



North Carolina Essential Standards Draft 3.0 Guidance

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

READINESS/EXPLORATORY/DISCOVERY

Socio-Emotional

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment Assessment Prototypes
RED.SE.1	Understand the meaning and importance of personal responsibility.	RED.SE.1.1	Understand the importance of self-control and responsibility.	RED.SE.1: Your best friend tells a lie about you to several of your friends. <ul style="list-style-type: none"> Describe how this makes you feel. Draw a picture showing how this made you feel. List three (3) things you can do in this situation to help you control your emotions.
		RED.SE.1.2	Identify ways of controlling emotional states, feelings, and moods.	
		RED.SE.1.3	Contrast rights and responsibilities.	
RED.SE.2	Understand the relationship between self and others in the broader world.	RED.SE.2.1	Identify ways of making and keeping friends.	RED.SE.2: A new student enrolls in your school, coming from a different country. His dress and look are very different from yours. <ul style="list-style-type: none"> Match three (3) traits/commonalities you and the new student share. Choose four (4) positive words you could use to describe the new student. When would be a good time for you to introduce yourself and welcome the new student to your class?
		RED.SE.2.2	Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).	

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Readiness/Exploratory/Discovery Proficiency Level

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment Assessment Prototypes
				<ul style="list-style-type: none"> Describe the three (3) most important things about being a student at this school you feel are most important to share with the new student. Recall how you felt on your first day at this school, and identify three (3) things that happened that made you feel safe and welcome.
RED.SE.3	Use communication strategies effectively for a variety of purposes and audiences.	RED.SE.3.1	Use oral/written communication skills to share information with others.	RED.SE.3: It is the beginning of school, and your teacher has asked the class to help him or her write a set of class expectations for the year. <ul style="list-style-type: none"> List two (2) expectations you feel are important to be included. Tell me three (3) rules that you are now following at home which might be appropriate for the classroom. Recall and share three (3) non-verbal cues you can display to show active listening.
		RED.SE.3.2	Use non-verbal communication skills to share information with others.	

Cognitive

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment Assessment Prototypes
RED.C.1	Use creative strategies to make decisions and solve problems.	RED.C.1.1	Identify problems that you have encountered or are likely to encounter.	RED.C.1: Your best friend has asked you to let him or her copy your homework. <ul style="list-style-type: none"> Name three (3) reasons why this is a bad choice to make. Tell me how you would tell your friend you feel this is a bad idea and one you should
		RED.C.1.2	Identify creative strategies and non-creative strategies.	

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Readiness/Exploratory/Discovery Proficiency Level

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment Assessment Prototypes
				<p>not participate in.</p> <ul style="list-style-type: none"> Identify three (3) people in your life with whom you could discuss this issue and from whom you could ask for advice.
RED.C.2	Use analytical strategies to better understand situations and make appropriate decisions.	RED.C.2.1	Identify situations from your daily life in terms of problems and solution strategies.	<p>RED.C.2.1: A student reads excerpts from a book that contains both problems and solutions strategies.</p> <ul style="list-style-type: none"> Have the student identify a problem from the reading. Have the student tell why the situation selected is a problem. Have the student describe three (3) strategies he or she could use to solve the identified problem. Do any characters in the excerpt use peer pressure as a tactic?
		RED.C.2.2	Recognize situations in which peer pressure is influencing decisions.	

This information was developed by the School Counselor RBT Revision Committee on February 15-16, 2011, after reviewing Dr. Lorin Anderson's written feedback to the previous draft.

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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"> Explain how you can approach this student and express how this behavior makes you feel. Demonstrate to me what you consider to be your “personal space.” Role play with me how you can approach and talk with this student about your “personal space.”
		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"> Compare and contrast your ability to learn in this new environment in contrast to a school with more structured expectations. Summarize how students are likely to behave in
		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.	

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
				<p>the new environment.</p> <ul style="list-style-type: none"> • Illustrate, if you can, how this new environment would affect your ability to relate to others.
EEE.SE.3	Use communication strategies effectively for a variety of purposes and audiences.	EEE.SE.3.1	Use written communication strategies and techniques in communication to share ideas and information with others.	<p>EEE.SE.3: At a recent school meeting, parents and teachers have discussed whether there should be a dress code in the school.</p> <ul style="list-style-type: none"> • Illustrate what you feel is appropriate dress for school. • Write a note to your school principal explaining you opinions about appropriate dress. • Outline your major points which support your opinions on appropriate dress.
		EEE.SE.3.2	Summarize written communications in order to share ideas and information with others in five (5) minutes.	

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EEE.C.1	Use creative strategies to solve problems.	EEE.C.1.1	Create strategies for solving problems that have been problems for some time.	<p>EEE.C.1: Tom Awful is a bully. You have tried several times to stop him from bullying others, but all your efforts have failed. You need to come up with something new and different.</p> <ul style="list-style-type: none"> • Try to explain what happened when you used your initial efforts to address Tom's bullying. • Based on what you know about Tom Awful, interpret why you feel he bullies. • Summarize the attempts you used in dealing with his bullying. • Demonstrate a new and more creative strategy you can use to communicate more effectively with Tom.
		EEE.C.1.2	Use creative strategies to achieve academic, personal, social, and professional goals.	

EEE.C.2	Use analytical strategies to understand situations.	EEE.C.2.1	Analyze problems in terms of the academic, social, personal, and career information needed to solve them.	<p>EEE.C.2: You believe that homework is “stupid” and a “waste of time.” At the same time, however, you know that your grade in the class will be lowered if you do not complete and submit your homework.</p> <ul style="list-style-type: none"> • Outline the options you have to solve this problem. • Compare the outcomes of not doing the assigned homework versus trying to complete and to submit the homework. • Explain, if you can, the importance of completing and submitting your homework as a means of helping you to learn and to grow.
		EEE.C.2.2	Apply critical thinking skills systematically to solve problems and make decisions.	
		EEE.C.2.3	Predict the consequences of applying analytic strategies in terms of whether they are likely to be positive or negative.	

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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.

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
	purposes and audiences.	P.SE.3.2	Explain how body language and vocal expression affect the effectiveness of communication.	<ul style="list-style-type: none"> What elements of your presentation would you use to engage the audience? Model effective body language that helps to engage the audience. Identify someone that you enjoy listening to and explain how that person uses to keep the audience engaged.
		P.SE.3.3	Use communication skills that build and sustain relationships with a wide range of people.	

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	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, you do not fully understand what you are reading. You are frustrated because 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? Experiment with several verbal and non-verbal strategies that you do not understand. Identify any reasons you see as to why you do not understand the reading. Develop a plan with three changes you could make for 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 write an essay based on the following prompt: “You and your friend constantly surf through the Internet and use different search engines. You need to compare Google and Bing to determine which engine is superior.” The deadline for this project is one week.</p> <ul style="list-style-type: none"> With only three weeks for completing this project, how can you manage your time and tasks to complete the project on time?
		P.C.2.2	Use time management and task management	

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
			skills to complete academic work of high quality on time.	<p>habits that will help to make this assignment as le</p> <ul style="list-style-type: none"> • Construct a timeline for completing the project on to your daily life. • Identify the parts of the project so you can prioritize appropriate time needed for its successful comple

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EARLY INDEPENDENT

Socio-Emotional

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
EI.SE.1	Understand the meaning and importance of personal responsibility.	EI.SE.1.1	Explain the impact of personal responsibility on others.	EI.SE.1: You are with two friends when a third friend asks you to steal an item off the lunch line. <ul style="list-style-type: none">• How would you categorize this behavior (stealing)?• What function will your personal values play in your decision making about this request?• Analyze how your decision in this matter could affect your future.
		EI.SE.1.2	Contrast rights, privileges, and responsibilities.	
EI.SE.2	Understand the relationship between self and others in the broader world.	EI.SE.2.1	Exemplify respect for individual and cultural differences.	EI.SE.2: You are invited to have dinner at a classmate's home. The classmate's family recently emigrated from the Middle East. This family probably will share its cultural and religious beliefs and practices with you during this home visit and dinner. <ul style="list-style-type: none">• Justify your decision to accept or not to accept this invitation.• Assess, if you can, the value or importance to this family and to you of accepting this invitation.• What can you say and/or do during dinner to
		EI.SE.2.2	Understand the importance of dependability, productivity, and initiative when working with others.	

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
				show respect for your classmate and his family without violating the integrity of your own beliefs and practices?
EL.SE.3	Use communication strategies to share information effectively for a variety of purposes and audiences.	EL.SE.3.1	Use communication strategies that are appropriate for the situation and setting.	EL.SE.3: You and your best friend are in the same classes. You and your friend are now not speaking to each other. You cannot get into another class, so you must see this person each day in class. <ul style="list-style-type: none"> List three (3) conflict management strategies you might use in this situation. Predict what you think the outcome of using the strategies you have chosen might be. What could you and your friend possibly do to achieve reconciliation? Why is it important for you and your friend to at least respect each other?
		EL.SE.3.2	Use conflict management skills to achieve desired outcomes.	

Cognitive

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
EL.C.1	Use creative strategies to make decisions and solve problems.	EL.C.1.1	Analyze solution strategies in terms of assumptions and biases.	EL.C.1: About the third week of school, you realize that you have overextended yourself. You are playing a sport, participating in two to three additional extra curricular activities at school, volunteering in your
		EL.C.1.2	Create new and different ways of achieving long-term goals.	

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
		EI.C.1.3	Evaluate the effectiveness of creative strategies in solving problems, making adjustments as necessary.	community, and completing your chores at home. <ul style="list-style-type: none"> What are some potential consequences if you continue with this schedule? Select three (3) possible strategies you could use to develop a workable solution. Describe briefly how you would evaluate the effectiveness of each proposed solution.
EI.C.2	Use analytical strategies to understand situations and make appropriate decisions.	EI.C.2.1	Use analytic strategies appropriately in the areas of career planning, course selection, and career transitions.	EI.C.2: You are not sure what you want to do when you grow up. However, your parents and teachers are pushing you to identify a career interest. <ul style="list-style-type: none"> Examine what three (3) people in close relationship to you do for a living and list those parts of each career that interest you. Identify as many resources that are available to you to explore possible career options. Distinguish the difference between a job and a career and use these factors in your exploration.
		EI.C.2.2	Evaluate the effectiveness of analytic strategies in solving problems, making adjustments as necessary.	

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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 the negative reaction of your friends?• How would you adapt your approach to their smoking to achieve a different outcome?
		I.SE.2.2	Evaluate one's own behaviors in a variety of situations, making adjustments as needed to produce more positive results.	
		I.SE.2.3	Explain the impact of self-direction, initiative, and self-control on	

	Essential Standard	Clarifying Objectives		Prototypical Performance Assessment
			interpersonal relationships.	<ul style="list-style-type: none"> 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.	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. <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.	I.C.1: Many states are making it illegal to text while driving. Still, many people, particularly young people, continue to do. <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? What data did you use to draw conclusions about the effects of texting while driving on driving skills and awareness?
		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"> 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.	

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GUIDANCE ESSENTIAL STANDARDS PROFICIENCY GRID (Revised April 1, 2010)

Readiness/Exploratory/Discovery – Explored and sporadically demonstrated

Early Emergent/Emergent – Occasionally demonstrated by acquiring and integrating knowledge through application

Progressing – Frequently demonstrated by extending and refining learning through analysis

Early Independent – Occasionally demonstrated by synthesizing and evaluating knowledge meaningfully

Independent – Consistently demonstrated by synthesizing and evaluating knowledge

STRANDS	STRATEGIES	Readiness/Exploratory/Discovery	Early Emergent/Emergent	Progressing	Early Independent	Independent
SOCIO-EMOTIONAL	Intrapersonal	I can understand the relationships among rules, safety, and the protection of individual rights. I can identify strategies that can be used to control emotions, feelings, and moods.	I can understand differences between appropriate and inappropriate physical contact. I can use self-control strategies in difficult situations.	I can understand how to set boundaries that maintain personal rights and privacy. I can use self-determination strategies to build independence (e.g., work habits, personal productivity, and leadership).	I can predict the likely impact of personal responsibility on self and others. I can use strategies that solve identified problems and lead to reasonable, defensible decisions.	I can evaluate decisions in terms of whether they enhance personal efficacy, while protecting the rights of others. I can use coping strategies to manage difficult situations effectively.
	Interpersonal	I can compare people in terms of both similarities and differences. I can identify behaviors that support positive relationship building (e.g., managing impulsivity, being adaptable and flexible).	I can compare myself with others in terms of similarities and differences. I can understand the importance of following rules in order to build and sustain relationships.	I can understand how comparing myself with others can increase self-understanding. I can understand how to use similarities and differences among people to build and sustain relationships.	I can use behaviors that demonstrate respect for individual and cultural differences. I can understand the importance of dependability, initiative, and productivity in building and sustaining relationships in school, at home, and at work.	I can evaluate situational behaviors in terms of whether they would likely promote positive or negative relationships. I can use self-direction, initiative, and self-control to build and sustain positive interpersonal behaviors.
	Communication	I can understand the major components of effective communication: speaking, listening, and nonverbal behaviors. I can use clear oral and written communication to share ideas and information with others.	I can use appropriate resources to gather information needed to aid and support communication. I can use communication strategies that incorporate gathered information and are appropriate for particular audiences.	I can explain how body language and expressions affect interpersonal relationships. I can use communication strategies that build and sustain diverse relationships.	I can analyze situations in terms of the communication strategies that would be most appropriate. I can use conflict management strategies to achieve desired results.	I can evaluate the effectiveness of communication strategies based on audience responses and reactions. I can use responsible risk-taking communication strategies, both written and verbal, to meet the demands of a changing society.
COGNITIVE	Creative Thinking	I can understand how to form categories based on the attributes of objects (e.g., shape, color, texture). I can understand the meaning and importance of opposites and antonyms.	Under Construction-Available in Draft 2.0	Under Construction-Available in Draft 2.0	I can use multiple strategies to achieve a desired result. I can understand the impact of biases and assumptions on creative thinking.	I can monitor my thinking using past experiences, questions, and data, making adjustments as necessary. I can analyze a variety of problems and situations in order to develop possible solution strategies and outcomes for each.
	Analytical Thinking	I can identify patterns in objects, people, behaviors, and careers. I can understand how and when peer pressure influences personal decisions.	I can use appropriate strategies to locate relevant academic, social, personal, and career information. I can use time and task management strategies to improve academic achievement.	I can analyze projects in terms of a sequence of steps that facilitate their completion. I can classify outcomes in terms of whether they are likely to have positive or negative unintended consequences.	I can evaluate the feasibility and likely effectiveness of possible outcomes using a variety of analytic strategies. I can use decision-making strategies for career planning, course selection, and career transitions.	I can compare analytical strategies across subject areas (e.g., the scientific method vs. deductive reasoning). I can use analytic strategies to achieve academic, personal, social, and professional goals.