

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	kwhitney@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	Pete DeFilippo	pdefilippo@dcsdk12.org
Parent #1	Suzanne Gray	rusjgray@gmail.com
Parent #2	Mike Heene	mheene@adpay.com

Ib. BOOK INFORMATION

Title of proposed book	Range: Why Generalists Triumph in a Specialized World
Author (s)	David Epstein
Publisher	Penguin Publishing Group
Edition	Paperback (April 27, 2021)

ISBN number	10: 0-7352-1448-4
Copyright date	May 28, 2019
Course and/or subject area in which work will be used	English, AP Language, and Composition
Grade level(s)	9-12
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-boo k/search)	6.0
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	August 8th, 2023
Date the book was communicated to the School Accountability Committee?	August 11th, 2023

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.

Range discusses the need for a wide range of knowledge and skills in order to be successful - individually, in groups, and as a society. In a world that increasingly focuses on specialization and narrowing our educational experience, Epstein argues that what we need is a more generalist approach to learning and exploration. Specialization is important and deep content knowledge is critical in many fields, but in an increasingly complex world filled with multifaceted problems, he also stresses the need for wide ranges of knowledge, skills, and curiosity.

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).

Students will evaluate the argument that Epstein is making about Range. I plan to use this text in a unit about education. This would be one of the choices for texts to read. Some of the text are memoirs, some are more analytical, like Range. We are looking at essential questions like What is education? How do we evaluate education? What is the value of education? How do we evaluate education? Range fits into these ideas because it argues that we need a more generalist approach to learning and exploration.. This can have a great impact on education (formal and informal) and our ability to use our knowledge to live, solve problems in the world and exist as complex humans. Understanding a variety of research methods and arguments and how to make critical judgments about how the author achieves his purpose is a critical skill in AP Language and Composition. This is a very accessible text and students are able to analyze Epstein's argument and evaluate his strategies and choices as a writer.

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.

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 (March 15, 2019)

Why diverse experience and experimentation are important components of professional accomplishment. Arguing against the idea that narrow specialization leads to success, journalist Epstein (The Sports Gene: Inside the Science of Extraordinary Athletic Performance, 2013) mounts convincing evidence that generalists bring more skill, creativity, and innovation to work in all fields. The author begins by contrasting the career trajectories of Tiger Woods, who began training as a golfer before he was 1, and Roger Federer, who dabbled in a range of sports before, as a teenager, he "began to gravitate more toward tennis." Although he started later than players who had worked with coaches, sports psychologists, and nutritionists from early childhood, a late start did not impede his development. His story, Epstein discovered, is common. When psychologists have studied successful

individuals' "paths to excellence," they have found "most common was a sampling period" followed only later by focus and increased structure. "Hyperspecialization," writes the author, is not a requisite for achievement, and he offers abundant lively anecdotes from music, the arts, business, science, technology, and sports. Drawing on studies by cognitive psychologists and educators, Epstein examines how knowledge develops and, equally important, how it is assessed. He distinguishes between teaching strategies that emphasize repeated practice, leading to "excellent immediate performance" on tests, and "interleaving," an approach that develops inductive reasoning, in which students "learn to create abstract generalizations that allow them to apply what they learned to material they have never encountered before." Interleaving, he asserts, applies to both physical and mental skills: to a pianist and mathematician as well as to Shaquille O'Neal. The author critiques higher education for rushing students to specialization even though "narrow vocational training" will not prepare them for jobs "in a complex, interconnected, rapidly changing world." Although he admits "that passion and perseverance" are important precursors of excellence, "a change of interest, or a recalibration of focus" can also be critical to success. A fresh, brisk look at creativity, learning, and the meaning of achievement.

Review #2

Library Journal (March 1, 2019)

Epstein follows up *The Sports Gene*, which explored the roots of elite sport performance, with this intriguing analysis of successful artists, musicians, inventors, forecasters, scientists, and athletes. The author's revelation is that generalists, not specialists, are more primed to excel, with generalists often finding their path late and participating in many interests. The author's refreshing viewpoint is based on deep research into what characterizes successful professional performance. Instead of intense specialization, Epstein suggests professionals strive to cultivate inefficiency, fail tests in order to learn, and explore various career scenarios, arguing that deep knowledge in a single area can limit a person's agility and creativity. This will likely stir controversy in the field of professional sports, but the push to focus early and narrowly extends well beyond sports, says the author, as evidenced in Malcolm Gladwell's *Outliers* and Matthew Syed's *Bounce*. VERDICT All readers eager to look into the next trench over for innovative ideas to solve their problems will welcome this remarkable, densely packed work that will prove essential for all university libraries supporting AAA level athletics programs, colleges of business, and human resource development.-Dale Farris, Groves, TX © Copyright 2019. Library Journals LLC, a wholly owned subsidiary of Media Source, Inc. No redistribution permitted.

Review #3

Publishers Weekly (March 4, 2019)

Journalist and self-identified generalist Epstein (*The Sporting Gene*) delivers an enjoyable if not wholly convincing work of Gladwellian pop-psychology aimed at showing that specialization is not the only path to success. His survey finds no shortage of notable athletes, artists, inventors, and businesspeople who followed atypically circuitous paths. Some are household names, such as J.K. Rowling, who by her own admission "failed on an epic scale" before deciding to pursue writing, and Duke Ellington, who briefly studied music as a child before becoming more interested in basketball and drawing, only returning to music after a chance encounter with ragtime. Others are more obscure, such as Nintendo's Gunpei Yokoi, who turned his limitations as an electronics engineer to his

advantage when he created the cheap-to-produce, durable Game Boy, and Jack Cecchini, "one of the rare musicians who is world class in both jazz and classical." Epstein's narrative case studies are fascinating, but the rapid-fire movement from one sketch to the next can create the impression of evidence in search of a thesis. While this well-crafted book does not entirely disprove the argument for expertise, Epstein does show that, for anyone without 10,000 hours to devote to mastering a single skill, there is hope yet. Agent: Chris Parris-Lamb, Gernert Company. (June) © Copyright PWxyz, LLC. All rights reserved.

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	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s) 9-12	Y	This book is appropriate for high school students. They are making choices about what to study and how to approach college and this book makes some strong arguments relating to these choices.
requires parent permission for students to read the book?	N	There is no questionable content. It is an analytical look at the idea of learning and education.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Concepts can be applied to a variety of situations and ideas. Epstein digs deeply into ideas about knowledge and shows readers that what we understand on the surface about knowledge and education is not the whole picture. He challenges us to look at our environments and systems in different ways and gives us tools to solve issues associated with loss of focus and attention. These skills are useful in examining many aspects of our lives and in finding solutions to issues we may have thought unsolvable.
actively engages students through the text		Many examples and anecdotes to engage students. Epstein presents the statistics and factual information in a way that engages students and goes into detail to explain his ideas in a logical and meaningful way.
Gives an opportunity for all students to access		Applicable throughout life. Again, all of these skills and ideas can be applied to a variety of ideas and situations students will encounter as they enter college and beyond. It encourages critical and in-depth thinking, which is a valuable skill in any field.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?		Epstein presents ideas in a way that students of a variety of backgrounds can connect to and learn from. He uses examples that students can relate to.
Recommend novel for adoption	<input type="checkbox"/> Yes <input type="checkbox"/> No	

IIb. EVALUATION of Book (to be completed by District Coordinator)

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 doesn't have anything in it that would be problematic for upperclassmen
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 believe older students are mature enough to really start thinking about their adult lives and how college decisions impact them in the long run.
actively engages students through the text	Y	Depending on how the book is used in the class and how the teacher engages the students there could be great conversations that come up.
Gives an opportunity for all students to access	Y	The book is in print, eBook, and audio 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)

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, Range is appropriate for upperclassmen, both based on its content, and its reading level.
requires parent permission for students to read the book?	N	No, parent permission should not be required for Range. There is nothing in this text that is problematic or controversial.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Yes, Range will allow students, especially those hoping to enroll in college, to build meaningful connections. The novel will inspire them to recognize the cognitive benefit of pursuing a wide range of academic knowledge, and will empower them to understand the benefit of diversifying their interests and their educational experience.
actively engages students through the text	Y	Yes, specifically higher level students who are interested in performing at a competitive academic level or are hoping to gain acceptance to elite universities.
Gives an opportunity for all students to access	Y	While the reading level is advanced, the ideas, concepts, and examples presented in the text are widely accessible and connect well to real world experiences.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	Yes, Range specifically espouses the cognitive benefits of diversity, both in skillset and interest, and in range of thought.
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 9-12	This book is appropriate and valuable for these grade levels with no questionable content.
requires parent permission for students to read the book?	N	Nothing in the book that I foresee as a trigger.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	For students who are contemplating college majors and life after high school, this book may help them realize that their future may not hinge on one decision, i.e. their college major. For students who are struggling to be good at one thing, this may resonate with their experience and widen their perspective. For students who failed a test or didn't make a team, this may inspire them to think more broadly about how life may unravel.
actively engages students through the text	Y	The book is written in an engaging manner with stories and narratives that will resonate with students.
Gives an opportunity for all students to access	N	That's one criticism I have for this book is that the examples are taken from the privileged that were capable of "failing" and "quitting" because they didn't have financial concerns. But that could be a talking point.
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	This is appropriate for high school-age students.
requires parent permission for students to read the book?	N	No questionable content
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students can connect the text to their own experiences in high school and in the future in college or a trade. They can think about the value of broad knowledge and specialization.
actively engages students through the text	Y	The author uses a lot of examples and research to engage the reader and give them concrete things to think about and apply to themselves and others.
Gives an opportunity for all students to access	Y	There is not a lot of diversity represented in this book but I think that most students could access and relate to the info in some way and class discussions could facilitate more in depth discussion.
Recommend novel for adoption	<input checked="" type="checkbox"/> 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 Educator 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 Colleague recommend adoption of this book?	YES	NO
Date <u>Oct 10 2023</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u>Pete DeFilippo</u>		

Vc.

Does the evaluating Parent #1 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>Suzanne Gray</u>		

Vd.

Does the evaluating Parent (#2) 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>Mike Heene</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 <i>District Coordinator</i> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Oct 10 2023</u> 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 10 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 11 2023</u> DCSD Cabinet Member Signature <u>Matt Reynolds</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>