



North Carolina Essential Standards Draft 3.0 Guidance

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

INDEPENDENT

Socio-Emotional

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
I.SE.1	Understand the meaning and importance of personal responsibility.	I.SE.1.1	Explain the role of personal responsibility in leadership.	I.SE.1: Your classmate who is the class representative has a reputation for not being honest with people and not following through on promises. He has asked you to chair a committee to examine the school’s discipline code. You are undecided how to answer because of his reputation. <ul style="list-style-type: none"> Explain your decision in terms of personal responsibility and leadership. Predict your classmate’s reaction to your decision. How would you define your decision while maintaining a positive relationship with your classmate?
		I.SE.1.2	Integrate personal responsibility into the way you live your life on a daily basis.	
I.SE.2	Understand the relationship between self and others in the broader world.	I.SE.2.1	Exemplify how “peer pressure” can be both a negative and positive influence.	After a school dance, you are hanging with several friends when two of them begin smoking. After you “scold” them about smoking, they tell you to shut up and begin walking away from you. <ul style="list-style-type: none"> What could you have done differently to minimize
		I.SE.2.2	Evaluate one’s own behaviors in a variety of situations, making adjustments as needed to produce more positive results.	

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
		I.SE.2.3	Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.	<p>the negative reaction of your friends?</p> <ul style="list-style-type: none"> • How would you adapt your approach to their smoking to achieve a different outcome? • Can you formulate a theory as to why your friends choose to smoke?
I.SE.3	Use communication strategies effectively for a variety of purposes and audiences.	I.SE.3.1	Use communication strategies to take and defend a stand on controversial issues.	<p>I.SE.3: As part of a science project, you decide to give a presentation on the importance of and relationship between healthy eating and childhood obesity to your class and a similar presentation to a local civic group.</p> <ul style="list-style-type: none"> • Design a technological component to enhance your presentation. • How would you formulate your thoughts for a student audience versus an adult audience? • What facts or information would you use to support each presentation?
		I.SE.3.2	Use communication strategies that emphasize clarity and precision to achieve desired outcomes.	

Cognitive

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
I.C.1	Use creative strategies to make decisions and solve problems.	I.C.1.1	Design new strategies by making modifications to previously used strategies.	<p>I.C.1: Many states are making it illegal to text while driving. Still, many people, particularly young people, continue to do.</p> <ul style="list-style-type: none"> • Design a public awareness plan for educating your classmates about the dangers and consequences of texting while driving. • What influences your views on texting while driving?
		I.C.1.2	Generate ideas for solving novel problems that are based on previous experience and the results of internet research.	

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
				<ul style="list-style-type: none"> • What data did you use to draw conclusions about the effects of texting while driving on driving skills and awareness? • Elaborate about how a person’s actions of texting while driving could affect others.
I.C.2	Use analytical strategies to understand situations and make appropriate decisions.	I.C.2.1	Compare analytical methods across subject areas (e.g., the scientific method versus geometric proof versus literary analysis).	I.C.2: You conclude that your learning style is very different from your teacher’s teaching style. <ul style="list-style-type: none"> • How does your perception of the teacher and that teacher’s teaching style impact your academic progress in that class? • How can you adapt your learning style to better fit the teacher’s teaching style? • Can you purpose a compromise that will still allow the teacher to follow his or her preferred teaching style but that will also allow you to learn more effectively? • Provide any examples you know on how the integration of diverse methods of teaching and learning can have a positive effect on society and the learner.
I.C.2.2	Use past experiences and general information to make decisions in a variety of situations.			

Revised February 2011