Grades 9 and 10 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 grades 9 and 10. All listed films/lessons can be found by title and streamed on *notinourschool.org.*

Standard	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
Writing Standards																				
Text Types and Purposes																				
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	X		X	X	X	X	X						X	X		X		X	X	X
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X	X	X	X	X						X	X		X		X	X	X
Production and Distribution of Writing																				
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	X		X			X	X	X						X				X	X	
Research to Build and Present Knowledge																				
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.	X		X			X	X						X	X				X	X	X

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8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text.		X		X			X	X		X				X				X	X	X
Speaking and Listening Standards																				
Comprehension and Collaboration																				
1. Initiate and participate 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. Work with peers to set rules for collegial discussions and decision-making.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
d. Respond thoughtfully to diverse perspectives.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2. Integrate multiple sources of information presented in diverse media or formats.		X		X	X	X	X	X	X		X	X	X	X	X		X	X	X	X
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	X							X		X			X		X	X	X	X	X	X

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Presentation of Knowledge and Ideas																				
4. Present information, findings, and supporting evidence clearly, concisely, and logically.		X	X	X	X	X			X	X	X		X	X		X	X	X	X	X
a. Plan and deliver an informative/explanatory presentation.		X	X	X		X			X				X	X		X			X	
b. Plan, memorize and present a recitation (e.g., poem, selection from a speech, or dramatic soliloquy).						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	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	X	X		X		X	X	X

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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	X		X	X					X		X		X	X	X	X
2. Write informative/explanatory texts, including the narration of historical events.		X		X	X		X	X					X		X		X	X	X	X
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.		X	X	X	X	X	X	X	X		X	X	X		X		X	X		
Research to Build and Present Knowledge																				
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.		X		X			X	X					X	X				X	X	X