

Opt-out support  
*for*

**SAVVAS/myPerspectives CURRICULUM**

# MyPerspectives Curriculum

- Publisher: SAVVAS Learning Company
  - [www.SAVVAS.com](http://www.SAVVAS.com)
- Current 6-12 English Language Arts (ELA) Curriculum
- New Adoption 2023



# Curriculum Structure

**UNITS** - In Williamson County, the ELA school year is broken up into Units

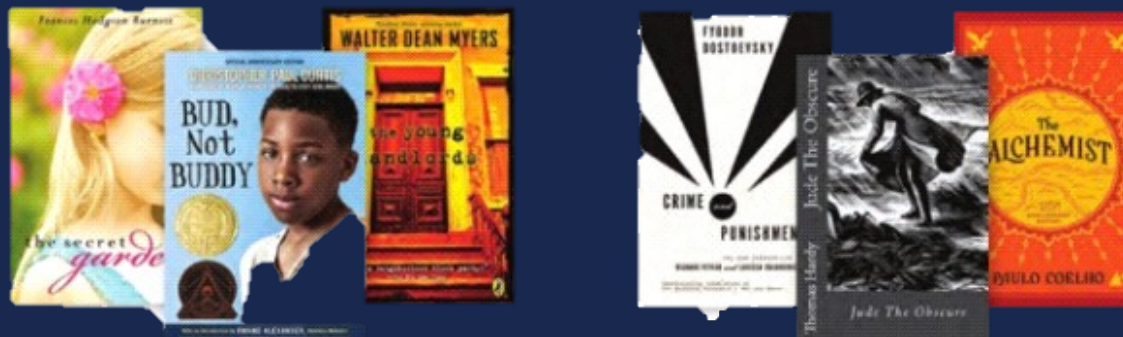
- Each unit is 4-5 weeks.
- Centered around specific "Essential Questions."
- Grades 6-8 have 5 distinct units
- 9-12 have 6 distinct units.

## ESSENTIAL QUESTIONS

- The "Essential Questions" are covered using both whole class learning and small group learning
- Focused on completing a student written Performance-Based Essay.
  - Media, blogs, films, multimedia, debates, and graphic novels and "Trade Books" are used over the course of each Unit.

## TRADE BOOKS/NOVELS

- Teachers can choose to add "Trade Book" into their Unit lessons.
- These "Trade Books" are aligned with each of the Essential Questions.
- Teachers are not required to use these books, nor are they restricted to the books on the myPerspectives list.



# Deep Dive/Content Consideration

## Our Dives objective

- To help inform parents
- To give parents insight and input into the novel's their children would be reading over the course of the school year. To do this we chose to concentrate on one aspect of the curriculum, specifically the "Trade Books".
- To help teachers
- By giving parents a place to find all relative information our hope was to also take some of the pressure off our teachers

## Our 4 Step process

- Collect a list of all the trade Books suggested by myPerspectives, purchase them and read them
- Write a summary of each book covering all grades 6-12
- Write detailed lists of possible content issues parents may have with the books "with noted page numbers".
- Create a page within our Website to share the information.

In doing this we hoped that when a child's 8th Grade Teacher mentions they are about to start reading, "Ender's Game," by Orson Scott Card, parents could find all relative information regarding the novel, and also obtain information on alternative "Trade Books" available that support the Essential Question and that has previously created Lesson plans in place.

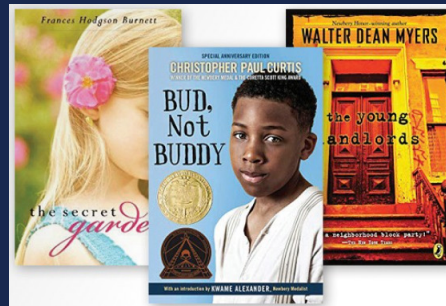
The ongoing results of our Content Consideration Team is available on our Website and in our corresponding OPT OUT Toolkits. One for each grade..

Please note the choice of wording "Ongoing" we choose to highlight this as this , as our collection is still a work in progress. Not all Trade-Books and Grades are complete, we continue to need support we need more readers to complete the entire Dive. It is a total of 117 books, 45 in Middle school across the 3 grades and 72 in High School across the 4 grades.

# Example Units for 6<sup>th</sup> Grade

## Grade 6

- Unit 1: Childhood: What are some of the challenges and triumphs of growing up?



## Grade 6

- Unit 2: Animal Allies: How can people and animals relate to each other?



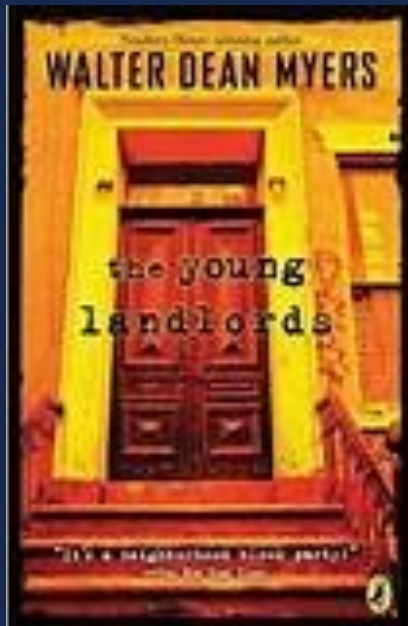
### NOTE:

Teachers can choose to add, "Trade Books," into their Unit lessons. These, "Trade Books," are aligned with each of the Essential Questions. Teachers are not required to use these books, nor are they restricted to the books on the myPerspectives list.

# Example “Trade Book” Report

## Grade 6

Unit 1: Childhood: What are some of the challenges and triumphs of growing up?



**TITLE: THE YOUNG LANDLORDS**  
**AUTHOR: Walter Dean Myers**

### SYNOPSIS:

A Harlem slum-lord sells a group of young teenagers a dilapidated building for a dollar. Their grand plan includes making a profit from rents all while making improvements to the building and tenants living conditions. They soon realize they are way over their heads and dreams of profits fade. An accountant volunteers his time to help them understand what it takes to manage a building. Much of the book entails addressing tenants' mundane complaints including a plugged-up toilet, uncovering the identity of a stereo equipment thief, and dealing with a nuisance dog attacking fire hydrants. They also hold rent and block parties to finance repairs. By the end of the story, the young landlords sell the building but agree to manage it. They learn a lot about how people live, how to work together, and that not all problems can be fixed.

### POSSIBLE CONCERNS

- 5- Mention of “dope”
- 12/13- Consider throwing a rock through a window. “We must show the oppressor that we, hate oppressed, can stick together and rise.”
- 17- Narrator discusses his father, “If he hit me or drank a lot I could really get on that.”
- 20- Mentions stealing and drinking
- 88- Discusses oppression/oppressive society
- 107- Discusses trial for murder and hanging
- 117/118- Justifies stealing
- 118- “There’s only two things to fight over, women and money.”
- 133- Mention of Arabs
- 134- A tenant has a heart attack and dies
- 150- Dream of being shot at with a gun, dying, sobbing after
- 163- Mention of alcohol and being “half bombed”
- 163/164- A forced kiss turns into a fight between the girl and boy
- 177- Kissing
- 186- “dope fiend”
- 193- Mention of an Arab...””That Arab just stole her pocketbook.”

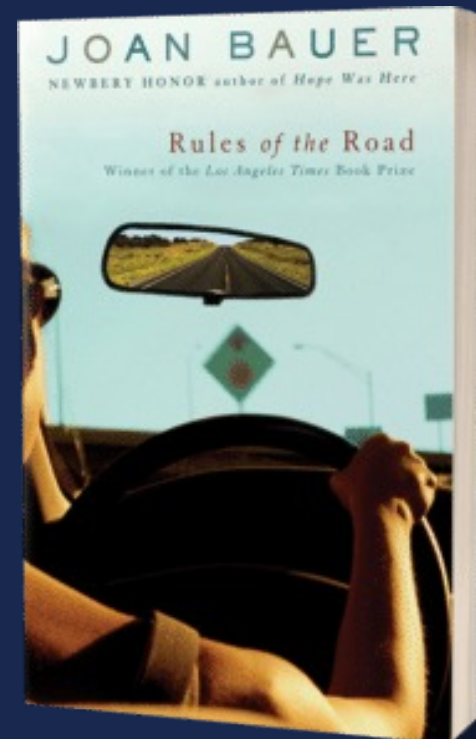
# Example “Trade Book” Report

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## Grade 8

Unit 1: Rites of Passage:

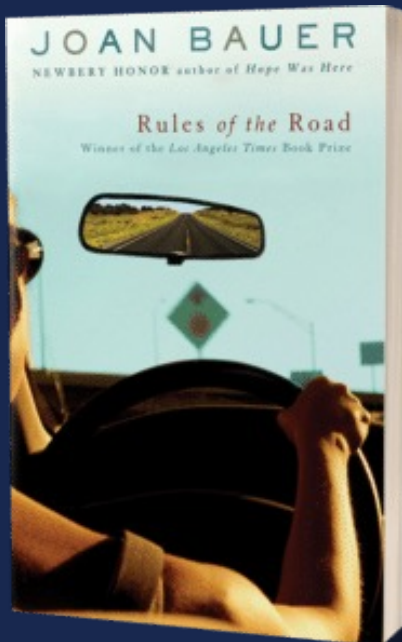
What are some milestones on the path to growing up?



# Example “Trade Book” Report

**TITLE: Rules of the Road**

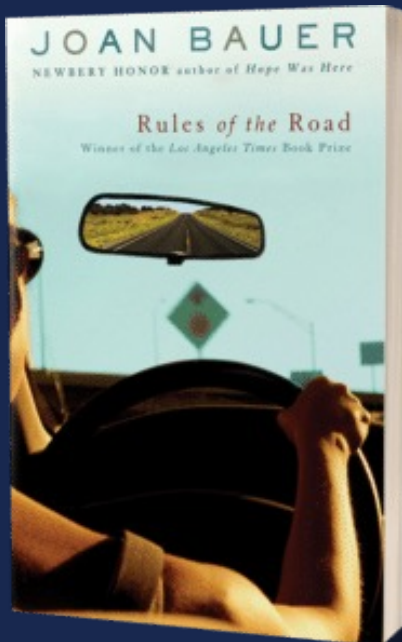
**AUTHOR: Joan Bauer**



A 16-year-old high school student, Jenna Boller, is the top salesperson for Gladstone Shoe Stores. Madeline Gladstone, the store’s owner, recognizes her great work, and offers Jenna a promotion. Jenna begins working with Mrs. Gladstone, traveling around the Chicago area visiting stores, analyzing layout improvements and helping with sales strategies. That summer, Madeline invites Jenna on a cross-country trip, from Chicago to Dallas, for the company’s annual meeting. Initially, Jenna declines because she’s very close to her grandmother, who suffers from Alzheimer’s, and doesn’t want to leave her. However, Jenna’s mother is gone and her father is an alcoholic. The trip will allow her to get away from home, where she feels lost and alone, and no longer feels safe. The job gives her purpose. Over the course of the road trip, Jenna and Mrs. Gladstone have several adventures, confide in each other, and learn more about themselves. Jenna demonstrates loyalty to Mrs. Gladstone, as an employee and friend, protecting her from the son who wants to force her into retirement so that he can sell the company. Much of Jenna’s driving time is spent recalling specific childhood memories of the times her father was drunk. After they return home from the trip, Jenna has a run in with her father when gets into the car with him after he’s been drinking. The police are called and he’s charged with drunk driving. Jenna gives him the ultimatum that, unless he gets sober, the relationship with her is over. At the end of the story, Jenna attempts to rationalize that the reason she was given an alcoholic father was to make her stronger, different and have the ability to say “no to the darkness”.



# Example “Trade Book” Report



## POSSIBLE CONCERNS:

- 4- Father isn't often around
- 5- Body image (weight gain), grades (blames teacher)
- 8- Alcoholic father
- 10- Alcoholic father, trauma
- 11- Therapy, alcoholism
- 13- Alcoholism, inner struggles, doubt
- 19- Self loathing "social zero"
- 40- Father phones intoxicated
- 47- "...built-in prejudice against teenage drivers."
- 62- Description of father making margaritas very exact, even when "bombed"
- 64- Alcoholic father, mention of father being "beat to a pulp" when he was a child
- 65- Mention of hanging by a rope
- 65/66- Dream of taking a shower where bourbon would come out of the faucet, not water, fear of drowning, waking up screaming
- 79/80- Memory of father coming home intoxicated, argument with mother, kicked a dent in refrigerator
- 88- Learned from her father that St Louis was the home of Budweiser Beer
- 98- "Never kill in public."
- 101- "Tough cahoonas"
- 109- Trying to be perfect so her father saw her as important. One night Jenna waited for him to come home, "What you looking at?" he shouted and then vomited on the rug. Daddy's home."
- 135- Dad calls drunk
- 155- Character in the book is hit and killed by a drunk driver
- 187- Dad calls drunk\
- 188/189- Father picks up Jenna and drives her in the car while he's drunk. She turns him in to the police where he was charged with drunk driving.
- 190- Jenna is struggling emotionally, states she hates her father
- 191- Memory of father drunk/hungover
- 192- Mother struggles with emotions, hate for husband, "swallowing the pain."
- 198/199- Jenna confronts her father about his drinking and how it's affected her, says if he does not get sober she will cut off all ties with him
- 200- Jenna believes the reason she had a father that was an alcoholic was "It made me strong, It made me different. It showed me how to say no to the darkness."

# What to Know about Opting Out



Only YOU can make the decision about what book/article(s) you are comfortable with your child reading. Before submitting any opt-out form or letter to your child's school, make sure you review our SAVVAS TRADE BOOK ANALYSIS that can be found on the [M4LWC WEBSITE](#). Along with doing your own due diligence to understand what the specific concerns you have with the texts and novels. Only opt out of the books that you DO NOT want taught to your child. We have scripted a letter, but you can write your own expanding on any information you have gathered. Every child's letter will be different, just like no two children are the same nor will their book selection be. What is appropriate for one child may not be for the next.

This process will involve both a letter to your Principal and a form with specific information in regard to what you are choosing to opt your child out of.

## Important points on using any letter/form:

- 1) Be sure to date your letter
- 2) Provide your email address in the letter so the school can follow up with you
- 3) Include your child's name, grade, teacher (if known), and school
- 4) If you have means to edit this form and plan to use this rather than a personal form -Delete the books from this form **you are allowing** your child to read.
- 4b) alternatively check the box next to the book/article **you do not** want your child to use
- 5) Sign, Print, Date

This is meant as a guide to help you opt-out of curriculum that you deem harmful or inappropriate to your child . Should you want to make any changes, you may do so as required to suit your needs.

# Letter to Your Principal



Date: \_\_\_\_\_  
Dear Principal \_\_\_\_\_:

Attached, you will find the parental opt-out for my child(ren): \_\_\_\_\_ for the school year \_\_\_\_\_.

Please add this to their school file and provide a copy to each of their teachers, including media center/librarians.

Please respond by email to confirm you have received this request AND let me know:

1. What alternative curriculum will be provided?
  - a. A lesson plan
  - b. Assignments that parallel what is happening in the classroom
  - c. Alternate, grade-level appropriate text, of sufficient scope, depth and comparable difficulty
2. Where my child(ren) will be placed for the alternative curriculum
3. Who will be supervising/teaching my child during alternative curriculum
4. I would like to see all assignments, including formative and summative assessments.
5. (Optional) How will my child's IEP / 504 plan required accommodations be met in this setting?

If you have questions, please reach out by email at

# Opt-Out Forms Grade 6



I DO NOT CONSENT to my child, \_\_\_\_\_, participating in the reading and discussion of the below books/articles and all of their associated lessons. I am requesting alternate academic instruction, during the same period. I request that this notification be included in the permanent file for my child as well as provided to any and all persons instructing my child during the \_\_\_\_\_ school year.

Instruction contrary to this notice, will lead to additional actions to protect my child. School: Books/Videos opting out of:

## GR 6/Unit 1: Childhood

ESSENTIAL QUESTION: What are some of the challenges and triumphs of growing up? WRITING / PERFORMANCE TASK MODE: Nonfiction Narrative

### TRADE BOOKS /ALIGNED NOVELS:

*The Secret Garden - Frances Hodgson Burnett*

*Bud, Not Buddy - Christopher Paul Curtis*

*The Young Landlords - Walter Dean Myers*

### LAUNCH TEXT:

Wagon Train at Dusk Joe Muniz Nonfiction Narrative • Lexile 740

### WHOLE CLASS LEARNING

Brown Girl Dreaming - Jacqueline Woodson- Memoir

Calvin and Hobbes Comic Strips: Ghosts, Do You like her? - Bill Watterson Comic

### SMALL GROUP LEARNING

Declaration of the Rights of the Child United Nations Public Document • Lexile 1380

Michaela DePrince: The War Orphan Who Became a Ballerina- William Kremer Magazine Article • Lexile 1040

from Bad Boy - Walter Dean Myers Memoir • Lexile 1000

I Was a Skinny - Tomboy Kid Alma Luz Villanueva Poem

### INDEPENDENT LEARNING

From Peter Pan - J.M. Barrie Novel Excerpt • 800

Oranges - Gary Soto Poem

The Boy Nobody Knew - Faith Ringgold Essay • 820

Raymond's Run- Toni Cade Bambara Short Story • 1200

Eleven- Sandra Cisneros Short Story • 980

# Online Resources

DOWNLOAD the OPT-OUT TOOLKIT

DOWNLOAD the OPT-OUT ZOOM CALL

## Resource Library

A collection of resources and tools to help educate and inform.



- |  |  |   |   |
|--|--|---|---|
| <br>Critical Race Theory (CRT)<br><a href="#">Learn More</a> | <br>Social Emotional Learning (SEL)<br><a href="#">Learn More</a>    | <br>Wit & Wisdom Curriculum<br><a href="#">Learn More</a> | <br>SAVVAS Curriculum (Trade Books)<br><a href="#">Learn More</a> |
| <br>Library Books<br><a href="#">Coming Soon</a>             | <br>Comprehensive Sex Education (CSE)<br><a href="#">Coming Soon</a> | <br>Gender Ideology<br><a href="#">Coming Soon</a>        | <br>Restorative Justice<br><a href="#">Coming Soon</a>            |

## OPT-OUT TOOL KITS



- |  |  |  |
|--|--|--|
| <br>Wit & Wisdom Curriculum (Elementary ELA Curriculum)<br><a href="#">Opt-Out Kit</a> | <br>Social Emotional Learning (SEL)<br><a href="#">Coming Soon</a> | <br>SAVVAS Curriculum (Trade Books) (MS/HS ELA)<br><a href="#">Coming Soon</a> |
| <br>Comprehensive Sex Education (CSE)<br><a href="#">Coming Soon</a>                   | <br>Student Surveys<br><a href="#">Coming Soon</a>                 | <br>Medical Releases<br><a href="#">Coming Soon</a>                            |



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[www.MomsforLibertyWC.org](http://www.MomsforLibertyWC.org)

*Thank You!*

 Moms for Liberty Williamson TN

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