

TEXT ADOPTION REQUEST
2020F3

Instructional Materials Committee

Text Title: *Zeitoun*

Author: Dave Eggers

Publisher: McSweeney's

Copyright Date: 2009

Course Title and Grade Level English 11

This text is: New XXXX Replacing (Title)

Number of Copies Needed 30 Unit Price \$7.64 (paperback)

This text is intended for use during 2015-16

I have taken the following steps to determine the suitability of the above text:

- (Yes) 1. I have read it and found that it meets the criteria of the district Instructional Materials Committee, including criteria for the elimination of sex bias. This is a mandatory step.
- (Yes) 2. I have compared it with these other available texts: We have compared it with a number of other young adult fiction selections. *Whale Talk, The Curious Incident*, and others.
- (Yes) 3. I have compared review of it with review of these other available texts:
- (Yes) 4. I have evaluated the reading level and found it averages about grade : 9
- (No) 5. I have used the text on a trial basis for about weeks, per district policy and the Curriculum Director's approval.
Annie has an English teaching colleague who uses the book at Eastside Catholic High School in Sammamish. Heather recently returned from a national conference for English teachers, and this book appeared on several presenters' lists of recommended reads for high school.
- () 6. Other

Text Selector Signature 

Date: 12-3-15

Approval dates

Principal or Dept. Head 

Date: 12-4-15

Instructional Materials Committee

Date:

Limitations:

Board of Directors Approval

Date:

Evaluated By: Annie Mongrain

Date: 11/6/15

Department: English

School: Woodland High School

Subject Area: English

Author: Dave Eggers

Title: *Zeitoun*

Publisher: McSweeney's

Copyright Date: 2009

Reading Level (Use Fry Readability Graph): 9th grade

Use extra sheet or back if necessary.

1. Will this material be the basic text or will it supplement the basic text? If it is supplementary, what is your basic text?

Zeitoun is a novel that will be used in Literature Circles, so students will be reading the text in small groups and having book discussions in those small groups. *Zeitoun* will be one of five possible reading selections students may make.

2. How did you become aware of this material?

Annie has an English teaching colleague who teaches the book in her junior English class at Eastside Catholic High School in Sammamish. Heather recently returned from a national conference for English teachers, and this book appeared on several presenters' lists of recommended reads for high school.

3. What other materials did you consider?

For this Unit, students will be given an option of five books to read, and will be put into groups based on their choice. The other options are *A Long Way Gone*, *The Help*, *The Road*, and *The Absolutely True Story of a Part-Time Indian*. *Zeitoun* was chosen because it gives students the option to read a non-fiction story about an event that happened in their lifetime.

4. In what ways is this material better than the other materials? (Text format, organization content, unbiased content concerning minorities and women, teacher's guide, workbooks, etc.)

This nonfiction story offers a detailed and personal view of Hurricane Katrina and the effects this natural disaster had on the city of New Orleans and its people. The main subject in this story is a selfless, hardworking man who is misunderstood as he tries to protect his property after the catastrophe – and who ends up jailed for several weeks in spite of having committed no crime.

5. How does this material fit the students learning objectives for the subject area?

Under the Common Core Standards, ELA teachers are working to provide a bigger selection of non-fiction texts to their students. This book advances this goal.

6. How does this material ensure continuity with the District's overall program?

All of the books included in this unit will prompt engaging circle discussions. This non fiction work would be a wonderful addition because it explores the aftermath of a natural disaster and also explores the issue of ethnic/racial prejudice and profiling.

Instructional Materials Committee Evaluation Form cont.

7. Bias content check list:

<u>Bias Content</u>	<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Non-App.</u>
1. Presents more than one view point of controversial issues.	Excellent				
2. Presents minorities realistically.	Excellent				
3. Includes contributions of minority authors.					XXXXXX
4. Presents non-stereotypic models	Excellent				
5. Facilitates the sharing of cultural differences.	Excellent				
6. Promotes the positive nature of differences	Excellent				
7. Includes the contributions, inventions, or discoveries of minorities.	Excellent				
8. Includes the contributions, inventions, or discoveries of women.	Good				
9. Presents minorities in a manner that promotes ethnic pride.	Excellent				
10. Facilitates an environment open to discovery and experimentation	Excellent				

