Oak meadow
INDEPENDENTLEARNINGSINCE1975

COMMON CORE SUPPLEMENT

Grade 7

Welcome to the Oak Meadow Common Core Supplement for 7th grade. These supplemental assignments are intended for schools and individuals who use Oak Meadow curriculum and who need to follow Common Core Standards.

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 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 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.

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 students to use electronic devices in the lower elementary level (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.

Grade 7—ELA Standards

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.1.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.7.1.B

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

CCSS.ELA-LITERACY.SL.7.1.C

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

CCSS.ELA-LITERACY.SL.7.1.D

Acknowledge new information expressed by others and, when warranted, modify their own views.

Additions for Any English Lesson

- The class should be divided into small groups or partners. Each group should be assigned a part of a sentence—*articles, prepositional phrases, nouns, verbs, pronouns, adjectives, and adverbs*. Within your groups, make a list of examples of that part of speech. Write your examples on pieces of paper that are easy for the rest of the class to read. Each group should use a different color to write their examples. One person will get up in front of the class and begin a sentence with one of the words from their group. Then, other members from each group will stand up with words that could go within the sentence, and arrange themselves so that the sentence makes sense. It is okay if the sentence is silly, but it should be a correct, complete sentence. See how many examples from each group you can add to a sentence.

- With a partner, or in a small group, make a Venn diagram showing the differences and similarities between your life and the life of a story character. When you are finished, copy your diagram onto a large piece of poster board or paper. Add drawings or embellishments to your Venn diagram if you would like. Discuss your Venn Diagram with your class, family, or larger group.

Addition for Any World History Lesson

Choose a country to research in a small group or with a partner. Learn as much as you can about your country, and learn about the aspects of the country that might be most interesting to a visitor.

Pretend you will be traveling in this country for seven days. What sights or historical places would you visit and why? Write a five to ten entry "travel journal" about this imaginary trip and what you experienced. Use a map of your country to trace the route you will take on your trip. Remember to consider how far apart places are within your country, and how you can get from place to place. Create a poster, PowerPoint, or other creative presentation about your trip. Be creative—use local music, or create pretend "photos" from your trip. Did you learn any local words? Is there anything else you would have liked to do if you had more time? Present your "trip" to your class or your family.

General tip for group collaboration

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 7—Math

The following Common Core standards are not addressed in Grade 7 Math.

Statistics and Probability: Use random sampling to draw inferences about a population.

CCSS.MATH.CONTENT.7.SP.A.1

Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CCSS.MATH.CONTENT.7.SP.A.2

Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Statistics and Probability: Draw informal comparative inferences about two populations.

CCSS.MATH.CONTENT.7.SP.B.3

Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

CCSS.MATH.CONTENT.7.SP.B.4

Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Statistics and Probability: Investigate chance processes and develop, use, and evaluate probability models.

CCSS.MATH.CONTENT.7.SP.C.6

Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

CCSS.MATH.CONTENT.7.SP.C.7

Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.

CCSS.MATH.CONTENT.7.SP.C.7.B

Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

CCSS.MATH.CONTENT.7.SP.C.8

Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

CCSS.MATH.CONTENT.7.SP.C.8.B

Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.

CCSS.MATH.CONTENT.7.SP.C.8.C

Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?