

Grade 7 and 8 California Health Education Content Standards Aligned to Not In Our School Lessons

***Only Applicable Standards are Referenced**

| Not In Our School lesson plans are aligned to the California Health Education Content Standards which are similar to others across the US. This alignment chart illustrates an alignment of 20 NIOS films/lessons with standards for grades 7 and 8. All listed films/lessons can be found by title and streamed on notinourschool.org . | 1 What is Not In Our School? | 2 Students Map Bully Zones to Create a Safer School | 3 Students Teach Students to Stand Up to Bullying | 4 Students Take on Cyberbullying | 5 Stand Up, Stand Out: No Checking, No Capping, No Bullying | 6 Lancaster, California: A City Unites to End School Bullying | 7 Ole Miss: Facing the Change | 8 Shajee's Story: Middle School Students Learn About Islam | 9 Youth Lead the Fight Against Hate in Olympia, Washington | 10 Profiling Kevin: Profile a Youth Leader | 11 Students Tune In and Speak Out | 12 Dissolving Stereotypes | 13 Not In Our School: Palo Alto | 14 Mother Caroline Students Spread the Peace | 15 What Do You Say to "That's So Gay?" | 16 New Immigrants Share Their Stories | 17 Embracing Differences | 18 Lakewood is Changing | 19 Not In Our Town: Billings, Montana: Film Discussion Guide | 20 Not In Our Town Northern California: When Hate Happens Here: Film Discussion Guide |
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| Standard 1: Essential Concepts | | | | | | | | | | | | | | | | | | | | |
| 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. | | | X | | X | X | | | X | X | X | | X | X | X | | | | X | X |
| 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety. | X | X | X | X | X | X | | | | | | X | X | X | X | | X | | X | X |
| 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration). | X | X | | X | X | X | | | X | X | X | | X | X | X | X | X | X | X | X |
| 1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. | | | X | X | | X | X | X | | | X | X | X | | X | X | X | X | X | X |
| 1.6.M Describe the changing roles and responsibilities of adolescents as members of a family and community. | | X | | X | | X | X | X | X | X | X | | X | X | X | | | X | X | X |
| Standard 2: Analyzing Influences | | | | | | | | | | | | | | | | | | | | |
| 2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. | X | X | | X | X | | | X | | X | X | | | X | X | X | | X | X | X |

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| 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors. | | | X | X | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2.1.M Analyze internal and external influences on mental, emotional, and social health. | X | X | X | | X | X | X | | X | X | X | | X | X | X | X | X | X | X | X | X |
| Standard 4: Interpersonal Communication | | | | | | | | | | | | | | | | | | | | | |
| 4.1.S Report to a trusted adult situations that could lead to injury or harm. | | | | X | X | | | | | | | | | | | | | | | | |
| 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations. | | | X | X | | | | | X | | X | | X | | | | | | | | |
| 4.3.S Describe ways to manage interpersonal conflicts nonviolently. | | | X | X | X | X | | | X | X | X | X | | | | | X | | | | |
| 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation. | | X | X | X | X | | | | | | X | | | | | | | | | | |
| 4.5.S Describe characteristics of effective communication. | | | X | | X | | | | | X | X | | X | | | X | X | X | | | |
| 4.6.S Differentiate between passive, aggressive, and assertive communication. | | | | | X | | | | X | X | X | | X | | X | | | | | | |

