IVf.

Does the evaluating Educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Apr 7, 2021</u>	<input checked="" type="checkbox"/>	
Signature <u><i>Michael Weaver</i></u> <small>Michael Weaver (Apr 7, 2021 13:15 MDT)</small>		

IVg.

Does the <i>CIPG Director</i> support adoption of this book?	YES	NO
Date <u>Apr 7, 2021</u>	<input checked="" type="checkbox"/>	
CIPG Director Signature <u><i>Erica Mason</i></u> <small>Erica Mason (Apr 7, 2021 13:16 MDT)</small>		

SECTION V: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this book?	YES	NO
Date <u>Apr 8, 2021</u>	X	
Superintendent Signature <u><i>Corey J Wise</i></u> <small>Corey J Wise (Apr 8, 2021 21:01 MDT)</small>		

SECTION VI: 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 CIPG folder on District server		