

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 & 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	Steph Morris	smorris1@dcsdk12.org
Parent #2	Lesley Martin	lesleyrene@hotmail.com

Ib. BOOK INFORMATION

Title of proposed book	Anon(ymous) (Script from a Play) - Adaptation of Odyssey
Author (s)	Naomi Iizuka
Publisher	Playscripts Inc.
Edition	Standard Edition

ISBN number	978-1-62384-009-9
Copyright date	2006
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-boost/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

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.

Anonymus, a play by Naomi Iizuka, tells the tale of a teenage refugee who is separated by his mother. The young refugee renames himself “Anon” and journeys through the United States, encountering a wide variety of people -- some kind, some dangerous and cruel -- as he searches for his mother. From a sinister one-eyed butcher to beguiling barflies to a sweatshop, Anon must navigate through a chaotic, ever-changing landscape in this entrancing adaptation of Homer's *Odyssey*.

This play provides students the opportunity to better relate to Homer’s *Odyssey* because the protagonist is a teenage boy living in 21st century America. This play allows students the opportunity to think of the content of the *Odyssey* and what it would look like in the society in which they live and understand. Additionally, because the text is a play, it would be much easier to read and discuss in class because it is not nearly as long as a complete novel. Finally, the text would be very accessible for students of all reading levels and abilities because the fact that the text’s medium is that of a play means that the text can be read silently and independently as well as aloud. This also means that students can hear vocabulary used across two mediums of a story to help interpret its meaning.

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 Communication 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 from multiple perspectives, including new takes on classics. By reading and analyzing *Anon(ymous)*, students will be able to interpret a class like *The Odyssey* through the perspective of a character that is almost entirely different from Odysseus; instead of being a rich, White, Bronze-Age King, the protagonist is instead a teenage refugee living in America in the 21st century. Because Anon’s country of origin is unidentified, readers are forced to connect to the character on a personal level, and are left to characterize him without relying solely on his heritage.

Additionally, the Reading, Writing, and Communication standards for the state of Colorado also ask students to “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.” By reading *Anon(ymous)* alongside *The Odyssey*, students will be able to see the same or similar language used to tell a story in a completely different context, thus allowing students a better opportunity to define vocabulary and see how the nuance of vocabulary changes in different contexts.

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

- 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)
- 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: RL.9-10.9).
- Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.
- 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)

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

- Essential Reasoning Skill #1: Apply knowledge of historical or social contexts to infer word meanings.
- Essential Reasoning Skill #2. Analyze language for clarity and precision, recognizing terms that qualify, soften, hedge, and/or express uncertainty.

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 Playscripts:

- "Anon(ymous) is [a] stunning retelling of an epic quest." -Dominic P. Papatola, St. Paul Pioneer Press
- "While immigration is one of the most polarizing political issues of the day, Iizuka's epic poem is as timeless as America itself." -John Moore, The Denver Post

Review #2

According to Play Scripts, *Anon(ymous)* has been performed at a total of 397 locations over the past 17 years. These locations include high schools, middle schools, colleges, and two professional theaters. While the play has been purchased and therefore performed at 397 locations, it has easily been performed over 1,000 times.

Review #3

Rachel Goldberg’s review of Theatre Prometheus’ performance of *Anon(ymous)*, October 16th, 2018:

“The performance is quite timely, given current global refugee crises, and successfully reflects Odysseus' epic return home in its depiction of the difficult journey many refugees face. While some of the interpretations feel a little on the nose, the show manages to balance a realistic look at the trials refugees face in their search for safety and security while still honoring the original poem. ... *Anon(ymous)* is heartfelt, haunting, and timely, and serves not only as a reminder of the darkness in our world, but also of the kindness and hope we can see even in the worst of times.”

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	The play is appropriate for students that are in high school. It is produced by high schools across the country, and was originally produced by The Minnesota Children’s Theatre, making its content appropriate for young audiences.
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 a young protagonist, who is an American refugee, 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	The play is appropriate for students that are in high school. It is produced by high schools across the country, and was originally produced by The Minnesota Children’s Theatre, making its content appropriate for young audiences.
requires parent permission for students to read the book?	N	There is nothing concerning for high school students in the play.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This is a great way for students to empathize with a refugee protagonist.
actively engages students through the text	Y	This allows the student to hear a story from a diverse perspective and gain a bit of knowledge about topics they may not be familiar with.
Gives an opportunity for all students to access	Y	Students from many reading abilities 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	

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	All grade levels. Not too difficult and brings up great perspectives
requires parent permission for students to read the book?	N	No. can be read without permission
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes. the play focuses on different perspectives from different cultures
actively engages students through the text	Y	Yes. as it is a play it is very dramatic and has some interesting elements of humor.
Gives an opportunity for all students to access	Y	Yes. not entirely hard to read and is inclusive
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Yes. the play is incredibly inclusive and focuses on many different cultures and experiences while tying it into an adaptation of Homer’s Odyssee.
Recommend novel for adoption	<ul style="list-style-type: none"> ● 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	This play is at an appropriate level with vocabulary and rigor for high school students. It is not overly challenging to read, as far as length.
requires parent permission for students to read the book?	N	There is nothing in this text that would require a parent to sign off on the student reading it beforehand. The content is appropriate for school.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	As this play is relevant to the <i>Odyssey</i> , it helps students to make connections to other subject areas, as well as characters that are like them and are their age. They can see real-world context because of the modernization brought through this well-written script.
actively engages students through the text	Y	This play moves swiftly from scene to scene, as you journey along with the characters. It is engaging and easy to understand. It has important and relevant ideas, which students engage in through the dialogue, thoughts and actions of the characters.
Gives an opportunity for all students to access	Y	Through the script format, students can see what the characters are saying to one another and can learn this important type of text. They can also access the material more easily because the reading can be done out loud by all students in a “reader’s theatre” version.
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	The play is appropriate for the high school level. It discusses topics that are relatable to the grade levels while addressing diversity, immigration and friendship.
requires parent permission for students to read the book?	N	This book is appropriate for the grade level and doesn't stray beyond what a high school student encounters, therefore, it doesn't need parent permission in my opinion. The content is appropriate for school.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The modernization of the "The Odyssey," allows students to make relevant connections to not only other topics discussed today, but also current events and real-world experiences teens are facing.
actively engages students through the text	Y	The play isn't too short to lack compelling dialogue, but it also isn't too long that a student/reader would lose interest. The real-world/today issues that are part of the story will keep a student actively engaged and able to provide context from their own lived experiences.
Gives an opportunity for all students to access	Y	The text is easy to read and follow along... the concepts and dialogue flow easily and will be engaging for all.
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.	Y
Building administrator has reviewed the proposal.	Y
The novel was on display at the school for two weeks.	Y
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.	Y
Information about the novel was shared with the School Advisory Council.	Y

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 Doering</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>Stephanie Morris</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Mar 13 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Lesley Martin</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 13 2023</u>	<input checked="" type="checkbox"/>	
Administrator Signature <u>Jeena Templeton</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 16 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 17 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		