



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 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 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.

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 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 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 Any English Lessons

For one or more literature units, 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 possible alternate endings if the characters had acted differently or events had unfolded in another way. Finally, write a reflection about how your group worked together.

Addition for Any Civics Lesson

Hold a class debate about any civics topics, such as the use of bail, mandatory registration with selective service for males but not for females, civil disobedience or passive resistance, 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?

Grade 8—Math

No supplements are needed.