

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	Mountain Vista HS	
Date	9/21/23	
Requesting Educator Name	Shannon Black	
Requesting Educator Email	sblack1@dcsdk12.org	
Novel Adoption School Process Manager Name	Kim Cox	
Novel Adoption School Process Manager Email	kkcox@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Natalie Barnard	natalie.barnard@dcsdk12.org
Parent #1	Ros Geraci	aussieros68@yahoo.com
Parent #2	Sarah Scott	sarahscottcnm@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	Challenger Deep
Author (s)	Neal Shusterman
Publisher	Harper Teen
Edition	1st paperback

ISBN, TKN number	978-0-06-113414-2 978-1-5181-2964-3
Copyright date	2016
Course and/or subject area in which work will be used	English
Grade level(s)	9-12
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-book/search)	800
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	9/21/23 - 10/11/23
Date the book was communicated to the School Accountability Committee?	10/11/23

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.

Unlike Neal Shusterman's dystopian novels, *Challenger Deep* mirrors his own son's battle with schizophrenia, and features art that Shusterman's son drew in treatment. Caden Bosch is a high school student who is no longer able to regulate reality and his mind's alternative world. The novel artfully tells the story of Caden's mind's journey to Challenger Deep, the deepest point on earth. As he sinks deeper into his illness, his alternate reality sinks closer to Challenger Deep.

It is a novel about mental illness and teens, the love and support of family, how commonality in strife makes strong bonds, and how fragility can create strength.

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 benchmarks needed in 9th & 10th are sometimes difficult to obtain due to outdated story elements and archaic language. Interest and relevance are what are missing for student absorption and retention. In order to interpret text and make mature inferences, students must have a relationship with the story.

Whether you are analyzing details, determining main ideas, looking at perspective or craft and structure, when a student is invested in the story, their thoughts and processes will be much more in-depth and insightful when they are inspired.

RL.9-10.1, 2, 3, 4, & 5 are the basic standards of evaluating text that meet collegiate-level expectations.

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (CCSS: RL.9-10.2)

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CCSS: RL.9-10.3)

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS: RL.9-10.5)

1. Reading takes people's minds to places that they may not have personally experienced.
2. As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny.
3. How does an author use a literary device to demonstrate deeper meaning for the text? Explain your thinking and cite how you came to this conclusion.
4. What character traits seemed to be conflicting with one character (or more) in the text? (For example, a character started out as a generous person and then became bitter and selfish after a disaster.)
5. What visual imagery does the author create to activate one or more of the readers' emotions?

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 (February 1, 2015)

Gr 9 Up-Caden Bosch lives in two worlds. One is his real life with his family, his friends, and high school. There he is paranoid for no reason, thinks people are trying to kill him, and demonstrates obsessive compulsive behaviors. In his other world, he's part of the crew for a pirate captain on a voyage to the Challenger Deep, the ocean's deepest trench. There he's paranoid, wary of the mercurial captain and his mutinous parrot, and tries hard to interpret the mutterings of his fellow shipmates as they sail uncharted waters toward unknown dangers. Slowly, Caden's fantasy and paranoia begin to take over, until his parents have only one choice left. Shusterman's latest novel gives readers a look at teen mental illness from inside the mind of Caden Bosch. He is a credible and sympathetic character, and his retreat into his own flawed mind is fascinating, full of riddles and surrealism. Shusterman based the novel on his son's mental illness, and Brendan's input regarding his diagnosis of schizoaffective disorder and psychiatric care makes the novel ring true. Teens, especially fans of the author's other novels, will enjoy this book. VERDICT This affecting deep dive into the mind of a schizophrenic will captivate readers, engender empathy for those with mental illnesses, and offer much fodder for discussion.-Heather Miller Cover, Homewood Public Library, AL (c) Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Review #2

Publishers Weekly (February 16, 2015)

With lyricism and potent insight, Shusterman (Unwind) traces the schizophrenic descent and return of Caden Bosch, an intelligent 15-year-old and a gifted artist. His internal narratives are sometimes dreams, sometimes hallucinations, and sometimes undefinable, dominated by a galleon and its captain, sailing with an enormous, sullen crew to the deepest point of the Marianas Trench, Challenger Deep. The metaphor's not exactly subtle, but Shusterman finds unexpected resonance in its details-the tarry seams in the wood, the human ballast. External reality still registers: people around Caden run the gamut of humor, scolding, threats, and avoidance to pressure him into changing behavior he no longer controls. Shusterman has mined personal experience of mental illness with his son Brendan, whose line drawings mirror Caden's fragmentation in swirling lines eerily reminiscent of Van Gogh. It's a powerful collaboration, and crucial to the novel's credibility. As Caden says, "There is no such thing as a 'correct' diagnosis," and though his story doesn't necessarily represent a "typical" experience of mental illness, it turns symptoms into lived reality in ways readers won't easily forget. Ages 14-up. Agent: Andrea Brown, Andrea Brown Literary Agency. (Apr.) © Copyright PWxyz, LLC. All rights reserved.

Review #3

Kirkus Reviews starred (February 1, 2015)

Fantasy becomes reality in an exploration of mental illness based partly on the experiences of the author's son, who is also the book's illustrator. For 14-year-old Caden Bosch, his gradual descent into schizophrenia is a quest to reach the bottom of Challenger Deep, the deepest place on Earth. In an internal reality that's superimposed over Caden's real life--where his behavior slips from anxiety to hearing voices and compulsively obeying signage--an Ahab-like captain promises riches in exchange for allegiance, while his parrot urges mutiny for a chance at life ashore. Shusterman unmoors readers with his constant use of present tense and lack of transitions, but Caden's nautical hallucination-turned-subplot becomes clearer once his parents commit him to Seaview Hospital's psychiatric unit with its idiosyncratic crew of patients and staff. However, Caden's disorientation and others' unease also make the story chillingly real. Except in the heights of Caden's delusions, nothing is romanticized--just off-kilter enough to show how easily unreality acquires its own logic and wit. The illustrator, who has struggled with mental illness himself, charts the journey with abstract line drawings that convey Caden's illness as well as his insight. When the depths are revealed with a dream-logic twist and Caden chooses an allegiance, the sea becomes a fine metaphor for a mind: amorphous and tumultuous but ultimately navigable. An adventure in perspective as well as plot, this unusual foray into schizophrenia should leave readers with a deeper understanding of the condition. (author's note) (Fiction. 14 & up)

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	The protagonist is a 9th grade high school student who is struggling with mental illness.
requires parent permission for students to read the book?	N	There is no gratuitous trauma or violence and the reading level is easily accessible.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Many kids today are struggling to find where they fit in this world. Some may even be ashamed to admit the flaw that keeps them from thriving, mental illness. This is a topic we NEED to address without judgment.
actively engages students through the text	Y	It is a wonderful story where Caden’s real life mirrors his alternative reality. It is funny, hopeful, introspective and sad, at times.
Gives an opportunity for all students to access	Y	With a Lexile score of only 800, it is a very accessible text for the majority of HS students.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This novel absolutely meets alignment.
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	All reviews support the grade levels asked for.
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	Many kids struggle to find where they fit in this world. This book will help open a great dialogue of fitting in, not being ashamed of who you are and will help people that don't suffer from mental illness empathize with those who do.
actively engages students through the text	Y	Shusterman is a brilliant author and his work engages most every reader.
Gives an opportunity for all students to access	Y	The book is available in multiple formats
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)

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 involves a young adult, similar to the age of the kids who will be reading this book. It also involves a topic that, I'm afraid, some of our students have experienced - whether themselves or their friends/family. I think that, once the readers understand the approach and the reasoning behind why the book is written they will really enjoy it and be able to relate to it also.
requires parent permission for students to read the book?	N	No - this book has nothing in it that would require a parent to sign off.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, whether they will be able to relate personally or not it will expose them to a situation that can happen. I think that it is healthy for our students to be introduced to facts of our world that they may not experience living in our bubble of Highlands Ranch. I truly feel that giving them a reason to walk in someone else's shoes is a terrific thing.
actively engages students through the text	Y	Yes, once they get rolling with this book they won't want to stop. It is a GREAT book! I have no doubt it will draw them in and keep their attention firmly. I can also see them discussing it with their friends to get other perspectives - it is most definitely a "talk" book.
Gives an opportunity for all students to access	Y	You can get it in Audible or thru our Douglas County programs (maybe?) but definitely Audible.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	I think that it does contribute to the inclusive culture for all students. It doesn't matter what the color of your skin or where you came from, everyone can struggle and this book allows YA readers to see that we can all have our difficulties and it is best to not ignore them, but to accept them.
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)	Y	The book is suited towards our students that are of the same age and possibly experiencing the same issues.
requires parent permission for students to read the book?	N	No, not at all.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Mental Health should be spoken about and students should not be made to think that they are alone in their struggles. This book would help those students realize that there are other students possibly experiencing something similar.
actively engages students through the text	Y	Yes. The hallucinations that he experiences and his out of touch with reality thoughts make this book an interesting read and would help engage students to begin this book.
Gives an opportunity for all students to access	Y	Yes, I started with the book and then switched to using Libby that is accessed through the Douglas County Library system.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iie. EVALUATION of Book (to be completed by Parent #2) Sarah Scott

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, very appropriate for high school age kids
requires parent permission for students to read the book?	N	There isn't any sensitive topic (no violence, sexual reference)
allows students to create meaning and make relevant connections to other knowledge and experience	Y	<p>Absolutely. Students are able to witness Caleb, the protagonist, as he slowly, then quickly succumbs to the hallucinations associated with schizophrenia. There is a point in the book where one of his friends confronts him, thinking his behavior is associated with substance use, later apologizing once his mental illness is diagnosed. This provides a good example of how teens can and should look out for their friends and speak up when they see something that isn't right.</p> <p>The end of the book shows Caleb stabilized on medication and leaving the hospital. This is powerful as it shows teens that mental illness is treatable when you allow it to be.</p>
actively engages students through the text	Y	The hallucinations Caleb experiences mirror experiences and people he knows in his real life. This engages the reader to figure out which person a character in his delusional world represents in the real world, and what significance they play in Caleb's real life to make it into his delusions.
Gives an opportunity for all students to access	Y	Yes, this book is easy to read, and is readily available in the DCSD library.
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			SB, TK, TK
1			SB, TK
2			SB, TK
3			SB, TK
4			SB, TK
5			SB, TK
6			SB, TK
7			SB, TK
8			SB, TK
9	SB, TK		
10	SB, TK		
11	SB, TK		
12	SB, TK		

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 23 2023</u>		
Evaluating Educator Signature <u>Shannon Black</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Oct 23 2023</u>		
Evaluating Colleague Signature <u>Natalie Barnard</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 23 2023</u>		
Evaluating Parent (#1) Signature <u>Ros Geraci</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>10/9/23</u> <u>Oct 23 2023</u>		
Evaluating Parent (#2) Signature <u>Sarah Scott</u> <u>Sarah Scott</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Ve.

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date _____	<input type="checkbox"/>	<input type="checkbox"/>
Administrator Signature _____	<input type="checkbox"/>	<input type="checkbox"/>

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>Oct 25 2023</u>	<input type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Tracie King</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vg.

Does the <i>Director of Library Programming</i> support adoption of this book?	YES	NO
Date <u>Oct 25 2023</u>	<input type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Vh.

Does the <i>DCSD Cabinet Member</i> support adoption of this book?	YES	NO
Date <u>Oct 25 2023</u>	<input 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		