North Carolina Curriculum Hashtags

#Hashtag180 is a living, breathing work in progress. Check back often!
How can we improve? We want your feedback.

WHY: 10 Reasons Why You Should Hashtag Your Curriculum

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North Carolina Professional Teaching Standards

North Carolina Professional Teaching Standards--Evaluation Checklist
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How to Hashtag:	# + NCPTS + (standard number) + (substandard letter)

Example: North Carolina Professional Teaching Standard 1

Standard 1	#NCPTS1	Teachers demonstrate leadership.
Standard 1A	#NCPTS1A	Teachers lead in their classroom.
Standard 1B	#NCPTS1B	Teachers demonstrate leadership in their school.
Standard 1C	#NCPTS1C	Teachers lead the teaching profession.
Standard 1D	#NCPTS1D	Teachers advocate for schools and students.
Standard 1E	#NCPTS1E	Teachers demonstrate high ethical standards.

Apply this format when hashtagging all NC Professional Teaching Standards.

Example: #NCPTS3A
Example: #NCPTS1B

North Carolina Science Essential Standards (K-8)

North Carolina Science Essential Standards

How to Hashtag:	# + sci + (grade) + (domain) + (standard) + (objective)

Example: North Carolina Fifth Grade Science Essential Standard 5.E.1

5.E.1	**#sci5E1**	**Understand weather patterns and phenomena, making connections to the weather in a particular place and time.**
5.E.1.1	#sci5E11	Compare daily and seasonal changes in weather conditions (including wind speed and direction, precipitation, and temperature) and patterns.
5.E.1.2	#sci5E12	Predict upcoming weather events from weather data collected through observation and measurements.
5.E.1.3	#sci5E13	Explain how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.

Apply this format when hashtagging all K-8 NC Science Essential Standards.

Examples: How to Hashtag North Carolina Science Essential Standards

North Carolina Science Essential Standards (9-12 Coming Soon)

[North Carolina Science Essential Standards](#)

North Carolina Social Studies Essential Standards (K-8)

North Carolina Social Studies Essential Standards

How to Hashtag:	# + ss + (grade) + (domain) + (standard) + (objective)

Special Note: Omit all punctuation (including &) when hashtagging.

Example: North Carolina Fourth Grade Social Studies Essential Standard 4.C&G.2

4.C&G.2	**#ss4CG2**	**Analyze the North Carolina Constitution.**
4.C&G.2.1	#ss4CG21	Analyze the preamble and articles of the North Carolina Constitution in terms of rights and responsibilities.
4.C&G.2.2	#ss4CG22	Give examples of rights and responsibilities of citizens according to the North Carolina Constitution.
4.C&G.2.3	#ss4CG23	Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

Apply this same format when hashtagging all K-8 NC Social Studies Essential Standards.

Example: #ss4CG22

North Carolina Social Studies Essential Standards (9-12 Coming Soon)

[North Carolina Social Studies Essential Standards](#)

Common Core Math Standards (Traditional K-8)

[Common Core Math Standards](#)

How to Hashtag:	# + math + (grade) + (domain) + (standard number) + (obj letter)

Special Note: Not all math standard numbers have supporting objective letters.

Special Note: Omit the cluster letter (A, B, or C) immediately following domain letters.

Example: Fifth Grade Common Core Math Standards

CCSS.MATH.CONTENT.5.NBT.A.3	#math5NBT3	Read, write, and compare decimals to thousandths.
CCSS.MATH.CONTENT.5.NBT.A.3.A	#math5NBT3A	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.
CCSS.MATH.CONTENT.5.NBT.A.3.B	#math5NBT3B	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
CCSS.MATH.CONTENT.5.OA.A.1	#math5OA1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
CCSS.MATH.CONTENT.5.NBT.A.1	#math5NBT1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
CCSS.MATH.CONTENT.5.NF.A.1	#math5NF1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*
CCSS.MATH.CONTENT.5.NF.B.5.A	#math5NF5A	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
CCSS.MATH.CONTENT.5.MD.C.5.B	#math5MD5B	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
CCSS.MATH.CONTENT.5.G.B.4	#math5G4	Classify two-dimensional figures in a hierarchy based on properties.

Apply this same format when hashtagging all common core math standards.

Common Core Math Standards (Traditional 9-12 Coming Soon)

[Common Core Math Standards](#)

Common Core English Language Arts Standards (Traditional K-12)

[Common Core English Language Arts Standards](#)

How to Hashtag:	# + ELA + (domain) + (standard number) + (obj number) + (obj letter)

Special Note: Not all ELA objective numbers have supporting objective letters.

Special Note: Omit all punctuation (including dashes) when hashtagging standards.

Example: Multi-Grade Common Core English Language Arts Standards

CCSS.ELA-LITERACY.RL.1.3	#ELARL13	Describe characters, settings, and major events in a story, using key details.
CCSS.ELA-LITERACY.RL.7.3	#ELARL73	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CCSS.ELA-LITERACY.RI.3.2	#ELARI32	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-LITERACY.RI.9-10.6	#ELARI9106	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
CCSS.ELA-LITERACY.RF.3.3.C	#ELARF33C	Decode multisyllable words.
CCSS.ELA-LITERACY.W.4.2.B	#ELAW42B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-LITERACY.W.11-12.2.E	#ELAW11122E	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.SL.5.1.B	#ELASL51B	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-LITERACY.SL.8.1.D	#ELALS81D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CCSS.ELA-LITERACY.L.K.1.A	#ELALK1A	Print many upper- and lowercase letters.
CCSS.ELA-LITERACY.L.6.1.B	#ELAL61B	Use intensive pronouns (e.g., *myself, ourselves*).

Apply this same format when hashtagging all common core ELA standards.

International Society for Technology in Education--Student Standards

ISTE Standards--Comprehensive

(students, educators, administrators, coaches, computer science educators)

ISTE Standards for Students

How to Hashtag:	# + iste + SS + (standard number) + (indicator letter)

Examples: Empowered Learner, Knowledge Constructor, Creative Communicator

1--Empowered Learner	#isteSS1	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
1-Empowered Learner--b	#isteSS1b	Students build networks and customize their learning environments in ways that support the learning process.
3--Knowledge Constructor	#isteSS3	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
3--Knowledge Constructor--d	#isteSS3d	Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
6--Creative Communicator	#isteSS6	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
6--Creative Communicator--d	#isteSS6d	Students publish or present content that customizes the message and medium for their intended audiences.

Apply this same format to all ISTE Standards for Students.

Examples: Hashtagging ISTE Student Standards

International Society for Technology in Education--Educator Standards

ISTE Standards--Comprehensive

(students, educators, administrators, coaches, computer science educators)

ISTE Standards for Educators

How to Hashtag:	**# + iste + ES + (standard number) + (indicator letter)**

Examples: Empowered Learner, Knowledge Constructor, Creative Communicator

2--Leader	#isteES2	Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
2--Leader--b	#isteES2b	Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
4--Collaborator	#isteES4	Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
4--Collaborator--a	#isteES4a	Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
7--Analyst	#isteES7	Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:
7--Analyst--a	#isteES7a	Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

Apply this same format to all ISTE Standards for Educators.

North Carolina Digital Learning Competencies for Teachers

North Carolina Digital Learning Competencies
North Carolina Digital Learning Competencies for Teachers
North Carolina Digital Learning Competencies for Administrators

How to Hashtag:	**# + NCDLC + (competency number) + (indicator letter)**

#NCDLC1	**Leadership in Digital Learning**: Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.
#NCDLC1a	Engage in virtual and face-to-face learning communities to expand mastery of technological applications for professional growth and student learning.
#NCDLC1b	Take initiative with own professional growth to inform practice.
#NCDLC1c	Demonstrate leadership for technology innovation beyond my own classroom.
#NCDLC1d	Engage in peer collaborative problem solving through continuous planning, designing, testing, evaluation, and recalibration of teaching methods using appropriate digital technology.
#NCDLC1e	Promote open, lifelong learning as an iterative process of success, failure, grit, and perseverance.
#NCDLC2	**Digital Citizenship**: Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.
#NCDLC2a	Demonstrate understanding of intellectual property rights by abiding by copyright law, intellectual property, and fair use guidelines.
#NCDLC2b	Teach and require the use of copyright law and fair use in student work and creation.
#NCDLC2c	Engage in responsible and professional digital social interaction.
#NCDLC2d	Integrate digital citizenship curriculum into student learning.
#NCDLC2e	Demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.
#NCDLC2f	Ensure full, equitable access and participation of all learners through high-quality technology tools and resources.

North Carolina Digital Learning Competencies Continue…

North Carolina Digital Learning Competencies for Teachers Continued

How to Hashtag:	# + NCDLC + (competency number) + (indicator letter)

[North Carolina Digital Learning Competencies](#)
[North Carolina Digital Learning Competencies for Teachers](#)
[North Carolina Digital Learning Competencies for Administrators](#)

#NCDLC3	**Digital Content and Instruction**: Teachers will know and use appropriate digital tools and resources for instruction.
#NCDLC3a	Design technology-enriched learning experiences that encourage all students to pursue their individual interests, preferences, and differences.
#NCDLC3b	Lead all students in becoming active participants in setting educational goals, managing learning, and assessing their progress through digital tools.
#NCDLC3c	Identify, evaluate, and utilize appropriate digital tools and resources to challenge students to create, think critically, solve problems, establish reliability, communicate their ideas, collaborate effectively.
#NCDLC3d	Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.
#NCDLC3e	Evaluate and appropriately modify the form and function of the physical learning environment to create a conducive digital learning environment.
#NCDLC4	**Data and Assessment**: Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment.
#NCDLC4a	Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process.
#NCDLC4b	Use performance data and digital tools to empower student metacognition for self-assessment & self-monitoring their own learning progress.
#NCDLC4c	Utilize multiple and varied forms of assessment including examples of student work products.
#NCDLC4d	Utilize technology and digital tools to synthesize and apply qualitative and quantitative data to: ● Create individual learner profiles of strengths, weaknesses, interests, skills, gaps, preferences. ● Inform, personalize, and calibrate individual learning experiences. ● Identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile. ● Reflect and improve upon instructional practice.