Not In Our School (NIOS) lesson plans are aligned to the Common Core State Standards for English Language Arts to provide a framework for instruction. This alignment chart illustrates an alignment of 20 NIOS films with standards for grade 7. All listed films/lessons can be found by title and streamed on notinourschool.org.

### Writing Standards

#### Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.  
   - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.  
   - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

3. Write narratives to develop real or imagined experiences or events.  
   - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

#### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
   - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

#### Research to Build and Present Knowledge

7. Conduct short research projects to answer a question.  
   - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

8. Gather relevant information from multiple print and digital sources, using search terms effectively.  
   - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
## Grade 7 Common Core State Standards Aligned to Not In Our School Lessons

*Only Applicable Standards are Referenced*

| Standards                                                                 | What is Not In Our School? | Students Map Bully Zones to Create a Safer School | Students Teach Students to Stand Up to Bullying | Students Take on Cyberbullying | Stand Up, Stand Out: No Checking, No Capping, No Bullying | Lancaster, California: A City Unites to End School Bullying | Ole Miss: Facing the Change | Shajee’s Story: Middle School Students Learn About Islam | Youth Lead the Fight Against Hate in Olympia, Washington | Profiling Kevin: Profile a Youth Leader | Students Tune In and Speak Out | Dissolving Stereotypes | Not In Our School: Palo Alto | Mother Caroline Students Spread the Peace | What Do You Say to “That’s So Gay?” | New Immigrants Share Their Stories | Embracing Differences | Lakewood is Changing | Not In Our Town: Billings, Montana: Film Discussion Guide | Not In Our Town Northern California: When Hate Happens Here: Film Discussion Guide |
|--------------------------------------------------------------------------|----------------------------|---------------------------------------------------|-----------------------------------------------|---------------------------------|----------------------------------------------------------|-------------------------------------------------------------|-------------------------------|--------------------------------------------------------|-------------------------------------------------------------|---------------------------------|---------------------------------|-----------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| **Range of Writing**                                                     |                            |                                                   |                                               |                                 |                                                                         |                                                                            |                               |                                                        |                                                                            |                                 |                                 |                            |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames. | X                           | X                                                 | X                                             | X                               | X                                                                         | X                                                                           | X                             | X                                                       | X                                                                           | X                               | X                               | X                           | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               |
| **Speaking and Listening Standards**                                     |                            |                                                   |                                               |                                 |                                                                         |                                                                            |                               |                                                        |                                                                            |                                 |                                 |                            |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |
| **Comprehension and Collaboration**                                      |                            |                                                   |                                               |                                 |                                                                         |                                                                            |                               |                                                        |                                                                            |                                 |                                 |                            |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led). | X                           | X                                                 | X                                             | X                               | X                                                                         | X                                                                           | X                             | X                                                       | X                                                                           | X                               | X                               | X                           | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               |
| 2. Analyze the main ideas and supporting details presented in diverse media and formats. | X                           | X                                                 | X                                             | X                               | X                                                                         | X                                                                           | X                             | X                                                       | X                                                                           | X                               | X                               | X                           | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               |
| 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject. | X                           |                                                   |                                               |                                 |                                                                         |                                                                            |                               |                                                        |                                                                            |                                 |                                 |                            |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |
| **Presentation of Knowledge and Ideas**                                  |                            |                                                   |                                               |                                 |                                                                         |                                                                            |                               |                                                        |                                                                            |                                 |                                 |                            |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |                                 |
| 4. Present claims and findings (e.g., argument, narrative, and summary presentations). | X                           | X                                                 | X                                             | X                               | X                                                                         | X                                                                           | X                             | X                                                       | X                                                                           | X                               | X                               | X                           | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               |
| 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | X                           | X                                                 | X                                             | X                               | X                                                                         | X                                                                           | X                             | X                                                       | X                                                                           | X                               | X                               | X                           | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               |
| 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | X                           | X                                                 | X                                             | X                               | X                                                                         | X                                                                           | X                             | X                                                       | X                                                                           | X                               | X                               | X                           | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               | X                               |
### Language Standards

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**

**Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**
   - **X**

### Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

**Text Types and Purposes**

1. Write arguments focused on discipline-specific content.

   - **X**
   - **X**

2. Write informative/explanatory texts, including the narration of historical events.

   - **X**
   - **X**
<table>
<thead>
<tr>
<th>Grade 7 Common Core State Standards Aligned to Not In Our School Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Only Applicable Standards are Referenced</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Production and Distribution of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.</strong> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
</tr>
<tr>
<td>X  X  X  X  X  X  X  X  X  X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research to Build and Present Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.</strong> Conduct short research projects to answer a question.</td>
</tr>
<tr>
<td>X  X  X  X</td>
</tr>
</tbody>
</table>

| **9.** Draw evidence from informational texts to support analysis, reflection, and research. |
| X  X  X  X  |