

**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:	9th and up
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**Section I**

To be filled out by requesting educator:

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	Castle View High School	
Date	1/9/23	
Requesting Educator Name	Michael Schneider	
Requesting Educator Email	mfschneider@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	Tracie King	tking@dcsdk12.org
Colleague	Robert Sutterer	rwsutterer@dcsdk12.org
Parent #1	Alex Sabot	alsabot@dcsdk12.org
Parent #2	Jake Sabot	jake.sabot@dcsdk12.org

**Ib. BOOK INFORMATION**

Title of proposed book	All American Boys
Author (s)	Brendan Kiely and Jason Reynolds
Publisher	Caitlyn Dlouhy/Atheneum
Edition	

ISBN number	978-1-4814-6333-1
Copyright date	Sept. 29, 2015
Course and/or subject area in which work will be used	English
Grade level(s)	9th
Lexil Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-boo k/search">https://hub.lexile.com/fina-a-boo k/search</a> )	770
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.**

The story follows two teens as they deal with the aftermath of a violent incident involving police brutality.

One teen, a black student in a diverse public school and the victim of the violence, must learn to deal with not only physical healing, but with the psychological pain inflicted upon him as the recording of the scene is made public. The incident impacts him, his freinds, and his family in ways he may be unprepared for.

The other teen, a white bystander and witness to the brutality, must confront his own role. While his witnessing the event is not public knowledge, he face pressure from his friends and family to support the officer - his best friends brother and his personal mentor.

## **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).*

### **Ninth / Tenth Grade Band, Standard 2. Reading for All Purposes**

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

Use Key Ideas and Details to

i. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS:

RL.9-10.1)

ii. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)

iii. 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)

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

3. Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts

**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

**School Library Journal:**

Gr 8 Up—Rashad Butler is a quiet, artistic teen who hates ROTC but dutifully attends because father insists "there's no better opportunity for a black boy in this country than to join the army." He heads to Jerry's corner store on a Friday night to buy chips, and ends up the victim of unwarranted arrest and police brutality: an event his white schoolmate Quinn Collins witnesses in terrified disbelief. Quinn is even more shocked because the cop is Paul Galluzzo, older brother of his best friend and Quinn's mentor since his father died in Afghanistan. As events unfold, both boys are forced to confront the knowledge that racism in America has not disappeared and that change will not come unless they step forward. Reynolds and Kiely's collaborative effort deftly explores the aftermath of police brutality, addressing the fear, confusion, and anger that affects entire communities. Diverse perspectives are presented in a manner that feels organic to the narrative, further emphasizing the tension created when privilege and racism cannot be ignored. Timely and powerful, this novel promises to have an impact long after the pages stop turning. VERDICT Great for fostering discussions about current events among teenage audiences. A must-have for all collections. Reviewed by Ashleigh Williams, School Library Journal , Sep 01, 2015

Review #2

**Kirkus:**

Two boys , one black and one white, act out an all -too-familiar drama when the former is brutally beaten during an arrest and the latter witnesses it. Rashad wasn't trying to steal that bag of chips, but Officer Paul Galuzzo beats him to a pulp rather than hear him out. Quinn doesn't know that, but he does know that no one should be treated the way he sees family friend and surrogate father Paul whaling on that black kid. Day by day over the next week, each boy tells his story, Rashad in the hospital, where he watches endless replays of the incident, and Quinn at school, where he tries to avoid it. Soon Rashad's a trending hashtag, as his brother and friends organize a protest he's not sure he wants. Meanwhile, Quinn negotiates basketball practice with his best friend—Galuzzo's little brother, who expects loyalty—and Rashad's, who tells him bluntly, "White boy like you can just walk away whenever you want." In a series of set pieces, Rashad contemplates his unwanted role as the latest statistic, and Quinn decides whether he'll walk away or stand. Reynolds and Kiely supply their protagonists with a supporting cast that prods them in all the right ways; Rashad's strict, ex-cop dad provides unexpected complexity. If the hands and agenda of the authors are evident, their passion elevates the novel beyond a needed call to action to a deeply moving experience. (Fiction. 12-18)(Kirkus Reviews, August 15, 2015)

Review #3

**Publishers Weekly:**

*/\* Starred Review \*/* In this painful and all -too-timely book, two authors—one black, one white—present a story of police brutality. Reynolds (*The Boy in the Black Suit*) voices Rashad, the innocent victim of a police beating; Kiely (*The Gospel of Winter*) writes Quinn, a horrified witness. The book moves quickly, starting on a Friday night with the boys —classmates who don't know each other—preparing for a party, and ending with a social-media-inspired protest march one week later. For Rashad, the week means facing the physical and mental effects of what has happened, including a father who initially assumes that Rashad is guilty. For fatherless Quinn, the struggle comes from the fact that the cop is not only the older brother of a close friend, but also a father figure. The scenario that Reynolds and Kiely depict has become a recurrent feature of news reports, and a book that lets readers think it through outside of the roiling emotions of a real-life event is both welcome and necessary. Ages 12–up. Agent: (for Reynolds) Elena Giovinazzo, Pippin Properties; (for Kiely) Rob Weisbach, Rob Weisbach Creative Management. (Sept.) --Staff (Reviewed August 31, 2015) (*Publishers Weekly*, vol 262, issue 35, p)

**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 Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	9-12 This book is accessible and appropriate for high school students
requires parent permission for students to read the book?	N	While the characters, plot, themes and language are mature, nothing is gratuitous or requiring of parental permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The plot of this novel mirrors continued news coverage in our communities, and the characters reflect the ages and situations of high school students. So each reader can connect the novel to their own circumstances and the current events.
actively engages students through the text	Y	As a text specifically written for young adults, the language, characters and plot lines should engage high school students.
Gives an opportunity for all students to access	Y	The lexile score makes this book accessible to most high school students, and the interest level will appeal as well.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	Diverse characters with diverse views are present in this novel.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

**IIb. EVALUATION of Book (to be completed by District Coordinator) - Tracie King**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This book is appropriate for high school students and has the professional reviews necessary.
requires parent permission for students to read the book?	N	The novel is written for young adults. There is some language and violence but nothing that would be too much for high school students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can relate to and connect with making tough decisions, growing up, and doing hard things even when doing the right thing is very challenging.
actively engages students through the text	Y	This book is highly engaging and thought-provoking. Discussing the text should lead to rich discussions and foster empathy for several of the characters in the book.
Gives an opportunity for all students to access	Y	The book is at a level that most students can access and the book is available in an audio format too.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	Diverse perspectives and ideas are present in a reasonable manner.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	<b>Examples/Justification</b> Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This book is appropriate for 9th grade in reading level and interest.
requires parent permission for students to read the book?	N	The novel is in the Young Adult genre. Some instances of language and violence are present but they are pertinent to the story and not excessive or gratuitous.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The content and subject matter of the book mirror real world issues with which students are familiar. The book relates to recent events that have been in the news and will challenge and engage students' understanding of American values like justice and equality.
actively engages students through the text	Y	The multiple perspectives presented through multiple narrators will provide students an opportunity to empathize and relate to situations which may be familiar to them and also introduce them to different and interesting perspectives.
Gives an opportunity for all students to access	Y	The book is readable and organized in a fashion that students will be able to comprehend.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	As noted above regarding multiple perspectives
<b>Recommend novel for adoption</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No



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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Yes, this book is appropriate for 9th grade students.
requires parent permission for students to read the book?	N	I do not believe that parent permission is necessary for this book. It is appropriate and does not need further approval.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	I feel that students can find great meaning in the relationships and experiences that these characters experience. It will push students to make connections in their life.
actively engages students through the text	Y	This book is very engaging in the way that it is written. Having multiple people telling their story gives the reader variety and perspective that keeps them engaged.
Gives an opportunity for all students to access	Y	This book is accessible to all students no matter their reading level. All students will be able to connect to this book in some way.
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This book is appropriate for High school students in both content and reading level.
requires parent permission for students to read the book?	N	No, this book does not need parent approval. It is appropriate for all students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, students are able to connect to the text because of the age of the students and the experiences described in the text.
actively engages students through the text	Y	This is a very engaging book - great content and written well..
Gives an opportunity for all students to access	Y	This book reaches all students at all reading levels. The content is appropriate and engaging for all students.
<b>Recommend novel for adoption</b>	<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			tk, MFS
1			tk, MFS
2			tk, MFS
3			tk, MFS
4			tk, MFS
5			tk, MFS
6			tk, MFS
7			tk, MFS
8			tk, MFS
9	tk, MFS		
10	tk, MFS		
11	tk, MFS		
12	tk, MFS		

**IIIb. CIA PROCESS REVIEW**

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

**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 10 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Educator Signature <u>Michael Schneider</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>Robert Sutterer</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>Alex Sabot</u>		

**Vd.**

Does the evaluating <b>Parent (#2)</b> recommend adoption of this book?	YES	NO
Date <u>Mar 10 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Jake Sabot</u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Mar 10 2023</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Jeena Templeton</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 13 2023</u> District Coordinator Signature <u>Tracie King</u>	<input checked="" type="checkbox"/>	

**Vg.**

Does the <b>CIA Director</b> support adoption of this book?	YES	NO
Date <u>Mar 13 2023</u> CIA Director Signature <u>Erica Mason</u>	<input checked="" type="checkbox"/>	

**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		