

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	12/5/22	
Requesting Educator Name	Jessica Hunziker	
Requesting Educator Email	jmhunziker@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	Michael Schneider	michael.schneider@dcsdk12.org
Parent #1	Julie Wright	jwright4@dcsdk12.org
Parent #2	Heather Goldstein	hgoldstein@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	The Absolutely True Diary of a Part-Time Indian
Author (s)	Sherman Alexie
Publisher	Little, Brown and Company - Hachette Book Group
Edition	1st Edition

ISBN number	978-0-316-1369-7
Copyright date	2007
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)	600L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	2/1-2/14/2023
Date the book was communicated to the School Accountability Committee?	2/1/2023

Ic. NOVEL DESCRIPTION

In *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, Junior (the novel's protagonist) is growing up in Spokane, Washington in the Spokane Indian reservation. In pursuit of a good education, Junior leaves "the rez" to attend an all-white school in a neighboring town. His own people believe he is a traitor; and at his school, he is bullied and isolated. Junior uses humor and art to find an inner strength and develop his identity. Some students will relate to this book because it features a diverse protagonist. Others will appreciate the fact that the book has a male protagonist. Regardless, all students will benefit from a book that provides a unique perspective and will easily be able to connect the content of this novel to classroom instruction around narrative writing or various forms of literary analysis.

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).

Standard 2.3 of the **Colorado Academic Standards** asks students to “Read a wide variety of literary texts to build knowledge and to better understand the human experience.” To provide literature about the “human experience” means the classroom must present texts from a diverse and broad perspective. One of the underrepresented perspectives is the Native American one. By reading and analyzing *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie, students will be able to build background knowledge about this important culture from a historical *and* a modern point of view. Through their analysis of the text, students will also be able to meet the following standards and essential skills:

- Standard 2.1.a.ii: 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)
- Standard 2.1.b.ii: Analyze how an author's choices concerning how to structure specific parts of a text (for example: the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Standard 2.1.c.i: By the end of 12th grade, analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.
- Colorado Essential Skill 1: Interpret information and draw conclusions based on the best analysis. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
- Colorado Essential Skill 3: Analyze both how and why media messages are constructed, and for what purposes and use information accurately, ethically, and creatively for the issue or problem at hand. (Professional Skills, Information Literacy)

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 (September 1, 2007)

Gr 7-10-Exploring Indian identity, both self and tribal, Alexie's first young adult novel is a semiautobiographical chronicle of Arnold Spirit, aka Junior, a Spokane Indian from Wellpinit, WA. The bright 14-year-old was born with water on the brain, is regularly the target of bullies, and loves to draw. He says, "I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats." He expects disaster when he transfers from the reservation school to the rich, white school in Reardan, but soon finds himself making friends with both geeky and popular students and starting on the basketball team. Meeting his old classmates on the court, Junior grapples with questions about what constitutes one's community, identity, and tribe. The daily struggles of reservation life and the tragic deaths of the protagonist's grandmother, dog, and older sister would be all but unbearable without the humor and resilience of spirit with which Junior faces the world. The many characters, on and off the rez, with whom he has dealings are portrayed with compassion and verve, particularly the adults in his extended family. Forney's simple pencil cartoons fit perfectly within the story and reflect the burgeoning artist within Junior. Reluctant readers can even skim the pictures and construct their own story based exclusively on Forney's illustrations. The teen's determination to both improve himself and overcome poverty, despite the handicaps of birth, circumstances, and race, delivers a positive message in a low-key manner. Alexie's tale of self-discovery is a first purchase for all libraries.-Chris Shoemaker, New York Public Library Copyright 2007 Reed Business Information.

Review #2

Booklist (August 2007 (Vol. 103, No. 22))

Grades 7-10. Arnold Spirit, a goofy-looking dork with a decent jumpshot, spends his time lamenting life on the "poor-ass" Spokane Indian reservation, drawing cartoons (which accompany, and often provide more insight than, the narrative), and, along with his aptly named pal Rowdy, laughing those laughs over anything and nothing that affix best friends so intricately together. When a teacher pleads with Arnold to want more, to escape the hopelessness of the rez, Arnold switches to a rich white school and immediately becomes as much an outcast in his own community as he is a curiosity in his new one. He weathers the typical teenage indignations and triumphs like a champ but soon faces far more trying ordeals as his home life begins to crumble and decay amidst the suffocating mire of alcoholism on the reservation. Alexie's humor and prose are easygoing and well suited to his young audience, and he doesn't pull many punches as he levels his eye at stereotypes both warranted and inapt. A few of the plotlines fade to gray by the end, but this ultimately affirms the incredible power of best friends to hurt and heal in equal measure.

Review #3

Publishers Weekly (August 20, 2007)

Screenwriter, novelist and poet, Alexie bounds into YA with what might be a Native American equivalent of Angela's Ashes, a coming-of-age story so well observed that its very rootedness in one specific culture is also what lends it universality, and so emotionally honest that the humor almost always proves painful. Presented as the diary of hydrocephalic 14-year-old cartoonist and Spokane Indian Arnold Spirit Jr., the novel revolves around Junior's desperate hope of escaping the reservation. As he says of his drawings, "I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats." He transfers to a public school 22 miles away in a rich farm town where the only other Indian is the team mascot. Although his parents support his decision, everyone else on the rez sees him as a traitor, an apple ("red on the outside and white on the inside"), while at school most teachers and students project stereotypes onto him: "I was half Indian in one place and half white in the other." Readers begin to understand Junior's determination as, over the course of the school year, alcoholism and self-destructive behaviors lead to the deaths of close relatives. Unlike protagonists in many YA novels who reclaim or retain ethnic ties in order to find their true selves, Junior must separate from his tribe in order to preserve his identity. Jazzy syntax and Forney's witty cartoons examining Indian versus White attire and behavior transmute despair into dark humor; Alexie's no-holds-barred jokes have the effect of throwing the seriousness of his themes into high relief. Ages 14-up. (Sept.) Copyright 2007 Reed Business Information.

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 - Jessica Hunziker)

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 from a culture they may have little background or context on.
actively engages students through the text	Y	Because this text features a young, male protagonist from a diverse perspective, many students will be able to engage with this text at a high level.
Gives an opportunity for all students to access	Y	With it's accessible Lexile and content, all students will be able to access the content and aligned skills associated with the novel.
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 - Tracie King)

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 content and themes are mature, and some scenes may push students, the characters resemble them and their peers in both age and issues that high school student often face.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This text could be fundamental in expanding student understanding and appreciation of culture and its impact on citizens. While this novel addresses a new culture for many, it will allow them to reflect on their culture and how it might impact their choices and their lives. It may help break down stereotypes based on a lack of exposure as well.
actively engages students through the text	Y	Having the main character of a similar age will allow them to better appreciate the plot and themes. Also, the author’s use of humor and “voice” will certainly engage high school students.
Gives an opportunity for all students to access	Y	Given the reading accessibility and relevant main character, high school students will be able to access this text.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This clearly will help teachers and student learn to appreciate and accept different cultures and different perspectives through similar and shared experiences.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIc. EVALUATION of Book (to be completed by a colleague - Michael Schneider)

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
requires parent permission for students to read the book?	N	While mature in some language and several scenes, it resembles them and their experiences.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Any time students are asked to better understand an existing culture (where their knowledge is often based in stereotypes or second-hand knowledge), it is a chance for them to grow. It also allows them to better understand their cultures and communities.
actively engages students through the text	Y	The author employs humor and characters that truly reflect their situations, just in a different context. Really a fun character and narrative.
Gives an opportunity for all students to access	Y	While it appeals to adult readers as well, it is essentially geared for teens. The characters, their issues and commentary, are really relatedable. And the lexile level is appropriate for HS
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Clearly yes. This can help break down racial and cultural stereotypes and barriers.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Book (to be completed by Parent #1 - Julie Wright)

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?	Y	Due to advance content in the book, I would think well organized discussions would need to be made. I struggle with this question due to thinking about my own children. They haven't read a book like this yet!
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This will be very eye opening to many of our students. This book will allow for many emotions to be felt. Positive, negative and some may have a LOT of questions.
actively engages students through the text	Y	This author is VERY engaging. You want more and it is hard to put the book down.
Gives an opportunity for all students to access	Y	I do believe all students will be able to read this book. Due to the nature of the writer, it will leave them wanting more!
Recommend novel for adoption		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Iie. EVALUATION of Book (to be completed by Parent #2 - Heather Goldstein)

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	With proper discussion in the classroom this novel and its mature elements can be handled well and the students can learn from it.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This novel opens the eyes of students who will never go through what the main character does and gives them the opportunity to see outside of themselves and what others deal with on a daily basis
actively engages students through the text	Y	The author is a very engaging writer who catches attention quickly and keeps it through the novel while teaching valuable lessons.
Gives an opportunity for all students to access	Y	This text allows all students to understand and follow the main character's story whatever level they may be reading at.
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, JMH
1			tk, JMH
2			tk, JMH
3			tk, JMH
4			tk, JMH
5			tk, JMH
6			tk, JMH
7			tk, JMH
8			tk, JMH
9	tk, JMH		
10	tk, JMH		
11	tk, JMH		
12	tk, JMH		

IIIb. CIA PROCESS REVIEW

	District Coordinator - tk
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 Directors
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>Jessica Hungiker</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>Michael Schneider</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Mar 13 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#1) Signature <u>Julie Wright</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Mar 14 2023</u>	<input checked="" type="checkbox"/>	
Evaluating Parent (#2) Signature <u>Heather Goldstein</u>		

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Mar 14 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 14 2023</u> District Coordinator Signature <u>Tracie King</u>	<input checked="" type="checkbox"/>	

Vg.

Does the CIA Director support adoption of this book?	YES	NO
Date <u>Mar 15 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		