



LESSONS AND EXTENSION ACTIVITIES

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STANDARDS ALIGNMENT

# THE FIRST DAY

A FOCUS ON THE BEGINNING

# The lessons and extension activities created to accompany classroom viewing of *The First Day* align to the following Standards:

## **COMMON CORE STATE STANDARDS » ENGLISH LANGUAGE ARTS STANDARDS » SPEAKING AND LISTENING (Grades 9-10,11-12) <http://www.corestandards.org/ELA-Literacy/W/9-10/>**

### CCSS.ELA-LITERACY.SL.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### CCSS.ELA-LITERACY.SL.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## **COMMON CORE STATE STANDARDS » ENGLISH LANGUAGE ARTS STANDARDS » HISTORY/SOCIAL STUDIES (9-10,11-12)**

### CCSS.ELA-LITERACY.RH.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## **COMMON CORE STATE STANDARDS » ENGLISH LANGUAGE ARTS STANDARDS » WRITING (9-10,11-12)**

### CCSS.ELA-LITERACY.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### CCSS.ELA-LITERACY.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### CCSS.ELA-LITERACY.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **CASEL CORE SEL COMPETENCIES**

(<https://casel.org/core-competencies/>)

### Self-awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

### Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand the social and ethical norms for behavior and to recognize family, school, and community resources and supports.

## **ILLINOIS SOCIAL/EMOTIONAL LEARNING STANDARDS**

([https://www.isbe.net/Documents/descriptors\\_6-12.pdf](https://www.isbe.net/Documents/descriptors_6-12.pdf))

- 1B - Recognize personal qualities and external supports.
- 2A - Recognize the feelings and perspectives of others.
- 2B - Recognize individual and group similarities and differences.
- 2C - Use communication and social skills to interact effectively with others.
- 3C - Contribute to the well-being of one's school and community

## **NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES**

(<https://www.socialstudies.org/standards/execsummary>)

### NCSS Theme 4: Individual Development and Identity

Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology.

### NCSS Theme 5: Individuals, Groups and Institutions

Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.