



CONNECTICUT STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 6

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link(s):

http://ctcorestandards.org/wp-content/uploads/2014/06/CCS-ELA_6-12_Standards_Progression.pdf

<http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/health/healthybalancedliving.pdf>

LESSON 1: "Friends of the Heart" p. 218

| CODE | STANDARD |
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| HE.M.5.5 | Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability. |
| HE.M.8.6 | Promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer). |
| HE.M.2.2 | Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services. |
| HE.M.8.3 | Analyze community agencies that advocate for healthy individuals, families and communities. |
| RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| RI.6.3 | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). |

LESSON 2: "Fifty-Six Grandparents" p. 125

| CODE | STANDARD |
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| HE.M.5.5 | Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability. |
| HE.M.8.6 | Promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer). |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

LESSON 3: "Going to the Dogs" p. 20

| CODE | STANDARD |
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| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. |
| RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |

LESSON 4: "Help by the Bagful" p. 215

| CODE | STANDARD |
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| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and |

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| | competitive activities. |
| SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. |
| SL.6.3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

LESSON 5: "Nice Catch!" p. 207

| CODE | STANDARD |
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| HE.M.3.3 | Distinguish between safe, risky or harmful behaviors involving themselves and/or others. |
| HE.M.6.3 | Predict how decisions regarding health behaviors have consequences for themselves and others. |
| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

LESSON 6: "The Power of the Pen" p. 28

| CODE | STANDARD |
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| HE.M.2.2 | Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services. |
| HE.M.8.3 | Analyze community agencies that advocate for healthy individuals, families and communities. |
| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| HE.M.6.1 | Use a decisionmaking process to enhance health. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

LESSON 7: "A Lesson in Ugly" p. 92

| CODE | STANDARD |
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| HE.M.5.5 | Demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability. |
| PE.M.13.3 | Develop strategies for including all persons, despite individual differences, in physical activity settings. |
| HE.M.8.6 | Promote positive ways to show care and consideration for others (e.g. persons living |

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| | with HIV/AIDS, diabetes, cancer). |
| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| W.6.2(a) | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| W.6.1(a) | Introduce claim(s) and organize the reasons and evidence clearly. |

LESSON 8: "Care Bags" p. 316

| CODE | STANDARD |
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| HE.M.5.3 | Identify ways in which emotions may affect communication, behavior and relationships. |
| HE.M.5.4 | Compare and contrast healthy ways to express needs, wants and feelings. |
| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. |
| W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

LESSON 9: "Secret Santa" p. 210

| CODE | STANDARD |
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| PE.M.13.3 | Develop strategies for including all persons, despite individual differences, in physical activity settings. |
| PE.M.14.3 | Use physical activity as a positive opportunity for social and group interaction and development of leadership skills. |
| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. |
| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

LESSON 10: "Two Tickets to the Big Game" p. 24

| CODE | STANDARD |
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| HE.M.7.1 | Use the goal-setting process to enhance health. |
| HE.M.12.4 | Plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals. |
| HE.M.5.2 | Use characteristics needed to be a responsible individual within their peer group, school, family and community. |
| PE.M.13.1 | Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, |

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| | procedures, etiquette and good sportsmanship in all physical activity settings. |
| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. |

LESSON 11: "The Joy of Giving" p. 362

| CODE | STANDARD |
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| HE.M.8.5 | Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools. |
| PE.M.13.2 | Continue to develop skills to participate productively in groups, in both cooperative and competitive activities. |
| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| SL.6.3 | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |

LESSON 12: "Goals and Dreams – A Winning Team" p. 301

| CODE | STANDARD |
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| HE.M.5.6 | Use communication skills to build and maintain healthy relationships. |
| PE.M.13.4 | Apply appropriate skills for resolving conflicts peacefully. |
| HE.M.7.1 | Use the goal-setting process to enhance health. |
| HE.M.8.6 | Promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer). |
| W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |

| CODE | |
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| HE | Health Education |
| PE | Physical Education |
| M | Middle School |
| RL | Reading Literature |
| RI | Reading Informational Text |
| SL | Speaking and Listening |
| W | Writing |