

**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:	8th ad up
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**Section I**

To be filled out by requesting educator

**Ia. REQUESTOR AND REVIEW TEAM INFORMATION**

School	Ranch View Middle School	
Date	11/10/24	
Requesting Educator Name	Kimberly Hiebert	
Requesting Educator Email	khiebert@dcsdk12.org	
Novel Adoption School Process Manager Name	Heather Burkhardt	
Novel Adoption School Process Manager Email	hburkhardt@dcsdk12.org	
<b>Proposal Review Team Member</b>	<b>Reviewer's Name</b>	<b>Contact Information - email</b>
District Coordinator	Debra Yarcho	dyarcho@dcsdk12.org
Colleague	Wilson Meadows	wilson.meadows@dcsdk12.org
Parent #1	Heather Burkhardt	heatherburkhardt@hotmail.com
Parent #2	Jessica Vigil	javigil@dcsdk12.org

**Ib. BOOK INFORMATION**

Title of proposed book	The Dark Is Rising
Author (s)	Susan Cooper
Publisher	Margaret K. McElderry Books
Edition	3rd edition

ISBN number	0689829833
Copyright date	1973, 2001, 2013
Course and/or subject area in which work will be used	ELA
Grade level(s)	8th
Lexile Level Score (If you are unsure, please visit <a href="https://hub.lexile.com/fina-a-boo k/search">https://hub.lexile.com/fina-a-boo k/search</a> )	920L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	1/10/24-1/25/24
Date the book was communicated to the School Accountability Committee?	1/22/24

**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.

This novel will be used with our 8th-grade students in connection with the Study Sync curriculum.  
Unit 6 - Beyond Reality

A boy discovers his magical destiny and sets off on a vital mission to defeat the Dark in the Newbery Honor-winning second installment of Susan Cooper's epic The Dark Is Rising Sequence, now with a brand-new look!

The day before Will Stanton's eleventh birthday, he notices strange omens on his family farm: a cryptic gift, a terrifying flock of birds, and a deep, cold fear that emerges from the darkness. When he wakes on his birthday--also Midwinter Day--Will has the life-changing revelation that he is the last of the Old Ones, immortals who fight to keep the powers of evil, the Dark, from taking over the world.

Will gets immediately swept away by his new destiny as he sets off in search of six magical Signs that will one day aid the Old Ones in the final battle between the Light and the Dark. But the Dark has dispatched its own agent in pursuit: the rider--evil cloaked in black, mounted on a midnight stallion. As evil looms ever closer, Will must find the Signs of wood, bronze, iron, water, fire, and stone before the Dark begins its dreadful rise.

**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).*

CCSS.ELA-Reading Literature RL.8.1

Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

This novel offers multiple opportunities for students to analyze text and determine meaning, both through direct wording and inferences made. Students will use textual evidence within the novel to support their interpretation of textual meaning.

**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

Gr 5-9- In Cooper's sweeping epic of the struggle between forces of good and evil, the background of Arthurian legend is prominent. When the Dark comes rising, Will Stanton, the youngest of the Old Ones, is guided in his quest to save the world by his mentor Merriman (Merlin), who also involves the three Drew siblings and a strange Welsh boy, Bran. © Copyright 2017. Library Journals LLC

Review #2

Grades 6-9. [REVIEW](#). First published July, 1973 (*Booklist*).

Around the time of his eleventh birthday Will Stanton, the youngest in a large, warm English family, has some terrifying experiences that age him far beyond his years. In fact, he discovers he is the last of the Old Ones, those gifted with special powers to ward off the evil forces of the Dark rising to over the world. Will's mission in the conflict—to gather six center-crossed rings of wood, bronze, iron, water, fire, and stone, joining them together in a powerful weapon for the Light—takes him back and forth in time and into dangers that tax his newfound powers. The sequel to *Over Sea, Under Stone* (1966) and second in a series of five, this is a spellbinding combination of fantasy, suspense, and adventure.

Review #3

Grades 6-9

When Will turns 11 he has to overcome some terrifying challenges. He ends up discovering that he is the last of the Old Ones. An Old one is a person gifted with powers to ward off the evil forces of the Dark rising. Will is sent on a mission to gather six rings. When he joins them together it creates a powerful weapon for the Light. This is an exciting book that makes for a great fantasy read.

**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 to submission to the Curriculum, Instruction and Assessment Director.**

**IIa. EVALUATION of Book (to be completed by requesting educator)**

The proposed novel...	Y/N	<b>Examples/Justification</b> Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	Most students are at this reading Lexile level but the book is also on recording to assist those who cannot read as well.
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	Familiar with other books or movies they have probably seen such as Harry Potter, or Frozen
Gives an opportunity for all students to access	Y	Available on audio
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	
<b>Recommend novel for adoption</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	This book is appropriate for middle school students.
requires parent permission for students to read the book?	N	There isn't anything in this book that would require parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	A classic story of good versus evil and the author has done a good job of creating the atmosphere
Gives an opportunity for all students to access	Y	This is the second book in a series, but readers do not need to read book one in order to understand this text.
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	
<b>Recommend novel for adoption</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**Iic. EVALUATION of Book (to be completed by a colleague) W.K. Meadows**

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the <a href="#">following</a> grade level(s)	Y	The book is recommended for ages 9 - 11 (5-6th grades) but is appropriate for older children.
requires parent permission for students to read the book?	N	The book contains nothing objectionable.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The book makes connections to Old English folklore and some history in particular.
actively engages students through the text	Y	It's an exciting read.
Gives an opportunity for all students to access	Y	
Is in alignment with <a href="#">Board File ADB on Education Equity</a> , AND contributes to an inclusive culture for all students?	Y	
<b>Recommend novel for adoption</b>	<input checked="" type="checkbox"/> Yes	

**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 <a href="#">following</a> grade level(s)	Y	The book is classically written and enjoyable.
requires parent permission for students to read the book?	N	Nothing objectionable in the novel.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	Good fantasy concept and well well-written book.
Gives an opportunity for all students to access	Y	
<b>Recommend novel for adoption</b>	<input 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 <a href="#">following</a> grade level(s)	Y	The book is appropriate for middle school.
requires parent permission for students to read the book?	N	No parent permission needed.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	
actively engages students through the text	Y	
Gives an opportunity for all students to access	Y	
<b>Recommend novel for adoption</b>	<input 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			DY, KH
1			DY, KH
2			DY, KH
3			DY, KH
4			DY, KH
5			DY, KH
6	DY, KH		
7	DY, KH		
8	DY, KH		
9	DY, KH		
10	DY, KH		
11	DY, KH		
12	DY, KH		

**SECTION V: Signatures/Approvals**

**Va.**

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Mar 01 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature: <u>Kimberly Aelbert</u>		

**Vb.**

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Mar 01 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Wilson Meadows</u>		

**Vc.**

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Mar 01 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Heather Burkhardt</u>		

**Vd.**

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Mar 05 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Jessica Vigil</u>		

**Ve.**

Does the evaluating educator's <b>Administrator</b> recommend adoption of this book?	YES	NO
Date <u>Mar 07 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Erin Kylla</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Vf.**

Does the <b>District Coordinator</b> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Mar 07 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Debra Yarcho</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Vg.**

Does the <b>Director of Library Programming</b> support adoption of this book?	YES	NO
Date <u>Mar 07 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Vh.**

Does the <b>DCSD Cabinet Member</b> support adoption of this book?	YES	NO
Date <u>Mar 07 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u>Matt Reynolds</u>	<input checked="" type="checkbox"/>	<input 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		