



## North Carolina Essential Standards Draft 3.0 Guidance

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

### EARLY EMERGENT/EMERGENT

#### Socio-Emotional

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
EEE.SE.1	Understand the meaning and importance of personal responsibility.	EEE.SE.1.1	Contrast appropriate and inappropriate physical contact.	<p>EEE.SE.1.1: A student keeps purposefully bumping into you each time that student sees you. This behavior is now making you uncomfortable.</p> <ul style="list-style-type: none"> <li>Explain how you can approach this student and express how this behavior makes you feel.</li> <li>Demonstrate to me what you consider to be your “personal space.”</li> <li>Role play with me how you can approach and talk with this student about your “personal space.”</li> </ul>
		EEE.SE.1.2	Illustrate personal responsibility in a variety of settings and situations.	
EEE.SE.2	Understand the relationship between self and others in the broader world.	EEE.SE.2.1	Contrast the influence of self and others in relationship building.	<p>EEE.SE.2 Imagine that you transfer to a school in which there are no rules: Everyone is late to class, everyone cheats, everyone is lazy, and no one assumes personal responsibility.</p> <ul style="list-style-type: none"> <li>Compare and contrast your ability to learn in this new environment in contrast to a school with more structured expectations.</li> <li>Summarize how students are likely to behave in</li> </ul>
		EEE.SE.2.2	Explain why it is important to follow rules in order to build relationships.	
		EEE.SE.2.3	Explain why responsibility, dependability, punctuality, integrity, and effort are important in all aspects of life.	