

## Grade 7 Common Core State Standards Aligned to Not In Our School Lessons

\*Only Applicable Standards are Referenced

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 <a href="http://notinourschool.org">notinourschool.org</a> .	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
<b>Writing Standards</b>																				
<b>Text Types and Purposes</b>																				
1. Write arguments to support claims with clear reasons and relevant evidence.	X		X	X	X	X	X	X				X	X		X		X	X	X	
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.	X	X	X	X	X	X	X	X				X			X		X	X	X	
3. Write narratives to develop real or imagined experiences or events.	X	X		X	X					X		X	X		X		X	X	X	
<b>Production and Distribution of Writing</b>																				
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X	X	X	X			X	X	X		X	X	X		X		X	X	X	
<b>Research to Build and Present Knowledge</b>																				
7. Conduct short research projects to answer a question.	X		X				X	X				X	X				X	X	X	
8. Gather relevant information from multiple print and digital sources, using search terms effectively.			X				X	X	X				X				X	X	X	

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<b>Range of Writing</b>																				
<b>10.</b> 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
<b>Speaking and Listening Standards</b>																				
<b>Comprehension and Collaboration</b>																				
<b>1.</b> 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
<b>2.</b> 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
<b>3.</b> Delineate a speaker's argument and specific claims, and attitude toward the subject.	X							X		X			X	X	X	X	X	X	X	
<b>Presentation of Knowledge and Ideas</b>																				
<b>4.</b> 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	
<b>5.</b> 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		
<b>6.</b> 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	

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<b>Language Standards</b>																				
<b>Conventions of Standard English</b>																				
<b>1.</b> 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	X	X	X	X	X
<b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		X	X	X	X	X	X	X	X			X	X		X		X	X	X	X
<b>Knowledge of Language</b>																				
<b>3.</b> 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	X	X	X	X	X
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</b>																				
<b>Text Types and Purposes</b>																				
<b>1.</b> Write arguments focused on discipline-specific content.		X		X	X		X	X				X			X		X	X	X	X
<b>2.</b> Write informative/explanatory texts, including the narration of historical events.		X		X	X		X	X				X			X		X	X	X	X

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<b>Production and Distribution of Writing</b>																				
<b>4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X	X	X	X	X	X	X	X			X	X	X		X		X	X	
<b>5.</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.		X		X			X	X							X		X	X	X	
<b>Research to Build and Present Knowledge</b>																				
<b>7.</b> Conduct short research projects to answer a question.		X		X			X	X				X	X				X	X	X	
<b>9.</b> Draw evidence from informational texts to support analysis, reflection, and research.		X		X			X	X							X					X