



## COMMON CORE SUPPLEMENT

# Grade 8

Welcome to the Oak Meadow Common Core Supplement for 8th 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. This supplement is intended for use 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 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 schools that 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-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 more directly. 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 these two discrepancies related to our approach to technology usage 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 8 - ELA Standards

Not emphasized:

### CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.8.1.A

Come to discussions prepared, having read or researched material under study; 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.8.1.B

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

#### CCSS.ELA-LITERACY.SL.8.1.C

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

#### CCSS.ELA-LITERACY.SL.8.1.D

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### Addition to English Lessons 10–14

As you read the *The Lord of the Flies*, hold three or four literature circles in small groups as you are reading the book. When you meet with your group, discuss the chapters that you read, and try to make predictions about what will happen next. Each person in your group should have a role—*Summarizer*, *Questioner*, *Character Examiner*, *Vocabulary Finder*, *Illustrator*—and should come prepared to share their work when your group meets. Each time your group meets, you will change roles.

- The *Summarizer* does their best to summarize what happened in the chapters you read.
- The *Questioner* comes up with three focus questions for your group to discuss and will take notes during your discussion.

- The *Character Examiner* chooses two or three characters and discusses how they have changed and why they are important to the plot.
- The *Vocabulary Finder* will find a list of five to ten important words and define them for the group.
- The *Illustrator* will create two to three drawings from the section you read.

When you are finished with the book, discuss the answers for the combined essay together (although everyone will write their own essay). Discuss what you think would have happened if the boys had not been rescued when they did. Finally, write a reflection about how your group worked together.

### Addition for Civics Lesson 20

Hold a class debate about one of the following topics—the use of bail, suppression of evidence, or plea bargaining. If you have a large class, you can have small groups debate each topic.

With a partner or small group, learn as much as you can about your issue, and choose a side to defend. Then, write a persuasive argument defending your opinion. Remember that in debates, sometimes you will be asked to defend a side of an issue that isn't really your personal belief. The important thing is that you find several strong points to defend the perspective you are presenting.

You will use your persuasive argument as the foundation for your debate. Present your side of the argument as convincingly as you can to the rest of the class. Your teacher or another classmate will facilitate the debate by giving each person three minute time slots to talk. Then you will have an opportunity to “rebut” or respond to the argument of the other side. Try to convince the rest of the class to agree with your side of this issue. It can help to have the class watch a video of a debate, so everyone understands the format and structure of this type of discussion.

After the debate, have the audience write a paragraph about their own opinion of this topic. Did the debates change their mind? How?

### 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 8—Math

No supplements are needed.