



Proposal for Novel and Play Additions to District-Approved HCS 6-12 Curriculum Maps or School Level Approval for Novels/Plays in Non-Core Classes

Teacher: _____ Grade: _____ School: _____

Title: _____ Lexile: _____

Author: _____ # Pages: _____ Copyright: _____

ISBN: _____ Publisher: _____

Course Consideration:

(6th, 7th, 8th grade-level, honors, or accelerated courses; English I, II, III, IV – honors or college prep or non-core class)

Ethnicity & Gender of Author: _____

Ethnicity & Gender of Protagonist: _____

In a brief rationale, please provide the following information relative to the novel or play that you are proposing for approval. *You may attach additional pages as needed.*

Summary:

- Address the setting, characters, conflicts, and themes addressed in the novel/play.

Literary Merit, Quality, and Rigor:

- What is the text's literary and/or artistic merit?
- How does this work exhibit sophisticated style, themes, and characterization?
- How does this novel/play complement the other literature or concepts taught at this grade level?
- How could the text serve as a basis for encouraging high levels of thinking, reading, writing, and discussion?

Purpose, Standards, and Instructional Uses:

- What is the text's purpose and direct relationship to instructional objectives and/or curriculum content?
- How does the text strongly support the Career- and College-Ready State Standards/SC Standards?
- Describe how the material is suitable for use by students for in-depth study.

Student Interest:

- Explain how the topics, characters, and themes present will connect to students' interests and promote high levels of student engagement.

Suitability:

- Please address the text's grade-level appropriateness and potentially controversial content (i.e., explicit and graphic language related to profanity and sexual content).

Title of Work: _____



Novel and Play Approval for District-Approved HCS 6-12 ELA Curriculum Maps Rubric or School Level Approval for Novels/Plays in Non-Core Classes

	4	3	2	1 *
Literary Merit Quality Rigor	Exhibits highly sophisticated style (syntax, diction, organization), themes, and characterization promoting the highest level of thinking, reading, writing and discussion. This novel complements the other literature and concepts taught at this grade level.	Exhibits sophisticated style (syntax, diction, organization), themes, and characterization that may encourage a high level of thinking, reading, writing, and discussion. This novel complements the other literature and concepts taught at this grade level and ties into some of the themes and humanities concepts.	The style, themes, and characterization are moderately sophisticated (syntax, diction, organization) and may elicit some fruitful discussion in a classroom setting. This novel complements some of the other literature and concepts taught at this grade level.	The style, themes, and characterization do not exhibit sophistication (syntax, diction, organization) that would encourage higher-level thinking, reading, writing, and discussion. This novel does not fit with the other literature or concepts taught at this grade level.
Purpose Standards Instructional Uses	Strongly supports the ELA standards and promotes high expectations in direct relationship to instructional objectives.	Supports the standards and promotes high expectations in relationship to some instructional objectives. Most of the material is suitable for use by students individually or in groups, for instruction or in-depth study.	Supports the standards and high expectations to instructional objectives to a limited degree. Some material may not be suitable for use by students individually or in groups, for instruction or in-depth study.	Minimally supports the standards and does not promote high expectations in relationship to instructional objectives. The material is not suitable for use by students individually or in groups, for instruction or in-depth study.
Student Interest	This novel's topic, characters, and themes will likely interest all students and provide material that promotes highest levels of engagement.	This novel's topic, characters, and themes will likely interest most students and provide material for high levels of engagement.	This novel's topic, characters, and themes will likely interest some students and may engage some students.	This novel's topic, characters, and themes will likely interest few students and will not engage most students.
Suitability	The material is suitable for use by all students for in-depth study. Work does not contain unacceptable explicit and graphic language related to profanity and sexual content. Encourages high levels of thinking, reading, writing, and discussion.			Work contains unacceptable explicit and graphic language related to profanity and/or sexual content. Does not suitably encourage thinking, reading, writing, and discussion at higher levels.

Minimum score for consideration – **12 points**

*** A score of one in any category eliminates this text as a candidate for HCS curriculum or general use.**

Points Earned (out of possible 16 points):



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Teacher Endorsement

For additions to curriculum maps, secure the endorsement of the English teachers within your building. Their endorsement, as indicated by their signature, indicates that they support the addition of this title and would consider teaching this novel in support of the District curriculum.

For school approval for novels/plays in the non-core classes, only your signature and those the principal requires are necessary.

_____ Your Signature	_____ Date
_____ Teacher Signature	_____ Date
_____ Teacher Signature	_____ Date
_____ Teacher Signature	_____ Date
_____ Teacher Signature	_____ Date
_____ Teacher Signature	_____ Date
_____ Teacher Signature	_____ Date
_____ Curriculum Coach Signature	_____ Date
_____ Principal's Signature	_____ Date

Note: The teacher submitting the proposal should also provide copies of favorable reviews of the book from the sources listed in Horry County Schools Policy Handbook. Media specialists can provide assistance locating these reviews.