

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:	7th and up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Rocky Heights Middle School	
Date	11/10/23	
Requesting Educator Name	Amy Tempel	
Requesting Educator Email	astempel1@dcsdk12.org	
Novel Adoption School Process Manager Name	Amy Tempel	
Novel Adoption School Process Manager Email	astempel1@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Lauren Brockett	lbrockett@dcsdk12.org
Parent #1	Heather Watts	heather.watts2011@gmail.com
Parent #2	Brandyn Jefferson	thejeffersonfamily@yahoo.com

Ib. BOOK INFORMATION

Title of proposed book	An American Plague: the true and terrifying story of the yellow fever epidemic of 1793
Author (s)	Jim Murphy
Publisher	Clarion Books

Edition	1st
ISBN number	0395776082
Copyright date	2003
Course and/or subject area in which work will be used	ELA
Grade level(s)	7th
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-book/search)	1130L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	January 8-19, 2024
Date the book was communicated to the School Accountability Committee?	December 4, 2023

Ic. NOVEL DESCRIPTION

This book will be used with our 7th-grade students in connection with the StudySync curriculum.
Unit 4 -Moment of Truth

An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793 by Jim Murphy tells the history of a deadly epidemic in Revolutionary Era Philadelphia. It follows the work of people who fought to control the spread of yellow fever, a contagious disease that tints the skin and yellows the eyes.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Reading for All Purposes

RW.7.2.2

Summarize and evaluate to show understanding of informational texts.

Evidence Outcome: Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events).
(CCSS: RI.7.3)

Colorado Essential Skill: Make connections between information gathered and personal experiences to apply and/or test solutions.

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 (June 1, 2003 (Vol. 99, No. 19))

Gr. 6-12. History, science, politics, and public health come together in this dramatic account of the disastrous yellow fever epidemic that hit the nation's capital more than 200 years ago. Drawing on firsthand accounts, medical and non-medical, Murphy re-creates the fear and panic in the infected city, the social conditions that caused the disease to spread, and the arguments about causes and cures. With archival prints, photos, contemporary newspaper facsimiles that include lists of the dead, and full, chatty source notes, he tells of those who fled and those who stayed--among them, the heroic group of free blacks who nursed the ill and were later vilified for their work. Some readers may skip the daily details of life in eighteenth-century Philadelphia; in fact, the most interesting chapters discuss what is now known of the tiny fever-carrying mosquito and the problems created by the overzealous use of pesticides. The current struggle to contain the SARS epidemic brings the "unshakeable unease" chillingly close

Review #2

School Library Journal (June 1, 2003)

Gr 6-10 If surviving the first 20 years of a new nationhood weren't challenging enough, the yellow fever epidemic of 1793, centering in Philadelphia, was a crisis of monumental proportions. Murphy chronicles this frightening time with solid research and a flair for weaving facts into fascinating stories, beginning with the fever's emergence on August 3, when a young French sailor died in Richard Denny's boarding house on North Water Street. As church bells rang more and more often, it became horrifyingly clear that the de facto capital was being ravaged by an unknown killer. Largely unsung heroes emerged, most notably the Free African Society, whose members were mistakenly assumed to be immune and volunteered en masse to perform nursing and custodial care for the dying. Black-and-white reproductions of period art, coupled with chapter headings that face full-page copies of newspaper articles of the time, help bring this dreadful episode to life. An afterword explains the yellow fever phenomenon, its causes, and contemporary outbreaks, and source notes are extensive and interesting. Pair this work with Laurie Halse Anderson's wonderful novel *Fever 1793* (S & S, 2000) and you'll have students hooked on history.-Mary R. Hofmann, Rivera Middle School, Merced, CA
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Review #3

Library Media Connection (October 2003)

Solid research stands behind this newest title by the award-winning author of nonfiction for upper elementary and middle school students. Tracing the course of the plague in Philadelphia from its onset to eventual decline, this volume documents two parallel stories examining the medical practices of the day and relating the racial conditions between whites and African Americans at the time of the epidemic. Historical figures such as Dr. Benjamin Rush and George Washington play key roles in the text. Highly illustrated, the text is extended with period news clippings, primary source documents, lithographs, engravings, maps, oil paintings, watercolors, and other drawings. Unfortunately, all of the illustrations are in black and white. The use of some color would have added visual appeal to students. Quality construction and heavy weight paper, nevertheless, make this a handsome volume. Teachers and librarians will find the list of sources extremely helpful in further research or collection development. Useful for American history classes, this would pair nicely with Laurie Halse Anderson's historical novel *Fever 1793* (Simon & Schuster, 2000) for older middle school students or with Paul Fleishman's *Path of the Pale Horse* (HarperCollins, 1983) for younger students. It would also work well with co-curricular

studies in science and history. Index. Recommended. Tena Natale Litherland, Director of Upper and Middle School Library, Webb School, Knoxville, Tennessee

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) Amy Tempel

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	7+	This title is appropriate for middle and high school students.
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	Comparisons between the Yellow Fever and COVID-19 epidemics. Comparing the differences between the medical practices of today with 1793.
actively engages students through the text	Y	Short chapters make reading easier. Features newspaper clippings, as well as interesting photos of paintings from the time period. Many sources listed so students can research more information on the topics addressed in the book.
Gives an opportunity for all students to access	Y	Available in print and audiobook
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	ELL and SSN students will need extra help in reading this non-fiction text. Pairs very well with several fiction texts that can be read concurrently.
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	
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	Since the students have lived through COVID they will be able to compare experiences
actively engages students through the text	Y	The book features newspaper clippings, as well as interesting photos of paintings from the time period
Gives an opportunity for all students to access	Y	The book is available in print, ebook, and audiobook format.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

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

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	7+	
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	
Gives an opportunity for all students to access	Y	
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Book (to be completed by Parent #1) Heather Watts

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	Yes, I do think this book is appropriate for grade 7 and above. I think some of the details in this novel are rather graphic and may not be appropriate for younger age groups.
requires parent permission for students to read the book?	Y	Yes, I think parent permission may be needed for this book, or at the very least notified about it, due to its somewhat graphic descriptions of the illness being discussed.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, This book allows students to learn about a situation that happened in history while also being able to relate it to current events that have happened with the recent pandemic.
actively engages students through the text	N	No. I did not find the text very engaging. While providing great detail and interesting facts, some parts of the story were hard to follow or went on longer than needed. Some students may find the story boring unless actively interested in history and the government of the US.
Gives an opportunity for all students to access	?	I'm not entirely sure if all students would have access to this book.
Recommend novel for adoption		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Iie. EVALUATION of Book (to be completed by Parent #2) Brandyn Jefferson

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	7th thru 12th.
requires parent permission for students to read the book?	N	This is a history text (not opinions) No language/crude acts of violence
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, history provides valuable lessons. Students can find that suffering has always been with us. Doctors are always learning, trying and experimenting. Yes, I enjoyed learning about individuals helping out when they didn't have to. Anyone can see a need and fill it. Compassion goes a long way.
actively engages students through the text	Y	Presidents, cities, committees, and the system of government. All relevant for discussions today! Communication and Pandemics!
Gives an opportunity for all students to access	Y	
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			AT,TK,LB,HW,BJ
1			AT,TK,LB,HW,BJ
2			AT,TK,LB,HW,BJ
3			AT,TK,LB,HW,BJ
4			AT,TK,LB,HW,BJ
5			AT,TK,LB,HW,BJ
6			AT,TK,LB,HW,BJ
7	AT,TK,LB,HW,BJ		
8	AT,TK,LB,HW,BJ		
9	AT,TK,LB,HW,BJ		
10	AT,TK,LB,HW,BJ		
11	AT,TK,LB,HW,BJ		
12	AT,TK,LB,HW,BJ		

SECTION V: Signatures/Approvals

Va.

Does the evaluating Educator recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Amy Tempel</u>		

Vb.

Does the evaluating Colleague recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Lauren Brackett</u>		

Vc.

Does the evaluating Parent #1 recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Heather Watts</u>		

Vd.

Does the evaluating Parent (#2) recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Brandyn Jefferson</u>		

Ve.

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Chris Cooke</u>		

Vf.

Does the <i>District Coordinator</i> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Tracie King</u>		

Vg.

Does the <i>Director of Library Programming</i> support adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>		

Vh.

Does the <i>DCSD Cabinet Member</i> support adoption of this book?	YES	NO
Date <u>Feb 28 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u>Matt Reynolds</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		