



North Carolina Essential Standards Draft 3.0 Guidance

Note on Numbering/Strands: S1: Socio-Emotional (SE) and S2: Cognitive (C)

PROGRESSING

Socio-Emotional

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
P.SE.1	Understand the meaning and importance of personal responsibility.	P.SE.1.1	Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.	<p>You have been divided into groups in your class. As a group leader, you made the team assignments, but one member is not joining the group and fulfilling his duties.</p> <ul style="list-style-type: none"> • What approach would you use to address this student? • Identify how this student’s actions are affecting others in the group. • What examples can you give to show the student is not being responsible? • Develop an action plan as a group that would help everyone be involved.
		P.SE.1.2	Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).	
P.SE.2	Understand the relationship between self and others in the broader world.	P.SE.2.1	Interpret the meaning of self-concept.	<p>P.SE.2: Two of your friends who were once friends with each other are having a dispute over the ownership of a video game they jointly purchased.</p> <ul style="list-style-type: none"> • As a friend of both, identify potential problems and solutions for this situation.
		P.SE.2.2	Explain how understanding differences among people can increase self-understanding.	

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
		P.SE.2.3	Use responsible risk-taking behaviors to support positive relationship building.	<ul style="list-style-type: none"> • Implement a plan that you feel would be fair to both friends. • How would you apply what you know about each friend in developing a solution?
P.SE.3	Use communication strategies effectively for a variety of purposes and audiences.	P.SE.3.1	Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.	P.SE.3: You are giving a class presentation when you notice that most students are not paying attention. Each presentation was recorded, which permits you to review your performance and the audience’s responses. <ul style="list-style-type: none"> • What elements of your presentation would you review for change? • Model effective body language that helps to engage listeners. • Identify someone that you enjoy listening to and apply the traits that person uses to keep the audience engaged.
		P.SE.3.2	Explain how body language and vocal expression affect the effectiveness of communication.	
		P.SE.3.3	Use communication skills that build and sustain relationships with a wide range of people.	

Cognitive

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
P.C.1	Use creative strategies to make decisions and solve problems.	P.C.1.1	Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.	<p>P.C.1: You have a reading assignment, and, once again, as you read, you realize that you do not fully understand what you are reading. You are feeling left behind and as if no one understands you. You are frustrated to the point of giving up.</p> <ul style="list-style-type: none"> • What changes could you make in your approach to reading the assignment? • Experiment with several verbal and non-verbal ways of signaling others that you do not understand. • Identify any reasons you see as to why you do not understand what you read. • Develop a plan with three changes you could make while reading your next assignment.
		P.C.1.2	Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.	
P.C.2	Use analytical strategies to understand situations.	P.C.2.1	Analyze long-term assignments (e.g., projects, research papers) to determine the most appropriate strategies to use to complete the assignment.	<p>P.C.2.1: Your teacher tells the class that each student will have to make a report (that is, write an essay) based on the following prompt. “You and your friend constantly surf through the Internet in search of information, but use different search engines. You need to compare Google and Yahoo to determine if either engine is superior.” The deadline for this project is three weeks away.</p> <ul style="list-style-type: none"> • With only three weeks for completing this project, identify your strengths and habits that will help to make this assignment as less stressful as possible. • Construct a timeline for completing the project on time with the least disruption to your daily life. • Identify the parts of the project so you can prioritize each section and assign the appropriate time needed for its successful completion on time.
		P.C.2.2	Use time management and task management skills to complete academic work of high quality on time.	