

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL - The River

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:

11th & 12th and Parent permission 9th & 10th

Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Chaparral High School	
Date	9/22	
Requesting Educator	Alison Lewis	
Email address	ablewis@dcsdk12.org	
Phone number	303.387.3500	
Novel Adoption School Process Manager Name	Damon Larson	
Novel Adoption School Process Manager Email	damon.larson@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Kristie Krier	klrier@dcsdk12.org
Colleague	Steve Block	smblock@dcsdk12.org
Parent #1	Chester Wallace	wallacechet@gmail.com
Parent #2	Megan Wallace	wallace070800@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	The River
Author (s)	Peter Heller
Publisher	Knopf Doubleday Publishing Group
Edition	1st edition

ISBN number	9780525521884, 0525521887
Copyright date	March 5, 2019
Course and/or subject area in which work will be used	Creative Writing; English I,II, and III; American Tapestry
Grade level(s) Adult Title	9-12
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	9/6-present
Date the book was communicated to the School Accountability Committee?	9/1 via email

Ic. NOVEL DESCRIPTION

The River, by Peter Heller, is a riveting story about two experienced young outdoorsmen, Jack and Wynn, who brave the elements and take a traditional, tech free canoe trip through the Canadian wilderness. They face many enduring hardships throughout their journey including a raging forest fire, and end up wrapped up in a mysterious conflict that has grave consequences for all parties involved. It is especially relevant to students reading it as many students in Colorado can relate to the lifestyles of Jack and Wynn. Even if they cannot relate to the rugged lifestyle displayed in the book, all high school students can relate to the young characters having to face conflicts without help from parents or guardians.

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).

Writing and Composition: *The River*, by Peter Heller, demonstrates standard three by providing a rich example of engaging narratives using multiple plot lines. For example, the raging forest fire forcing Jack and Wynn to end their dream trip early is paired beautifully with a mystery Frenchman, two Texans, and a wounded woman. This heats up the overall conflict and sucks readers in. Instead of using older texts that might bore students, this book provides an exciting, accessible story to aid students in their writing skills.

Research Inquiry and Design: *The River*, by Peter Heller, demonstrates standard four by offering relevant and applicable plot points for students to further their research. Both characters have authentic and relatable backstories which makes the eventual conflicts more relatable. Students may not face natural disasters during vacation, but all students face conflict that forces them to make critical decisions

Reading for All Purposes: *The River*, by Peter Heller, allows students to analyze the novel's syntax and diction to understand different segments of the literature; like theme, mood, and tone. The novel is

beautifully written, but not convoluted to the point that students must spend hours unraveling the message Peter Heller is trying to convey. This helps students to apply literary analysis with greater ease and precision.

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 (January 1, 2019 (Vol. 115, No. 9))

Taking time off from jobs and classes, Dartmouth pals and consummate outdoorsmen Jack and Wynn, "diehards nostalgic for the days of the voyageurs," undertake a weeks-long canoe trip in Northern Canada. Colorado rancher's son Jack is the quicker-witted, tougher of the two, while Wynn's sensitive connection to nature stems from his Vermont youth spent steeped in art and literature. The boys' fluency with one another and the rugged landscape is quickly tested, though, by an encroaching wildfire and their unknowing entry into an argument between the married couple they try to warn about it. Disasters, growing in severity, eat away at their provisions and their sanity. Heller (Celine, 2017) once again chronicles life-or-death adventure with empathy for the natural world and the characters who people it. He writes most mightily of the boys' friendship and their beloved, uncompromising wilderness, depicting those layers of life that lie far beyond what is more commonly seen: the fire's unapologetic threats, the wisdom of the birds and animals seeking their own safety, and the language of the river itself.

Review #2

Kirkus Reviews starred (January 1, 2019)

Two college friends' leisurely river trek becomes an ordeal of fire and human malice. For his fourth novel, Heller swaps the post-apocalyptic setting of his previous book, *The Dog Stars* (2012), for present-day realism—in this case a river in northern Canada where Dartmouth classmates Jack and Wynn have cleared a few weeks for fly-fishing and whitewater canoeing. Jack is the sharp-elbowed scion of a Colorado ranch family, while Wynn is a more easygoing Vermonter—a divide that becomes more stark as the novel progresses—but they share a love of books and the outdoors. They're so in sync early on that they agree to lose travel time to turn back and warn a couple they'd overheard arguing that a forest fire is fast approaching. It's a fateful decision: They discover the woman, Maia, near death and badly injured, apparently by her homicidal husband, Pierre. When Wynn unthinkingly radios Pierre that she's been found alive, Wynn and Jack realize they're now targets as well. Heller confidently manages a host of tensions—Jack and Wynn becoming suspicious of each other while watching for Pierre, straining to keep Maia alive, and paddling upriver to reach civilization and escape the nearing blaze. And his pacing is masterful as well, briskly but calmly capturing the scenery in slower moments, then running full-throttle and shifting to barreling prose when danger is imminent. (The fire sounds like “turbines and the sudden shear of a strafing plane, a thousand thumping hooves in cavalcade, the clamor and thud of shields clashing, the swelling applause of multitudes....”) And though the tale is a familiar one of fending off the deadliness of the wilderness and one's fellow man, Heller has such a solid grasp of nature (both human and the outdoors) that the storytelling feels fresh and affecting. In bringing his characters to the brink of death (and past it), Heller speaks soberly to the random perils of everyday living. An exhilarating tale delivered with the pace of a thriller and the wisdom of a grizzled nature guide.

Review #3

Library Journal (October 1, 2018)

Tight as a good, strong handshake since freshman orientation, gentle Wynn and scrappy Jack decide to canoe northern Canada's Maskwa River together. But the journey doesn't turn out to be the dreamy, star-gazing experience they had eagerly anticipated. A wildfire threatens, and when they seek to warn a man and a woman they hear arguing on a distant, fog-ridden shore, they can't even find them. But the next day they see a man paddling the river alone, launching a lot of questions and finally a terrible fight for survival. © Copyright 2018. 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)	Y	This book is appropriate for 9-12 grade since apart from the graphic language and violence, the overall themes of the book are mild, and enriching to those reading it. The purpose of the language and the violence is to immerse the reader in the story, and storytelling is a common theme in the curriculum of High School English.
requires parent permission for students to read the book?	Y	Parent permission may be required for 9th and 10th graders since the book is very descriptive ,which makes for a dynamic, visual story. This storytelling continues in the parts with violence, making for some graphic details. There are also several examples of coarse dialogue which helps to provide authenticity to the conversations of two college students on vacation. The character's invective riddled dialogue also appears in tense scenes to convey tension and panic.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Plot points like the forest fire, Wynn’s death, and the theme of struggle, offer valuable opportunities for connections of prior knowledge and personal strife. The novel also couples these opportunities with an extremely readable story which encourages student participation
actively engages students through the text	Y	The novel contains a rich, relatable storyline with the two main characters being close to the age the novel is approved for. It also involves a mystery subplot revolving around the screaming woman, which couples with the main plot during the end to deliver an extremely satisfying ending. These points coupled with the modern syntax and diction create a book that students will want to read
facilitates learning that has long-term significance	Y	The multiple plotlines give students the opportunity to use evidence from the text to make predictions. Drawing information from text and using it to make inferences is a universally applicable skill. The book's intense conflicts also provide interesting topics that

		allow students to analyze the characters' decision making. The novel is also incredibly interesting which increases the likelihood of students completing assigned reading, allowing for a richer discussion and learning environment.
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

plea

IIIb. 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	This book is appropriate for 11th and 12 graders. I would feel comfortable recommending the book for 9th and 10th graders with parent permission. The graphic language and violence paints a vivid picture of the voyage of the wilderness adventure.
requires parent permission for students to read the book?	Y	Yes, for 9th and 10th graders
allows students to create meaning and make relevant connections to other knowledge and experience	Y	There are many different entry points for students to surface background knowledge in this book. (College age-great for seniors, forest fires, deaths and perseverance)
actively engages students through the text	Y	The storytelling draws you in as a reader. The book invites rich student discourse opportunities due to the decisions the characters make throughout the book.
facilitates learning that has long-term significance	Y	Many different real life connections now and ones they might face in the future.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	Text evidence, predictions, justifying your thinking, inferring, and perspective bending
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague)(smblock@dcsdk12.org)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	It would be more appropriate for seniors and juniors, so I like the idea of a parent permission for 9th/10th
requires parent permission for students to read the book?	Y	For 9/10, not 11/12th
allows students to create meaning and make relevant connections to other knowledge and experience	Y	It is a coming of age story so really applicable for seniors.
actively engages students through the text	Y	Absolutely. The author's writing style hooks you from beginning to end.
facilitates learning that has long-term significance	Y	This story, and its impact, has stayed with me for several years.
aligns with proposed connections to DCSD curriculum (Colorado Academic Standards, Essential Skills)	Y	I think this would be a fantastic book for reluctant readers.
Recommend novel for adoption	<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 following grade level(s)		Appropriate for grades 9-12
requires parent permission for students to read the book?		Yes for 9-10.
allows students to create meaning and make relevant connections to other knowledge and experience		Yes. The main characters are active outdoorsmen which many high school students in CO can relate to. The book also deals with the themes of man vs. man and man vs. nature.
actively engages students through the text		Yes. It is a well written book.
facilitates learning that has long-term significance		Yes. See above.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iie. EVALUATION of Book by Parent #2 (wallace070800@gmail.com)

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	<i>The River</i> , by Peter Heller, only has mild violence and language
requires parent permission for students to read the book?	Y 9-10	Yes because the violence and language may not be appropriate for underclassmen in the opinion of some parents
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The novel includes characters from relatable backgrounds, and even one character from Colorado. This makes some of the conflicts the characters face equally relatable
actively engages students through the text	Y	The book has a very fluid and interesting plot and draws readers in.
facilitates learning that has long-term significance	Y	Facing conflict and dealing with loss are both important themes in this novel . These themes are extremely relevant for students of all ages
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			
1			
2			
3			
4			
5			
6			
7			
8			
9		AL, KK	
10		AL, KK	
11	AL, KK		
12	AL, KK		

IIIb. CIA PROCESS REVIEW

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

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.	ELM
The novel was displayed in the school that is making the rELMequest.	ELM
The novel was displayed on the district website prior to approval.	ELM
Notice was provided and the novel was available in the district office for two weeks prior to approval.	ELM
Does the District Coordinator and review team support adoption of this book?	ELM

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Alison Lewis</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Steve Block</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Chester Wallace</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Megan Wallace</u>		

Ve.

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 26 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Greg Gatchey</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>Oct 28 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Kristie Krien</u>		

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Oct 28 2022</u>	<input checked="" type="checkbox"/>	<input 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 <u>Oct 28 2022</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Superintendent Signature <u>Erin Kane</u>		

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		

Document Details

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