

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	Mountain Vista HS	
Date	9/15/23	
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	Elyse Rhodes	evrhodes@dcsdk12.org
Colleague	Natalie Barnard	nmbarnard@dcsdk12.org
Parent #1	Katie Trevino	kgtrvino10@gmail.com
Parent #2	Nicole Harwood	neharwood@gmail.com

Ib. BOOK INFORMATION

Title of proposed book	Orbiting Jupiter
Author (s)	Gary D. Schmidt
Publisher	Clarion Books
Edition	1st

ISBN number	978-0-544-93839-7
Copyright date	2015
Course and/or subject area in which work will be used	English
Grade level(s)	7-12
Lexile Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	740L
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. The protagonist is 13-year-old Joseph who is a father at the age of 13, but he has never gotten to meet his daughter, Jupiter. After being in a Juvenile facility, he goes to live with a foster family in Maine and the family has a 12-year-old son, Jack, who narrates the novel. They form a bond as Joseph relentlessly searches to find his daughter. The novel is about love, devotion, resilience, and the power of the familial bond.

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 standards needed in 9th are sometimes difficult to obtain due to outdated 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.

CCSS: RL.9-10.2) 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.9-10.3) 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.9-10.5) 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.

1. Reading takes people's minds to places that they may not have personally experienced.

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

Kirkus Reviews starred (July 15, 2015)

Jackson Hurd's family has taken in a new foster child, and Jackson will have to find the meanings of love and loyalty as he befriends his foster brother. Joseph Brook looks like an average eighth-grader at Eastham Middle School, but he's not. He became a father at age 13, spent time in juvie, and has an abusive father. Living with Jack's family on their Maine farm could mean a normal life for him, but he is obsessed with finding Jupiter, the daughter he's not allowed to see. He finds love within Jack's family and support from some teachers at school—including Coach Swieteck, whom some readers might remember from *Okay for Now* (2011)—who appreciate his skills in math and gymnastics, but one teacher warns Jack of Joseph's bad influence, and other students call Joseph "Psycho." Schmidt writes with an elegant simplicity in this paean to the power of love. But there's a snake in the garden—Joseph's father—and it is the uncoiling of fate, rooted in the tale from the beginning, that leads to the novel's devastating conclusion. Readers will not soon forget either Joseph Brook or this spare novel written with love and grace. (Fiction. 10-14)

Review #2

School Library Journal (August 1, 2015)

Gr 6 Up—This contemporary story feels taut and austere, eschewing the humorous episodes that buoy Schmidt's earlier books. Jackson Hurd, a taciturn sixth grader, narrates the arrival to his family's farm of Joseph, a jumpy foster kid two years his senior. The author makes milking cows a substantial presence throughout the novel, and the steady rhythm of farm life coupled with the Hurd family's stolid acceptance calm Joseph enough to unveil his story. The straightforward narration—Schmidt's colloquial style is tinged here with a somber tone—proves integral to balancing the potential melodrama in the catalog of miseries Joseph has endured by age 13. He has suffered familial and institutional abuse, fathered a daughter he's never been allowed to see, and lost the baby's beloved mother. The novel initially takes the shape of a redemption story, as Joseph begins to imagine a future for himself through the Hurds' support and the persistent attention of a few dedicated

teachers (readers of the author's previous books will appreciate the character connections here). While Joseph inches past his traumatic history into a new middle school existence, Jack's commitment to the older boy prompts his own evolution. Schmidt displays his talent for character development as Jack grows more deliberate and active in defense of Joseph, with a burgeoning comprehension of his own ethics of behavior. But further tragedy follows this hopeful period for both boys, though just the right details are included to keep this heartrending story palatable. VERDICT The matter-of-fact narrative voice ensures that the tragic plot never overwhelms this wrenching tale of growth and loss.-Robbin E. Friedman, Chappaqua Library, NY © Copyright 2015. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Review #3

Booklist starred (September 1, 2015 (Vol. 112, No. 1))

Grades 6-9. Masterful is the word to describe Schmidt's latest, the deeply moving story of a 14-year-old boy who is an out-of-wedlock father with one desire: to see his baby daughter, though laws and rules and regulations militate against this. The boy, Joseph, has a checkered past: he once took some pills he shouldn't have and subsequently tried to kill a teacher. Accordingly, he has spent time in a correctional facility where he has been savagely beaten and abused. Despite this—or perhaps because of it—12-year-old Jack's parents bring Joseph to live with them on their New England farm, and just like that, Jack has a foster brother. Joseph's adjustment to a new life isn't always an easy one; his emotions are locked up, he encounters bullies, and many of his teachers are suspicious of him. Through all of it, Joseph never abandons his dream of seeing his daughter, named Jupiter for his and the mother's favorite planet. Told in Jack's spare, direct first-person voice, the story's style demonstrates the beauty of simplicity as it delineates the lives of its characters, each as superbly realized as the tumultuous New England setting. An altogether memorable novel from the ever incredible Schmidt. HIGH-DEMAND BACKSTORY: From *Lizzie Bright and the Buckminster Boy* (2004) to *The Wednesday Wars* (2007) to *Okay for Now* (2011), Schmidt rarely disappoints—and this one is a highlight.

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) 9	Y	The novel is well written and approaches the subject of teen parenthood with dignity and tact and does not go into any sexual detail.
requires parent permission for students to read the book?	N	Not at the High School level.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	It is the unusual perspective from the young teen father and his love & devotion for a baby he has never met. Joseph is also a troubled teen who comes from an abusive home. He struggles for acceptance and love.
actively engages students through the text	Y	Students will relate because of the character’s age and because of the suspenseful plot.
Gives an opportunity for all students to access	Y	It is a “young” novel, meaning it is written for tweens and young teens. Very accessible Lexile of 740.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This kind, approachable book will open doors to conversations not normally accessible to English teachers. It will resonate with a diverse student population.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iib. EVALUATION of Book (to be completed by District Coordinator) Elyse Rhodes

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) -7-12	Y	While the main characters in the novel are middle school age, the book deals with issues that high school students can relate to and/or may have direct experience with.
requires parent permission for students to read the book?	N	No parent permission required.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The novel deals with trauma, abuse, school bullies, teen pregnancy, foster care, adoption, and other subjects that many teens face in real life. The novel also includes love, friendship, family, supportive adults, and hope for the future.
actively engages students through the text	Y	All students face various challenges and struggles. The young men in the novel certainly face a number of life changing events. High school students will be engaged in this text because it is heartbreaking and hopeful at the same time.
Gives an opportunity for all students to access	Y	The book is available in many formats (hard copy, eBook, audiobook - 3 hours 19 minutes) and is written at a level and pace that is accessible to readers.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	The novel takes place in rural Maine and deals with topics such as teen pregnancy, foster care, juvenile detention, and trauma. Many students have first hand knowledge of these topics and those that do not can learn empathy by reading texts that include these real life themes.
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	Yes, these kids are younger but, as I read, I felt like it was very real. These are topics that our students are dealing with (sadly) and being able to read about them and TALK about it will open up a comfort level for students to also talk.
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	The range of topics included in this book is what really struck me. It has all the happy aspects of life; love, adults that are there to support, and the importance of family and friends. There are all the tough topics too which, sadly, our kids face - such a different world!!! There are aspects of the book that cover adoption, foster care and how it can work, the trauma that can be associated with family, bullies walking the hallways of schools, teen pregnancy and how the ripples of those choices actually ripple far and wide and abuse - all of them very tough but very real topics.
actively engages students through the text	Y	I have no doubt that kids will actively engage with this book. They will relate to every single topic in the book, whether they have had to walk it in their personal world or whether they have walked beside a friend. I have no doubt kids will love this book and tell their friends to read it also.
Gives an opportunity for all students to access	Y	Yes - you can find it in book format, audible format and I even checked youtube and kids can listen there for free.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Yes, it deals with topics in their daily life and, if they are lucky to have not dealt with any of these tough topics it will hopefully help them with the whole idea of SEL and empathy
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 issues addressed in the book (responsibility, bullying, second chances, etc) are all very appropriate for grades 7-12 to relate and understand.
requires parent permission for students to read the book?	N	The teen/pre-teen sex is alluded to, but never detailed or exploited in any way. As a parent, I do not feel I'd have to give permission to read this book since the topics are on target for age and grade.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Any student will be able to read this and find a topic to relate to. Whether they are in a foster care situation, know someone in that system, have chores and responsibilities, dealt bullying at school or witness to bullying, had assumptions made about them or assumed things about others, had or lost a child, lost a pet, friend or family member, had an abusive parent at home, known friends who had an abusive parent, or just wanted to BE a better person, there will be something to connect to. The topic range is wide and fascinating, and I love that the author managed to squeeze so much while saying so little into this novel.
actively engages students through the text	Y	It is an easy, quick read, and I think the students will love the repetition at times (when Joseph would smile, "sort of"). Students should be able to relate to the text as well as mimic the text in a free-write of their own (if part of the required curriculum reading). Discussions on the text will not be lacking, since everyone can and should find something to say throughout the book. At the absolute very least, students will be able to take a look inside and wonder how they would react in these situations.
Gives an opportunity for all students to access	Y	If available on audio, this could easily be finished in 3 days with plenty of time for writing, discussion, and real-world application. The novel itself only took me 3 days to read, and I work full-time and coach on evenings and weekends. Whatever format is applied, I think this would add a refreshing change and value to the standard English curriculum.
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	Yes. This describes the 2 children from 6th and 8th grades and the ramifications of their individual actions. I think this would be appropriate for any reader 8th grade and beyond.
requires parent permission for students to read the book?	N	No, I do not feel that this should require a parents permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	This book does a wonderful job described kids from very diverse backgrounds. You have one kid from a very affluent family even though mom and dad are rarely around, another boy from a very loving yet modest farm family and lastly a boy from a poor and abusive single parent family.
actively engages students through the text	Y	I read the whole thing in 2 hours and bawled at the end. I quite literally couldn't put it down.
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			ER SB
1			ER SB
2			ER SB
3			ER SB
4			ER SB
5			ER SB
6			ER SB
7	ER SB		
8	ER SB		
9	ER SB		
10	ER SB		
11	ER SB		
12	ER SB		

SECTION V: Signatures/Approvals

Va.

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

Vb.

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

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Katie Trevino</u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u>Nicole Harwood</u>		

Ve.

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 24 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Marta McGoveru</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>Oct 24 2023</u> District Coordinator Signature <u>Elyse Rhodes</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 24 2023</u> 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 24 2023</u> 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		