

Secondary Novel Review Committee

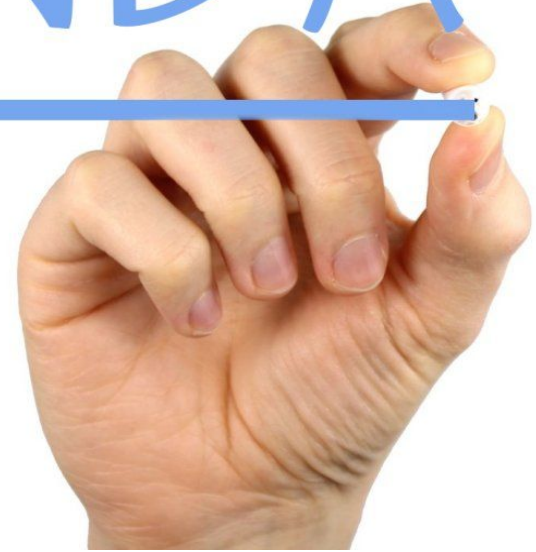
November 9, 2023
5:00-7:00 PM

Welcome!
Find your name tag and have a seat.
The sign in sheet will be coming around shortly.



Scottsdale *Unified*
SCHOOL DISTRICT

AGENDA



1. Introductions
2. Review purpose, norms
3. Schedule of meetings
4. Review of October minutes
5. Round 2 book presentations
6. Round 3 book assignments and small group meetings

Introductions



**What is one thing
that instantly makes
your day better?**

Purpose

- a) To provide materials that will enrich and support the curriculum and Arizona Standards, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students.
- b) To provide materials that will stimulate growth in factual knowledge and literary appreciation.
- c) To provide materials so that young people may have an opportunity to practice critical analysis and make informed judgements in their daily lives.
- d) To assure a comprehensive collection appropriate to the school community.

*(adapted from American Library Association)

Norms

What is needed to be successful as a committee?

- Be genuine with each other about ideas, challenges, and feelings
- Listen to understand
- Practice being open minded
- Be mindful of how often and how long you speak in consideration of hearing all feedback
- Ask questions for clarification
- Support the group's recommendation after consensus is reached



Responsibilities and Expectations

Upcoming Meetings and Due dates

Completion of rubric:

- Book #1: September 25
- Book #2: October 30
- ★ Book #3: December 4
- Book #4: January 8
- Book #5: February 12
- Book #6: March 25
- Book #7: April 22



Small group meeting:

- Book #1 discussion: Week of September 25
- Book #2 discussion: Week of October 30
- ★ Book #3 discussion: Week of December 4
- Book #4 discussion: Week of January 8
- Book #5 discussion: Week of February 12
- Book #6 discussion: Week of March 25
- Book #7 discussion: Week of April 22

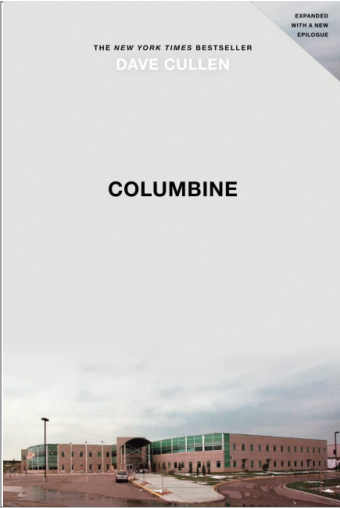
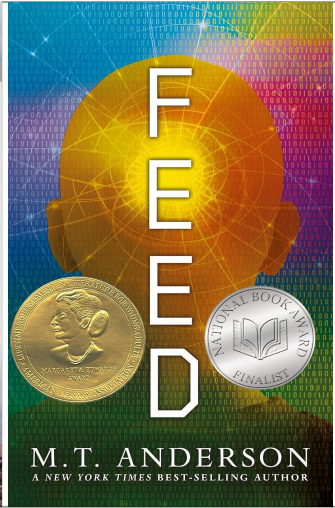
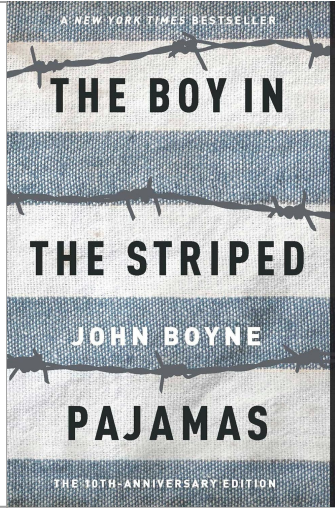
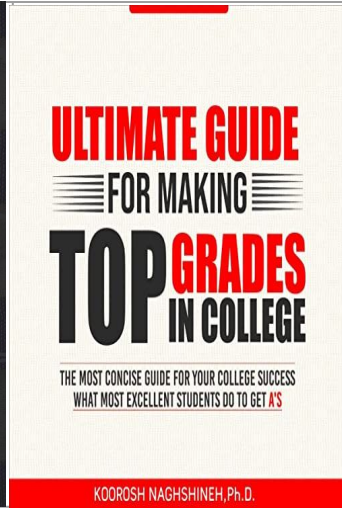
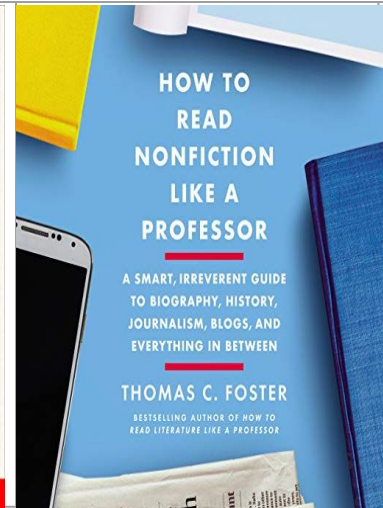
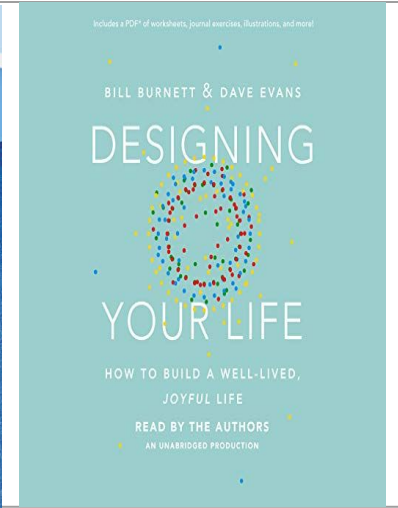
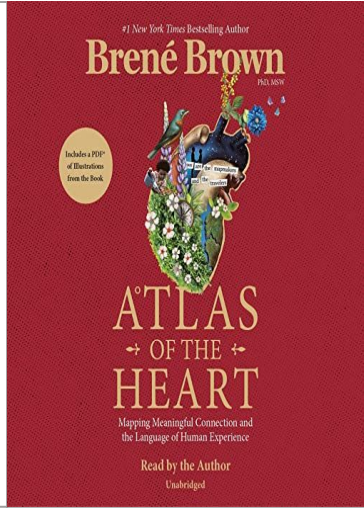
Whole group meeting:

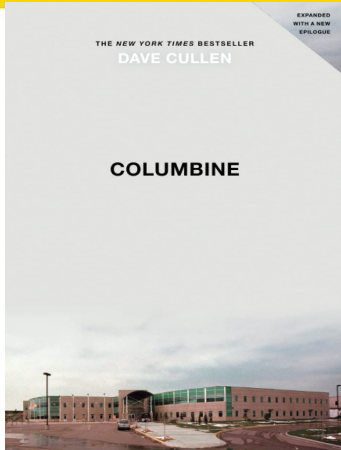
- Meeting #1: August 31
- Book #1 discussion: October 5
- ★ Book #2 discussion: November 9
- Book #3 discussion: December 14
- Book #4 discussion: January 18
- Book #5 discussion: February 22
- Book #6 discussion: April 4
- Book #7 discussion: May 2

Review of October Minutes



Small Group Novels

 THE NEW YORK TIMES BESTSELLER DAVE CULLEN COLUMBINE	 EXPANDED WITH A NEW EPILOGUE FEED M.T. ANDERSON A NEW YORK TIMES BEST-SELLING AUTHOR	 A NEW YORK TIMES BESTSELLER THE BOY IN THE STRIPED PAJAMAS JOHN BOYNE THE 30TH ANNIVERSARY EDITION	 ULTIMATE GUIDE FOR MAKING TOP GRADES IN COLLEGE THE MOST CONCISE GUIDE FOR YOUR COLLEGE SUCCESS WHAT MOST EXCELLENT STUDENTS DO TO GET A'S KOOROSH NAGHSHINEH, Ph.D.	 HOW TO READ NONFICTION LIKE A PROFESSOR A SMART, IRREVERENT GUIDE TO BIOGRAPHY, HISTORY, JOURNALISM, BLOGS, AND EVERYTHING IN BETWEEN THOMAS C. FOSTER BESTSELLING AUTHOR OF HOW TO READ LITERATURE LIKE A PROFESSOR	 Includes a PDF of worksheets, journal exercises, illustrations, and more! BILL BURNETT & DAVE EVANS DESIGNING YOUR LIFE HOW TO BUILD A WELL-LIVED, JOYFUL LIFE READ BY THE AUTHORS AN UNABRIDGED PRODUCTION	 #1 New York Times Bestselling Author Brené Brown Includes a PDF of illustrations from the book. ATLAS OF THE HEART Mapping Meaningful Connection and the Language of Human Experience Read by the Author Unabridged
Grade 12 - College English: <i>Columbine</i> by Dave Cullen	Grade 8: <i>Feed</i> by M.T. Anderson	Grade 8: <i>The Boy in the Striped Pajamas</i> by John Boyne	Grade 12: <i>The Ultimate Guide for Making Top Grades in College</i> by Koorish Naghshineh, PhD	Grade 11: <i>How to Read Nonfiction Like a Professor</i> by Thomas C. Foster	Grade 12: <i>Designing Your Life, How to Build a Well-Lived, Joyful Life</i> by Bill Burnett and David Evans	Grade 12: <i>Atlas of the Heart</i> by Brene Brown



Grade 12 (College English): ***Columbine* by Dave Cullen**

We use this novel as a class anchor text. It is an excellent investigative work of nonfiction. The facts of the events are represented, not opinions. It is used as a class reading text during our “cause and effect” and “process” units of study.

Summary

A riveting piece of journalism nearly ten years in the making, comes the story none of us knew. In this revelatory book, Dave Cullen has delivered a profile of teenage killers that goes to the heart of psychopathology. He lays bare the callous brutality of mastermind Eric Harris and the quavering, suicidal Dylan Klebold, who went to the prom three days earlier and obsessed about love in his journal.

The result is an astonishing account of two good students with lots of friends, who were secretly stockpiling a basement cache of weapons, recording their raging hatred, and manipulating every adult who got in their way. They left signs everywhere, described by Cullen with a keen investigative eye and psychological acumen. Drawing on hundreds of interviews, thousands of pages of police files, FBI psychologists, and the boys' tapes and diaries, he gives the first complete account of the Columbine tragedy.



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Positives

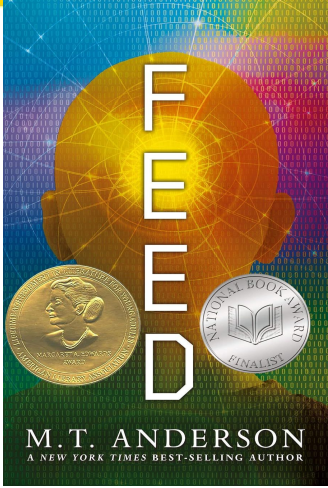
- Solid non-fiction book with a “fiction” feel which is good for students who don’t enjoy reading nonfiction
- There are graphic accounts but author doesn’t dwell on them
- Different frame of reference since these students don’t remember Columbine - shouldn’t put our adult spin on it
- College level class of seniors - nothing inappropriate based on State law
- Author presents information without bias - skilled writer
- It fits with the unit of study - cause, effect, process

Concerns

- Accounts of death
- Violence
- Suicide
- Mental illness
- Language

Many intense topics being addressed in this book.

Recommendation: We recommend this book as a yellow novel for this class. Permission slip can specifically address the tough topics.

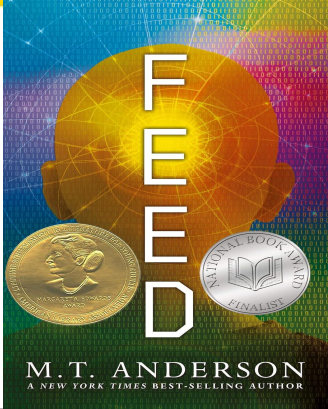


Grade 8: ***Feed* by M.T. Anderson**

This novel is recommended as a summer reading choice novel for incoming 8th grade students. Teachers decide what type of project will be completed in order for students to demonstrate their understanding of the novel.

Summary

Feed is a dystopian novel that explores the consequences of a highly commercialized and technologically advanced society. Individuals have computer chips implanted in their brains, called “feeds,” which provide constant access to a virtual world of advertisements, entertainment, and information. The protagonist, a high school senior named Titus, falls for a girl, Violet, who tries to resist the “feed”. A hacker invades Titus’s, Violet’s, and several of their friends’ feeds, and Violet’s body begins to shut down. The book questions consumerism, the destruction of the earth’s environment, the dehumanizing effects of technology, and the loss of genuine human connection.



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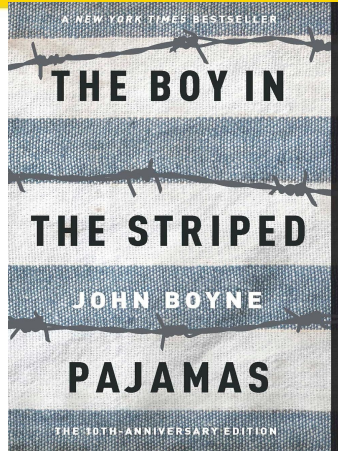
Positives

- Interesting ideas for rich discussion.
- Technology and consumerism in the future is an interesting theme.
- May be interesting for some students about the possibilities of the future.
- Dystopian text
- Futuristic slang and projected language to show the decline of human language.

Concerns

- Language - F***, S*** (approximately 150 times)
- Sexual content - (rubbing outside of clothes)
- Alcohol use
- “Mal” - drug use in the future
- Characters are unlikable
- Plot wanders
- Possible “cutting” in future

Recommendation: The committee is split on the recommendation. 1) Half recommend it for summer read only with Parent approval because of language, implied sexual content, alcohol and drug use. 2) Half do not recommend it for incoming grade 8 summer read.



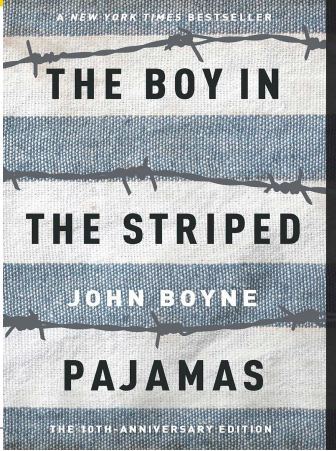
Grade 8:

***The Boy in the Striped Pajamas* by John Boyne**

This novel is recommended for use in Unit 5 of the StudySync ELA curriculum. The theme of Unit 5 is “Trying Times” and the Essential Question is: “Who are you in a crisis?”

Summary

This is a story of two young boys and an innocent friendship that develops during the Holocaust. Told through the perspective of a 9 year old, named Bruno, this novel tells the story of a family directly involved with the decisions of Auschwitz.



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Positives

- Well written to allow an 8th grade student to read
- Engaging
- Descriptive but not graphic
- Genuine friendship
- naivete/sheltered parent/child relationship
- Aligns with the theme and essential question

Concerns

- naivete
- Will students really understand the magnitude of the Holocaust?
- What are the teacher led-lessons along with the novel?
- There is controversy over the novel

Recommendation: We all liked it and think it is appropriate for 8th grade students.

ULTIMATE GUIDE
FOR MAKING
TOP GRADES
IN COLLEGE

THE MOST CONCISE GUIDE FOR YOUR COLLEGE SUCCESS
 WHAT MOST EXCELLENT STUDENTS DO TO GET A'S

KOOROSH NAGHSHINEH, Ph.D.

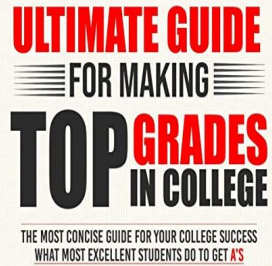
Grade 12:

***The Ultimate Guide for Making Top Grades in College* by Koorish Naghshineh**

This novel is recommended for use in Unit 4 of the myPerspectives ELA curriculum. The theme of Unit 4 is “Seeing Things New” and the Essential Question for this unit is: “Why are both vision and disillusion necessary?”

Summary

The real reason why most people don't make the grades they need, or become so disheartened that they drop out of college early, has nothing to do with the subject they're studying or their drive to succeed . . . It's because they lack essential study skills and inside knowledge. Written by a retired professor and department chair, this one-of-a-kind guide shines a light on all the little extras students can weave into their time at college . . . the extras many instructors are too busy to show their students.



KOORISH NAGHSHINEH, Ph.D.

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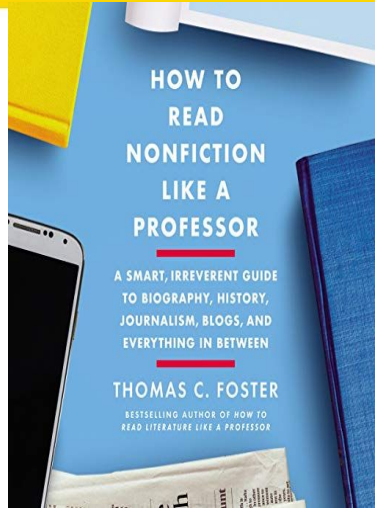
Positives

- simple, quick read
- could be good as early as middle school with study skills and AVID strategies
- contains valuable advice for students preparing to enter post-secondary education
- study skills resource that provides a general overview of the behaviors that support academic success

Concerns

- author recommends his website for additional materials that readers can use (website is accessible within SUSD)

Recommendation: Yes



Grade 11 (AP Language):

***How to Read Nonfiction Like a Professor* by Thomas C. Foster**

This novel offers advice for specific reading strategies in various genres from histories and biographies to science and technology to social media. Throughout, the emphasis will be on understanding writers' biases, interrogating claims, analyzing arguments, remaining wary of broad assertions and easy answers, and thinking critically about the written and spoken materials readers encounter.

Summary

After laying out general principles of reading nonfiction, this book offers advice for specific reading strategies in various genres from history and biography to science and technology to social media. Throughout, the emphasis is on understanding writers' biases, interrogating claims, analyzing arguments, remaining wary of broad assertions and easy answers, and thinking critically about the written and spoken materials readers encounter. It is up to readers to establish how accurate, how thorough, how fair material may be. . .

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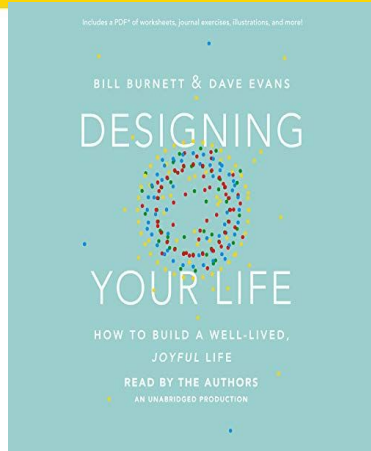
Positives

- Explores the historical contexts of nonfiction writing and reporting, keeping it interesting and well paced.
- Introduces four questions that need to be answered in a nonfiction text: problem, promise (solution), program (how), platform (evidence)

Concerns

- This book is riddled with the author's biases and full of broad assertions.
- Too basic
- has "a political ax to grind"
- Some readers may be turned off by some of the material related to politics and "fake news" phrase.
- writing is mocking and sarcastic at times

Recommendation: Our group was split.



Grade 12:

***Designing Your Life, How to Build a Well-Lived, Joyful Life* by Bill Burnett and David Evans**

This novel is recommended for use in Unit 4 of the myPerspectives ELA curriculum. The theme of Unit 4 is “See Things New” and the Essential Question for this unit is: “Why are both vision and disillusion necessary?”

Summary

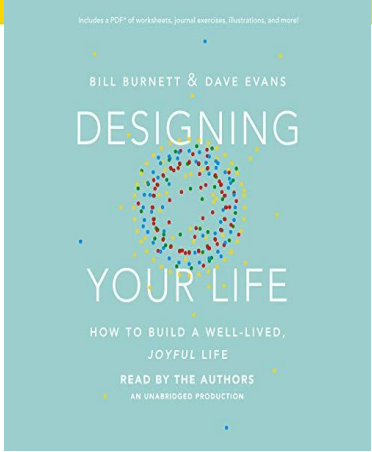
“Dysfunctional belief: If you are successful, you will be happy. Reframe thinking from Designing Your Life: True happiness comes from designing a life that works for you.”-From Designing Your Life book jacket

Designing Your Life by Bill Burnett and Dave Evans is a book that offers a practical and innovative approach to help individuals design a fulfilling and meaningful life. The authors, who are both Stanford University professors, draw upon their experiences in design thinking to guide readers through a process of self-reflection and exploration.

The book introduces the concept of "life design" and encourages readers to approach their lives as a design challenge. It emphasizes the importance of reframing problems, prototyping ideas, and iterating on solutions. The authors provide a range of tools and exercises to help readers identify their values, strengths, and passions, and to explore different possibilities for their future.

Throughout the book, Burnett and Evans share stories and insights from their own lives and from the lives of individuals they have worked with. They address common challenges such as finding purpose, navigating career transitions, and balancing work and personal life. The book also emphasizes the importance of embracing failure and taking risks in order to learn and grow.

Overall, *Designing Your Life* offers a practical and empowering approach to help individuals create a life that aligns with their values and brings them fulfillment. It encourages readers to approach life with a design mindset, embracing curiosity, experimentation, and resilience.”- from Magicschool.AI



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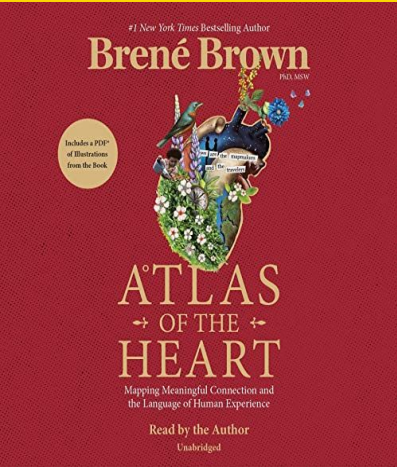
Positives

- Nothing objectionable in book
- Self-help book
- Might be useful in a college/career readiness class or AVID elective

Concerns

- Does not address English standards
- Does not address the overall Unit 4 (Poetry/Gulliver’s Travels?)

Recommendation: Approve, but recommend administrative approval (Yellow) since there appears to be no obvious relevance to the standards.



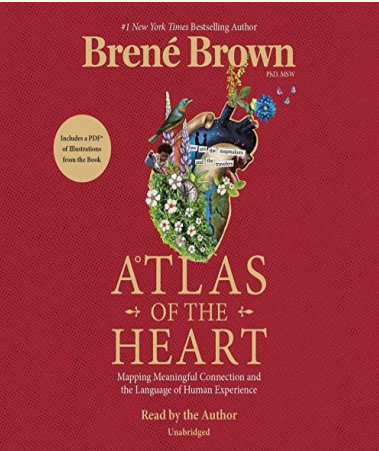
Grade 12:

***Atlas of the Heart* by Brené Brown**

This novel is recommended for use in Unit 3 of the myPerspectives ELA curriculum. The theme of Unit 3 is “Facing the Future, Confronting the Past” and the Essential Question for this unit is: “How do our attitudes toward the past and future shape our actions?”

Summary

Atlas of the Heart is a book by Brené Brown that explores the emotions and experiences that define what it means to be human. She identifies 87 distinct emotions, such as joy, grief, shame, and empathy, and maps them into 13 categories, such as connection, disconnection, power, and vulnerability. She also provides a framework for cultivating meaningful connection with ourselves and others, based on her research on courage, belonging, and resilience. Brown argues that if we want to find the way back to ourselves and one another, we need language and the grounded confidence to both tell our stories and to be stewards of the stories that we hear. She invites us to become mapmakers and travelers in our own lives, and to use the atlas of the heart as a guide to navigate the complex and sometimes confusing terrain of human experience.



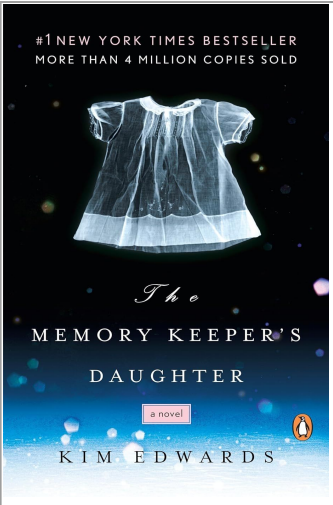
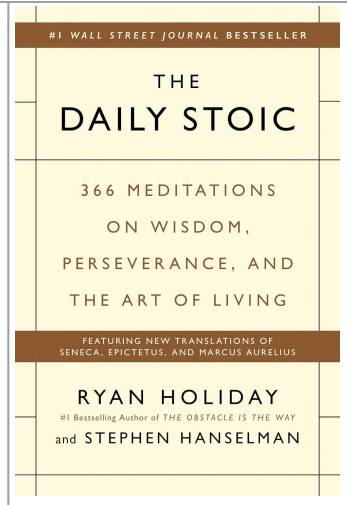
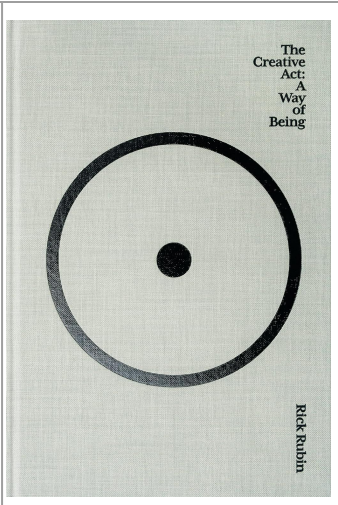
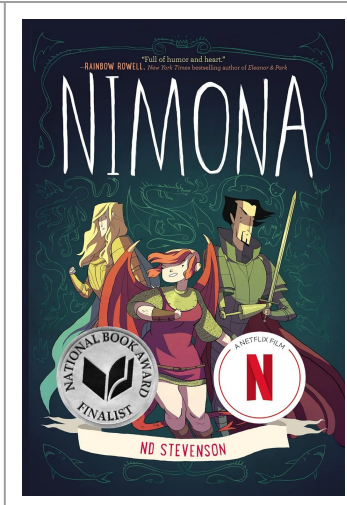
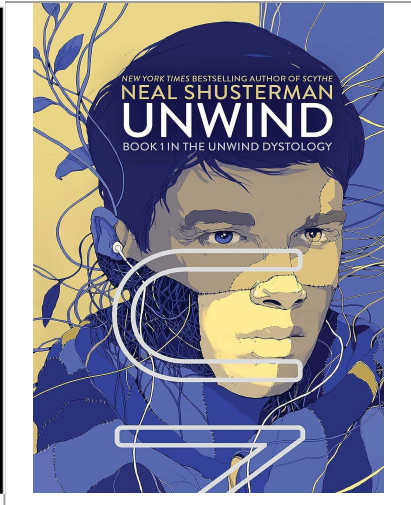
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Positives	Concerns
● Easy to read ● Relevant ● Addresses the essential question and supports the project	● This could trigger emotional issues in a teenager. Teacher should encourage kids to talk to her or school counselor and parents if they find that any of this material raises emotional issues for them.

Recommendation: Yes

Small Group Novels

						
Grade 12 - AP Literature: <i>The Memory Keeper's Daughter</i> by Kim Edwards	Grade 12 - College English: <i>The Daily Stoic</i> by Ryan Holiday	Grade 12 - College English: <i>The Creative Act: A Way of Being</i> by Rick Rubin	Grade 7: <i>Nimona</i> by Noelle Stevenson	Grade 10-12 Holocaust/Genocide: <i>The Birds Sang Eulogies: A Memoir</i> by Mirla Raz	Grade 8: <i>Unwind</i> by Neal Shusterman	

*Thank
you*



Next whole group meeting date:

December 14, 2023
5pm, MDA