



SCHOOL DISTRICT NO. 73  
(Kamloops-Thompson)

## SD73 Resource Review



<b>Title</b>	<b>How to Ruin Your Life</b>
Author / Editor / Publisher	Carolyn McTighe
Copyright	2010
ISBN	978-0-88995-401-4
Recommended Grades	3-5

<b>GENRE / THEME</b> Indicate with an X all that apply.							
	Adventure		Fantasy		LGBTQ / SOGI	X	Realistic Fiction
	Anthology		Graphic Novel		Multiculturalism		Science Fiction
	Auto / Biography		Historical		Mystery / Suspense		Survival
X	Coming of Age	X	Humour / Satire		Narrative Poem		Other - a personal narrative
	Dystopia		Indigenous		Nonfiction		

<b>DESCRIPTION</b>
<p>PJ feels that her world is falling apart when her best-friend, Katie, beats her at a running race. PJ loses the title of fastest runner in fourth-grade to the highly unathletic Katie. This begins a spiral of jealousy, anger, mistrust amongst the pair.</p> <p>This novel delves into the tumultuous world of Grade 4 girls.</p>

<b>ADDITIONAL COMMENTS</b>
<p>This is a fast-read (101 pages) and is a high-interest, low-vocab (HIL) novel that is accessible for all.</p>

<b>BC CURRICULUM FIT</b> Indicate with an X all that apply.			
	Applied Design, Skills, and Technology		Languages (Core French, German, Japanese, Spanish, etc.)
	Arts Education		Mathematics
	Career Education	X	Physical and Health Education
X	English Language Arts		Science
	French Immersion Language Arts		Social Studies

<b>CORE COMPETENCY FIT</b> Indicate with an X all that apply.			
X	Communicating	X	Positive Personal and Cultural Identity
	Collaborating	X	Personal Awareness and Responsibility
	Creative Thinking	X	Social Awareness and Responsibility
X	Critical and Reflective Thinking		

<b>GENERAL CONTENT</b> To what extent does each apply? Indicate with E, M, S, or N. <u>E</u> xtensively <u>M</u> oderately <u>S</u> lightly <u>N</u> ot at all	
E	Is the content engaging, accurate, and current?
M	Does the text represent different perspectives? (e.g. male, female, LGBTQ, Aboriginal, diverse cultures, BC-context)
E	Does it show insight into the complexity of being human?
M	Does it broaden students' experiences and understandings?
E	Is the content appropriate for the emotional maturity of most students at the intended grade level?
E	Could most students at the intended grade level read this text with high accuracy and understanding?
M	Is the text well-suited to a teacher read aloud?
S	Is the text well-suited to whole-class study?
E	Is the text well-suited to literature circles?
E	Is the text well-suited to independent reading?

<b>DESIGN</b> To what extent does each apply? Indicate with E, M, S, N, or NA. <u>E</u> xtensively <u>M</u> oderately <u>S</u> lightly <u>N</u> ot at all <u>NA</u> pplicable	
E	Is the use of font, text size effective and uniform?
NA	Do the illustrations and/or text features enhance learning?
M	Are extraneous elements helpful? (e.g. preface, footnotes, glossary, extension activities)

<b>SOCIAL CONSIDERATIONS</b>		
Indicate if the treatment of the consideration is A, U, or NA. <u>A</u> cceptable <u>U</u> nacceptable <u>N</u> ot <u>A</u> pplicable		Comments/ Reasons/ References
A	Age	This book focuses on the complex dynamics of girls in grade 4.
A	Gender Roles	
NA	Aboriginal Peoples	
NA	Multiculturalism	
NA	Gender Identity / Sexual Orientation	
NA	Ability / Disability	
NA	Belief System	
NA	Social-Economic	
NA	Violence	
NA	Ethical / Legal	
A	Humour	The sheer nature of the trivial interactions between the characters is sometimes humorous and relatable.
NA	Safety	
A	Language	
NA	Sustainability	

<b>REVIEW COMPLETED</b>	
Date	February 2020