



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 team assignments, but one member is not joining the duties.</p> <ul style="list-style-type: none"> What approach would you use to address this Identify how this student's actions are affecting What examples can you give to show the stud Develop an action plan as a group that would
		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 over the ownership of a video game they jointly purchased</p> <ul style="list-style-type: none"> As a friend of both, identify potential problem situation. Implement a plan that you feel would be fair t How would you apply what you know about c solution?
		P.SE.2.2	Explain how understanding differences among people can increase self-understanding.	
		P.SE.2.3	Use responsible risk-taking behaviors to support positive relationship building.	
P.SE.3	Use communication strategies effectively for a variety of	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 not paying attention. Each presentation was recorded, which performance and the audience's responses.