



## COMMON CORE SUPPLEMENT

# Grade 6

Welcome to the Oak Meadow Common Core Supplement for 6th grade. These supplemental assignments are intended for schools and individuals who use Oak Meadow curriculum and who need to be in compliance with Common Core Standards. These supplements are intended to be used with the 2015 version of the Oak Meadow curriculum.

### Introduction

Oak Meadow provides a creative, flexible, and hands-on approach to the learning that meets the intellectual and developmental needs of our K-8 students. Our middle school curriculum is aimed at helping students understand their place in their community, country, and the larger world around them, and to gain a deeper understanding of the individuals, cultures, ideas, and events that have been a part of building our modern society. They also develop critical thinking, speaking, and writing skills that allow them to share their ideas and understanding effectively.

While our courses provide a compelling and complete learning experience, our program may not be in complete alignment with recent Common Core Standards in a few areas. After a rigorous analysis of all our courses, we have developed a series of supplements to accompany our materials for families and schools who utilize our curricula. These additions make our materials Common Core compliant. These Common Core additions are either stand-alone new lessons or add-ons to existing lessons. Where they fall in regard to the larger curriculum is clearly noted on each supplement lesson.

At the K-8 level, the primary reason for Oak Meadow's divergence from the Common Core in some areas is rooted in our philosophy and approach as well as the home-based nature of our program. One example of this is that we do not encourage our families to use electronics in the lower elementary level (K-4). Although many families choose to use technology at this level, our curriculum does not require online activity in academic tasks in grades K-4. Although online research and electronic tools are introduced in grades 5-6, they are presented as optional and not emphasized at this level. In grades 7-8, the use of online research and computer use is incorporated to a greater degree. An additional consideration is that, because we are a distance learning school, there are fewer opportunities for student-to-student collaboration, oral presentation, and group discussions and activities within the home setting. The majority of these assignment additions have been written to address the differences in our approach to the use of technology and the educational setting of our homeschooled students.

**Included in this supplement are the following:**

New reading, writing, speaking, and critical analysis assignments designed to be used with the existing Oak Meadow curriculum readings and materials.

## Grade 6—ELA Standards

### **CCSS.ELA-LITERACY.SL.6.1**

Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.6.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

#### CCSS.ELA-LITERACY.SL.6.1.B

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.6.1.C

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

#### CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

### **Addition for Social Studies Lesson 14**

In a small group, choose a god or goddess from *D'Aulaires' Book of Greek Myths*. Learn as much as you can about this god or goddess together. Then, randomly select the name of another god or goddess (your teacher can put names in a bowl or hat to choose from). As a group, create a comic strip, skit, or video about the two gods having an encounter of some kind. Feel free to make your skit or comic funny, serious, or exciting, but remember to keep the qualities of your god or goddess in mind. When you are finished, present your creation to your family or to the class.

## Addition to Social Studies Lesson 34

Choose your early explorer or pirate with a small group. Prepare a presentation about the person you selected. One or two people in your group should be in charge of writing about this person, and the other two should be in charge of creating a poster or other visual element that can be used in your presentation. Write a three question quiz based on your presentation. Then, present your explorer or pirate to the rest of the class or family. Be prepared for questions from the audience! When your presentation is over, give your quiz to the audience and see how well they were listening! Review the answers together as a group.

### General

There are many projects described in the curriculum that can be easily adapted for group work or presentation. Teachers are encouraged to use any of the extended projects within the curriculum as opportunities for group presentation and collaboration.

## Grade 6—Math

The following Common Core standards are not addressed in Grade 6 Math.

### **Expression and Equations: Represent and analyze quantitative relationships between dependent and independent variables.**

#### **CCSS.MATH.CONTENT.6.EE.C.9**

Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation  $d = 65t$  to represent the relationship between distance and time.

### **Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.**

#### **CCSS.MATH.CONTENT.6.G.A.1**

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

**CCSS.MATH.CONTENT.6.G.A.2**

Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas  $V = l w h$  and  $V = b h$  to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.

**CCSS.MATH.CONTENT.6.G.A.3**

Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

**CCSS.MATH.CONTENT.6.G.A.4**

Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

**Statistics and Probability: Develop understanding of statistical variability.****CCSS.MATH.CONTENT.6.SP.A.1**

Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.

**CCSS.MATH.CONTENT.6.SP.A.2**

Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

**CCSS.MATH.CONTENT.6.SP.A.3**

Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.

**Statistics and Probability: Summarize and describe distributions.****CCSS.MATH.CONTENT.6.SP.B.4**

Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

**CCSS.MATH.CONTENT.6.SP.B.5**

Summarize numerical data sets in relation to their context, such as by:

**CCSS.MATH.CONTENT.6.SP.B.5.A**

Reporting the number of observations.

**CCSS.MATH.CONTENT.6.SP.B.5.B**

Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

**CCSS.MATH.CONTENT.6.SP.B.5.C**

Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

**CCSS.MATH.CONTENT.6.SP.B.5.D**

Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.