

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:	11th & 12th
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Rock Canyon High School	
Date	8/3/23	
Requesting Educator Name	Karen Whitney	
Requesting Educator Email	kwhitney1@dcsdk12.org	
Novel Adoption School Process Manager Name	Jason Parker	
Novel Adoption School Process Manager Email	japarker@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Elizabeth Romito	emromito@dcsdk12.org
Parent #1	Mike Heene	mheene@adpay.com
Parent #2	Jennifer Hartmann	jhartmann@dcsdk12.org

Ib. BOOK INFORMATION

Title of proposed book	Evicted
Author (s)	Matthew Desmond
Publisher	Crown
Edition	Paperback, Reprint edition (February 28, 2017)

ISBN number	ISBN-10 : 0553447459 ISBN-13 : 978-0553447453
Copyright date	February 28, 2017
Course and/or subject area in which work will be used	English, AP Language and Composition
Grade level(s)	11-12 (Specifically 11th AP Lang)
Lexile Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	8/20/2023
Date the book was communicated to the School Accountability Committee?	8/20/2023

Ic. NOVEL DESCRIPTION

Evicted looks at the issue of eviction in the U.S. (specifically families in Milwaukee, Wisconsin) and the cascading effects of being evicted - for individuals, families and society. Desmond examines poverty and the devastating struggles that individuals and families face just trying to keep a roof over their heads. He also explores many possible alterations to systems that create this problem in the first place and solutions that could be implemented in order to diminish the chances of eviction. He is making an argument that this problem affects people in ways most people do not imagine or understand and also arguing that more can be done to solve the issue of eviction.

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:**

Reading: 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

2. Interpret and evaluate complex informational texts using various critical reading strategies.

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Writing: 1. Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience's values and biases.

Research and Inquiry: 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

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: EVICTED
POVERTY AND PROFIT IN THE AMERICAN CITY
BY MATTHEW DESMOND · RELEASE DATE: MARCH 1, 2016

This stunning, remarkable book—a scholar’s 21st-century How the Other Half Lives—demands a wide audience.

A groundbreaking work on the central role of housing in the lives of the poor.

Based on two years (2008-2009) spent embedded with eight poor families in Milwaukee, Desmond (Sociology and Social Science/Harvard Univ.; *On the Fireline: Living and Dying with Wildland Firefighters*, 2007, etc.) delivers a gripping, novelistic narrative exploring the ceaseless cycle of “making rent, delaying eviction, or finding another place to live when homeless” as experienced by adults and children, both black and white, surviving in trailer parks and ghettos. “We have failed to fully appreciate how deeply housing is implicated in the creation of poverty,” writes the author. Once rare, eviction is now commonplace for millions of Americans each year, most often as a result of insufficient government support, rising rent and utility costs, and stagnant incomes. Having gained unusual access to these families, Desmond immerses us in the lives of Sherrena Tarver, a teacher-turned-landlord who rents inner-city units to the black poor; Tobin Charney, who nets more than \$400,000 yearly on 131 poorly maintained trailers rented (at \$550 a month) to poor whites; and disparate tenants who struggle to make rent for cramped, decrepit units plagued by poor plumbing, lack of heat, and code violations. The latter include Crystal, 18, raised in more than two dozen foster homes, who moved in with three garbage bags of clothes, and Arleen, a single mother, who contacted more than 80 apartment owners in her search for a new home. Their frantic experiences—they spend an astonishing 70 to 80 percent of their incomes on rent—make for harrowing reading, interspersed with moving moments revealing their resilience and humanity. “All this suffering is shameful and unnecessary,” writes Desmond, who bolsters his stories with important new survey findings. He argues that universal housing vouchers and publicly funded legal services for the evicted (90 percent lack attorneys in housing courts) would help alleviate this growing, often overlooked housing crisis.

This stunning, remarkable book—a scholar’s 21st-century How the Other Half Lives—demands a wide audience.

Review #2

Berkley Journal of Sociology

It Is Expensive to Be Poor: A Review of Matthew Desmond’s “Evicted”

Martin Eiermann

In *Evicted*, Matthew Desmond demonstrates that the urban poor are not just victims of neglect but targets of persistent exploitation.

In *Evicted*, Matthew Desmond’s recent book on poverty and housing in the Milwaukee area, the world of the protagonists is marred with the scars of racial and social antagonisms but unified by a pervasive sense of neglect: It is a world of broken sinks, leaking ceilings, stunted aspirations, rebuffed calls for leniency, and rebutted pleas for support.[1] The waitlist for public housing is measured in uncertain years, tenants go without legal representation because there is no funding for public defenders in civil cases, and decrepit housing stock is declared “unfit for human habitation” and cleared out rather than repaired. “The poor,” Desmond writes, quoting from *Behind Ghetto Walls*, Lee Rainwater’s classic study of black families in inner-city public housing, “are constantly exposed to evidence of their own irrelevance.”[2]

The urban poor are an indispensable part of the city as a population that sustains unregulated and informal markets, supplies clients to landlords who specialize in low-end real estate, contributes fines to municipal budgets, and pays fees to private entrepreneurs.

Perhaps it is so. But as Desmond’s book demonstrates, it is also profoundly misleading to conceive of poverty primarily as a state of deprivation characterized by insufficient resources, failing infrastructure, and a lack of social and political support that thus renders the poor “irrelevant” within the social geography of the city. Far from it: the urban poor are an indispensable part of the city as a population that sustains unregulated and informal markets, supplies clients to landlords who specialize in low-end real estate, contributes fines to municipal budgets, and pays fees to private entrepreneurs who increasingly conduct the unglamorous but profitable business of forcing people out of their homes. In short, they are not just victims of neglect but targets of persistent exploitation.

Review #3

“An exquisitely crafted, meticulously researched exploration of life on the margins, providing a voice to people who have been shamefully ignored—or, worse, demonized—by opinion makers over the course of decades.”—The Boston Globe

“[An] impressive work of scholarship . . . As Mr. Desmond points out, eviction has been neglected by urban sociologists, so his account fills a gap. His methodology is scrupulous.”—Wall Street Journal

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)	11-12	Appropriate for high school students. I plan to use it in my AP Language and Composition class.
requires parent permission for students to read the book?	N	It is a researched look at the impact of poverty on housing. There is nothing offensive. No need for parent permission.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can make connections between what they know about economic status and benefits of remaining housed vs being evicted. They can make connections to what they know about base level needs being met in order to achieve higher levels of success.
actively engages students through the text	Y	Students can learn about a variety of experiences that may be vastly different from their own and begin to understand the importance of something so seemingly simple as stable housing.
Gives an opportunity for all students to access	Y	The language and reasoning of the text is fairly direct and easy to follow. Many examples and interviews make it accessible to students.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Provides an opportunity to learn about diverse perspectives and develop critical thinking skills while evaluating the arguments of the author and individuals within the text.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes X <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	I assume that many of our students have no idea about the struggles of some people in America and this book is a great example of the struggles of real families and the strain their families go through to survive day to day.
actively engages students through the text	Y	Students will learn about a number of experiences that may be different from their own and begin to understand the importance of stable housing.
Gives an opportunity for all students to access	Y	The books is a fairly easy read and it is also available as an audio book so all students can acces it.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	The text provides students an opportunity to learn about diverse perspectives and develop critical thinking skills around the topic of eviction and the stress of not having enough personal resources to survive and take care of your family.
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	The book is grade appropriate for upper grade levels and college/ AP courses.
requires parent permission for students to read the book?	Y	No- deals with common societal issues many students are not accustomed to.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Our students would greatly benefit from exposure to a variety of socio-economic issues and situations.
actively engages students through the text	Y	Very much! The various stories keep the reader engaged and interested in the people's reactions to setbacks
Gives an opportunity for all students to access	Y	Yes- hard copy and audio
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Exposes students to real life problems and situations that they very well did not know existed and would not realize that these situations and conditions exist.
Recommend novel for adoption	<input type="checkbox"/> Yes X <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	Students in upper grades can benefit from reading this.
requires parent permission for students to read the book?	N	Not necessary.
allows students to create meaning and make relevant connections to other knowledge and experiences	Y	Yes. Students can gain an understanding of situations outside their life experience and understand a problem in America
actively engages students through the text	Y	Interesting stories and research
Gives an opportunity for all students to access	Y	All students may not relate, but they can learn something new.
Recommend novel for adoption	<input type="checkbox"/> Yes X <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) 9-12	Y	11-12 This is an appropriate text for high school students. It can help them see an aspect of society they may not be familiar with.
requires parent permission for students to read the book?	N	This is a non fiction informative text about poverty and the effects of eviction and the systems associated with it. No questionable content.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can learn from the details in the text and build understanding for those dealing with eviction. No real solutions are given but this could make for further research or discussion.
actively engages students through the text	Y	Many specific examples and experiences related in the text that students will be interested in.They can evaluate the arguments presented by the author.
Gives an opportunity for all students to access	Y	Even if students do not have personal experience with eviction, they can gain a broad understanding of its effects and discuss/research possible solutions.
Recommend novel for adoption	<input checked="" type="checkbox"/> X Yes X <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, KW
1			TK, KW
2			TK, KW
3			TK, KW
4			TK, KW
5			TK, KW
6			TK, KW
7			TK, KW
8			TK, KW
9			TK, KW
10			TK, KW
11	TK, KW		
12	TK, KW		

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u>Karen Whitney</u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Elizabeth Romito</u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u>Mike Heene</u>		

Vd.

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

Ve.

Does the evaluating educator's Administrator recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Jeff Seary</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>Oct 11 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Tracie King</u>		

Vg.

Does the Director of Library Programming support adoption of this book?	YES	NO
Date <u>Oct 11 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>		

Vh.

Does the DCSD Cabinet Member support adoption of this book?	YES	NO
Date <u>Oct 11 2023</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		