



Hancock Central School District Essential Standards

| Grade | Subject | Semester Semester 1 | Team Members | | |
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| Standard/Target From most current NYS CCLS in ELA, Mathematics, or Literacy or NYS Learning Standards in student-friendly language | Rigor Rubric Language of Proficiency | Prerequisite Skills | When Taught Date, Week, Month, or Module/Lesson/Unit | Sample Assessment Items Exit ticket, MC item(s), short or extended response | Extension Standards |
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| <p>Reading in History 6-8 RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Given a source,</p> <ol style="list-style-type: none"> a. I can distinguish primary from secondary. b. I can find the central idea or information. c. I can accurately summarize the | <p>Correctly identifies sources as primary/secondary</p> <p>Accurately restates the central idea/information.</p> <p>Develops an accurate summary unbiased with prior knowledge/opinion.</p> | | | <p><u>Extended Response:</u> Read Text A and Text B. In a well-developed essay,</p> <ul style="list-style-type: none"> • Identify each source as primary or secondary • Summarize each source with accurate details • Be sure to include the central idea of each source. <p>Text A: Text B:</p> | |

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| information separate from what I knew or believed before. | | | | Exit Ticket: Describe the difference between a primary and secondary source. | |
| Mathematics 8.NS.A.1 Understand informally that every number has a decimal expansion; the rational numbers are those with decimal expansions that terminate in 0s or eventually repeat. Know that other numbers are called irrational. I can define rational numbers and give examples. I can explain why a number is irrational. | Accurately defines rational number as one with a decimal expansion that terminates in 0 or repeats. Correctly distinguishes between rational and irrational numbers with 80% accuracy. | | | Exit Ticket(s): Given the following numbers, sort by rational and irrational. Define rational number. Give 5 examples. | |

Working in collaborative teams, examine all relevant documents—state standards, district power standards—then apply the criteria of endurance, leverage, and readiness to determine which standards are essential for all students to master. Remember less is more. For each standard selected, complete the remaining columns. Complete this chart by the second or third week of each instructional semester.