

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 10th permission required; 11th and 12th
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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	12/2/22	
Requesting Educator Name	Amy Montague	
Requesting Educator Email	almontague@dcsdk12.org	
Novel Adoption School Process Manager Name	Jordi Owens	
Novel Adoption School Process Manager Email	jowens1@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Elyse Rhodes	evrhodes@dcsdk12.org
Colleague	Jessica Hunziker	jmhunziker@dcsdk12.org
Parent #1	Tiffany Martin	tmartin1@dcsdk12.org
Parent #2	Vivian Harvey	lvharvey@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	The Book of Unknown Americans
Author (s)	Cristina Henriquez
Publisher	Knopf
Edition	1st

ISBN number	0385350848 and 978-0385350846
Copyright date	June 3, 2014
Course and/or subject area in which work will be used	English Language Arts
Grade level(s)	9-12
Lexile Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	HL760L
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.

A story of love, loss, and hope, *The Book of Unknown Americans*, teaches the reader to look beyond the surface of people and try to understand where they are coming from. The story follows a family that moves from Mexico to the United States in search of help for their 15 year old daughter (Maribel) who sustained a life-altering injury. When they arrive, they are faced with hardship after hardship. They join a community of other immigrants including a family from Panama who has a high school aged son who falls in love with Maribel. Told in alternating viewpoints, this story demonstrates the importance of family and the need for understanding and compassion. There are ups and downs and horrible tragedies, but through it all, the characters love deeply and learn 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 a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)

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 starred (April 15, 2014 (Vol. 110, No. 16))

On a cold, bewildering night, the Riveras, who have just left their happy lives in Mexico, are dropped off at a dilapidated apartment building on the western edge of Delaware. Arturo has given up his thriving construction company to labor in a dark, grimy indoor mushroom farm, while his wife, Alma, lonely and afraid, with no English and little money, worries incessantly about their beautiful 15-year-old daughter, Maribel. She has suffered a traumatic brain injury, and her parents have sacrificed everything to send her to a special school. Their building turns out to be a sanctuary for Central and Latin American immigrants, and as the Riveras' dramatic tale unfolds, Henríquez brings their generous neighbors forward to tell the compelling stories of why and how they left Venezuela, Puerto Rico, Guatemala, Nicaragua, Colombia, Mexico, Panama, and Paraguay. As one man says, "We are the unknown Americans," those who are feared and hated. As Maribel opens up to Mayor, the infatuated boy next-door who is relentlessly bullied by his father and his classmates, terror of the unknown becomes a tragic force. Each scene, voice, misunderstanding, and alliance is beautifully realized and brimming with feeling in the acclaimed Henríquez's (*The World in Half*, 2009) compassionately imagined, gently comedic, and profoundly wrenching novel of big dreams and crushing reality, courageous love and unfathomable heartbreak.

Recommended for teens (YA/M)

Good teen readers will find Mayor and Maribel's young love under duress, as well as the immigrant tales both bright and dark, mighty compelling.

Review #2

Kirkus Reviews (May 1, 2014)

A family from Mexico settles in Delaware and strives to repair emotional and physical wounds in Henríquez's dramatic page-turner. The author's third book of fiction (*Come Together, Fall Apart*, 2006; *The World in Half*, 2009) opens with the arrival of Arturo and Alma Rivera, who have brought their teenage daughter, Maribel, to the U.S. in the hope of helping her recover from a head injury she sustained in a fall. Their neighbors Rafael and Celia Toro came from Panama years earlier, and their teenage son, Mayor, takes quickly to Maribel. The pair's relationship is prone to gossip and misinterpretation: People think Maribel is dumber than she is and that Mayor is more predatory than he is. In this way, Henríquez suggests, they represent the immigrant experience in miniature. The novel alternates narrators among members of the Rivera and Toro families, as well as other immigrant neighbors, and their stories stress that their individual experiences can't be reduced to types or statistics; the shorter interludes have the realist detail, candor and potency of oral history. Life is a grind for both families: Arturo works at a mushroom farm, Rafael is a short-order cook, and Alma strains to understand the particulars of everyday American life (bus schedules, grocery shopping, Maribel's schooling). But Henríquez emphasizes their positivity in a new country, at least until trouble arrives in the form of a prejudiced local boy. That plot complication shades toward melodrama, giving the closing pages a rush but diminishing what Henríquez is best at: capturing the way immigrant life is often an accrual of small victories in the face of a thousand cuts and how ad hoc support systems form to help new arrivals get by. A smartly observed tale of immigrant life that cannily balances its optimistic tone with straight talk.

Review #3

Library Journal (January 1, 2014)

In this latest from the author of *The World in Half*, the Mexican Rivera family moves to Delaware so that their brain-damaged daughter, Maribel, can attend a special school. Sharing the same neighborhood is the Panamanian Toro family, whose younger son, Mayor, becomes enamored of Maribel. As the bulk of the narrative shifts between Alma, Maribel's mother, and Mayor, the story unwinds into a Romeo and Juliet reenactment, with both families opposing the relationship, and tragedy the unexpected result. Henriquez does a spectacular job of creating highly believable characters and poignant scenarios: the guilt that wracks Alma because of the accident that rendered Maribel mentally disabled, the social and educational frustrations of a challenged adolescent, Mayor's budding teenage psyche, the inconsolable grief upon suddenly losing a spouse, and, above all, the experience of adjusting to a new culture and way of life. Regularly inserted is a series of testimonials by other participants, which, though thematically important, interrupts the story's otherwise smooth flow. VERDICT A well-written coming-of-age story set among "unknown Americans," ostensibly Hispanic but in many ways any family involved in similar circumstances regardless of ethnicity.-Lawrence Olszewski, OCLC Lib., Dublin, OH (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)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 9-12	Y	With an age range of 13-17 (according to the lexile hub) and a relatively low lexile range, this novel is appropriate for readers at the honors middle school and high school level. This coupled with the story itself about high school students makes this work one that is engaging and accessible to all students from grades 9-12.
requires parent permission for students to read the book?	N	This book is appropriate for all grade levels in high school.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This heartfelt story explores the human condition in terms of immigration, love, and loss. It helps students make connections to cultures that might be different from their own and gain perspective about the lives of others.
actively engages students through the text	Y	The plot, setting, theme, and characters are so well developed, that students will not want to put this book down.
Gives an opportunity for all students to access	Y	With a lexile of HL760L, even high school students who are struggling readers can access this text. There is also an audio version and a Spanish version available.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	The very nature of this book is inclusive. One of its major themes is understanding the cultures of others and respecting those cultures.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

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	Due to language and mature content, this book is acceptable for grades 11-12.
requires parent permission for students to read the book?	Y	Students in grades 9-10 should have parent permission to read this book as it deals with some mature content.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This is a very powerful and important text that 11-12 grade students can learn many things from - immigration, family dynamics, racism, economics, death, divorce, living with a traumatic brain injury, etc.
actively engages students through the text	Y	Every chapter is told by a different character, including teenagers which engages the reader. The story deals with topics such as love, loss, family struggles, immigration, etc., which are interesting to readers. The text deals with subjects that high school students can relate to based on personal experiences.
Gives an opportunity for all students to access	Y	The book is available in print, digital format, and audio book. The lexile level is appropriate for high school students.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This book includes people from Mexico, Puerto Rico, Panama, Nicaragua, Guatemala, Venezuela, and Paraguay. Each person tells their story of coming to the USA and their experiences living in the USA.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague) - Jess Hunziker

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	9-12	Honors middle school or on level high school students will have a great deal of success with this text.
requires parent permission for students to read the book?	N	There are no concepts that require parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This text will require that students examine current societal issues and think critically about those issues. Students will be able to make deep connections between the text and our world.
actively engages students through the text	Y	Absolutely. The variety of protagonists in the text will allow a variety of students the opportunity to engage with the text.
Gives an opportunity for all students to access	Y	Absolutely. This text represents an important demographic that is often underrepresented in literature.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This text is essential to an inclusive curriculum that represents all students.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

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 would absolutely recommend this for any high school student. It is appropriate for even students that are a bit struggling readers.
requires parent permission for students to read the book?	N	There was nothing that would need parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This will absolutely allow students to make connections to things currently going on in our world. It would help them relate to things they learn in all levels of high school.
actively engages students through the text	Y	Absolutely, this text gives students a chance to understand the perspective of people that they may not have considered in the past
Gives an opportunity for all students to access	Y	Absolutely, it allows students to relate to others in a way that they may not have before. It also give an opportunity for students to relate to the characters when in the past they may not have encountered characters that had similar life experiences to them.
Recommend novel for adoption		<input checked="" type="checkbox"/> xYes <input type="checkbox"/> No

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	On account of language and mature content, this book would be acceptable for students in grades 11-12.
requires parent permission for students to read the book?	Y	Parental permission should be required from students in grades 9-10 due to the language and mature context. Following examples also apply for previous question: pgs 46-47 drug dealing pg 87 crimes that occurred during the Guatamala Genocide are described but not in too much detail pgs 116-117 discussion of a rape but specific details are not stated pgs 121-122 a sexual assault is stopped in time pg 152- implied gun threat, actual gun is not present pgs 154-155 consensual intercourse between a husband and wife, details are not too specific pgs 234-235 brief interaction of fondling between two teenage characters, not by force pgs 257-258, 267 death by gun violence
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The topic of immigration is a current social issue which makes reading this book very relevant. The stories presented throughout this book present the readers the opportunity to make connections to different cultures that they may otherwise not have daily interaction with. It reinforces the idea that although individuals may not all come from the same place, we all strive to find our place in the world.
actively engages students through the text	Y	Since each chapter is written from the perspective of the character listed in the chapter's name. It enables the reader the opportunity to explore the lives of the different characters and their reasons for coming to the United States.
Gives an opportunity for all students to access	Y	The Lexile Level of 760L makes it accessible for struggling readers in high school. The book itself is available in various formats print, online and audio which allows the reader to choose a format that is best suited for their learning style.
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			ER, AM
1			ER, AM
2			ER, AM
3			ER, AM
4			ER, AM
5			ER, AM
6			ER, AM
7			ER, AM
8			ER, AM
9		ER, AM	
10		ER, AM	
11	ER, AM		
12	ER, AM		

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

Vb.

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

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Mar 20 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Tiffany Martin</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Mar 20 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>L. Vivian Harvey</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 21 2023</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Stephanie Morris</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 21 2023</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Elyse Rhodes</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Mar 21 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		