

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	Shannon Doering	
Requesting Educator Email	sdoering@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	Tracie King	tking@dcsdk12.org
Colleague	John Dreher	jdreher@dcsdk12.org
Parent #1	Megan Peterson	mopeterson@dcsdk12.org
Parent #2	Brooke Craig	bcraig@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	Radium Girls
Author (s)	D.W. Gregory
Publisher	Dramatic Publishing
Edition	Standard Edition; Non-Competition Edition

ISBN number	9781583421901
Copyright date	2003
Course and/or subject area in which work will be used	Secondary English Language Arts, Social Studies
Grade level(s)	9-12
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	NP (Non-Prose)
Dates the book information was displayed at the school and posted on the school’s website (2 week min.)	2/6-2/20/2023
Date the book was communicated to the School Accountability Committee?	2/1/2023

Ic. NOVEL DESCRIPTION (Play)

Radium Girls is a play set in 1926 America, when radium was a miracle cure, Madame Marie Curie an international celebrity, and luminous watches the latest rage—until the girls who painted them began to fall ill with a mysterious disease. Inspired by a true story, *Radium Girls* traces the efforts of Grace Fryer, a watch dial painter, as she fights for her day in court. As the case goes on, Grace finds herself battling not just with the U.S. Radium Corporation, but with her own family and friends, who fear that her campaign for justice will backfire. Written with warmth and humor by author D.W. Gregory, *Radium Girls* is a fast-moving, highly theatrical ensemble piece about a female protagonist written by a female contemporary playwright. *Radium Girls* offers a wry, unflinching look at the peculiarly American obsessions with health, wealth, and the commercialization of science.

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).

The Reading, Writing, and Communicating standards for the state of Colorado ask students to “read a wide range of literary texts to build knowledge and to better understand the human experience.” To do so requires teachers to provide texts that provide diverse perspectives that are told in diverse ways. By reading and analyzing the *Radium Girls*, students will be provided with the opportunity to read a story about a female protagonist, written by a female author, and told through the medium of a play.

Students will be able to build knowledge about the female experience in American history, and will better understand the human experience by receiving the story in the form of the play, thus broadening the range of literary texts that students have access to.

Furthermore, the Reading, Writing, and Communicating standards for the state of Colorado also include “gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.” By providing students with a literary text that is not a novel, and with a text that is substantially shorter than a novel, students will be able to read a play alongside another work in order to compare and contrast details such as relevance and quality, amongst an array of other literary components.

Through their analysis of the text, students will also be able to meet the following standards and essential skills:

- Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example: Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). CCSS: RL.9-10.7)
- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (CCSS: RL.9-10.10)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.9-10.9)
 - Apply *grades 9-10 Reading standards to literature (for example: “Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). (CCSS: W.9-10.9)

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.

***Please keep in mind that reviews for plays are difficult to acquire; often times, reviews for plays are reviews of *performances* of that play. With this in mind, the following reviews were chosen so that the eligibility of this play could be properly evaluated and considered.

Review #1

Media Reviews provided by publisher Dramatic Publishing

- "Radium Girls may speak to our collective capacity for denial. But it also celebrates our individual courage." -The Daily Record
- "A compelling new drama...the playwright lays out the facts with historical accuracy, descriptive simplicity and graphic candor." -Variety
- "The best new play in New Jersey professional theatre." -The Star-Ledger

Review #2

According to [Dramatic Publishing](#), over the next year and a half, *Radium Girls* will have been performed in at least 70 schools across at least 20 different states, including Colorado; one of the schools included in this list is Wellington Middle-High School in Colorado's Poudre School District.

Review #3

According to NPR, *Radium Girls* was one of the most produced high school plays in America from 2020 to today (January 2023).

How the list of most produced plays was compiled:

"...in the winter of 2014, Don Corathers, the magazine's [Dramatics Magazine] editor, began digging through the archives for hard copies of each original issue — nearly 100 pages in all... Eventually, he found them all, made copies — a huge stack — and mailed them to the NPR Ed team ... in Washington, D.C. And last year, NPR Ed compiled the data."

2020s

1 Clue

2 Almost, Maine

3 A Midsummer Night's Dream

4 Peter and the Starcatcher

5 Radium Girls

6 Twelve Angry Jurors

Source: NPR analysis of Educational Theatre Association annual surveys

Credit: Alyson Hurt, Elissa Nadworny and Owen Phillips/NPR

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)	Y	9-12
requires parent permission for students to read the book?	N	Although some content is mature, all students should be able to read and engage with this text with the support of an instructor.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This is an essential text for students to read about and engage with diverse perspectives. Students will develop an understanding of the human experience through a medium other than a novel.
actively engages students through the text	Y	This play follows the story of a young, female protagonist, but provides students the opportunity to (quite literally) put themselves in the position of any other character since the story is told through the medium of a play.
Gives an opportunity for all students to access	Y	The fact that the text is a play provides excellent opportunity for students to engage with the text through both silent and oral reading. Students from any range of ability will have better access to the information provided in the text since it is meant to be spoken out loud via dialogue in a play.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This text includes an important voice as part of the human experience and should be part of the district curriculum in an effort to provide an inclusive and equitable culture for all students.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	9-12
requires parent permission for students to read the book?	N	Some mature content but is fine for high school aged students.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students will experience and develop an understanding of the human experience through text in a different format than normal.
actively engages students through the text	Y	The text is very engaging, especially if the class reads it outloud in a play format.
Gives an opportunity for all students to access	Y	Students from any range of ability will have better access to the information provided in the text since it is meant to be spoken out loud via dialogue in a play.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	The play affords students to experience a different voice..
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	9-12
requires parent permission for students to read the book?	N	no.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes. It is a historical play telling a story of real events that are relevant today.
actively engages students through the text	Y	Yes. it is a fascinating look that is exciting and funny.
Gives an opportunity for all students to access	Y	Yes it does. Easy to read but meaningful.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Yes. It is a story about women and women's rights.
Recommend novel for adoption	<input checked="" type="radio"/> 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 following grade level(s)	y	Content and language of the play was in line with other books and reading material that has been approved for high school for many years.
requires parent permission for students to read the book?	n	I didn't see anything to suggest parent permission would be needed.
allows students to create meaning and make relevant connections to other knowledge and experience	y	Students could make connections to women's rights and labor movements as well as early 20th century science and legal issues. Being the same age as the girls in the story could provide more connection to the social and legal issues in the story
actively engages students through the text	y	The play does keep moving quickly and was engaging to read.
Gives an opportunity for all students to access	y	The play format may be easier for some students who might normally struggle with long reading passages.
Recommend novel for adoption	<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 following grade level(s)	Y	Content and language is appropriate for 9th-12th grade students .
requires parent permission for students to read the book?	N	I do not believe anything in the content or language of this play would warrant parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This play would allow students to make connections to a variety of important topics including: women’s rights, workers’ rights, and legal issues surrounding safety in the workplace. Students will engage with a human perspective of historical content allowing them to better understand the human experience.
actively engages students through the text	Y	The play was fast-paced and engaging and allows students the opportunity to read any and all roles in the play.
Gives an opportunity for all students to access	Y	This text is accessible to many because it is written in play format. It is a meaningful read for all students.
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			Tk, SD
1			Tk, SD
2			Tk, SD
3			Tk, SD
4			Tk, SD
5			Tk, SD
6			Tk, SD
7			Tk, SD
8			Tk, SD
9	Tk, SD		
10	Tk, SD		
11	Tk, SD		
12	Tk, SD		

IIIb. CIA PROCESS REVIEW

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

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>Shannon Daering</u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Mar 09 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Colleague Signature <u>John Dreher</u>		

Vc.

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

Vd.

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

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 11 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 13 2023</u>	<input checked="" type="checkbox"/>	
District Coordinator Signature <u>Tracie King</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Mar 13 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		