



# FLORIDA 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): [www.fldoe.org/academics/standards/florida-standards/educator-resources.stml](http://www.fldoe.org/academics/standards/florida-standards/educator-resources.stml)

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

CODE	STANDARD
HE.6.P.8	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
HE.6.P.8.1	Practice how to influence and support others when making positive health choices.
HE.6.P.7.1	Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
HE.6.C.1.6	Examine how appropriate health care can promote personal health.
LAFS.6.RL.1.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3	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 2: "Fifty-Six Grandparents" p. 125

CODE	STANDARD
HE.6.C.3	Identify environmental factors that affect personal health.
HE.6.B.4.1	Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.
LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LAFS.6.RI.1.1	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
HE.6.P.8	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
HE.6.B.5	Demonstrate the ability to use decision-making skills to enhance health.
LAFS.6.RL.1.3	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.
HE.6.C.2	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors

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

CODE	STANDARD
HE.6.P.8	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
HE.6.B.5	Demonstrate the ability to use decision-making skills to enhance health.
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
HE.6.B.4	Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.
LAFS.6.W.3.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**LESSON 5: "Nice Catch!" p. 207**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.B.5</b>	Demonstrate the ability to use decision-making skills to enhance health.
<b>HE.6.B.5.3</b>	Specify the potential outcomes of each option when making a health-related decision.
<b>HE.6.P.8</b>	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
<b>LAFS.6.W.3.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>LAFS.6.W.3.8</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.P.7.1</b>	Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
<b>HE.6.C.1.6</b>	Examine how appropriate health care can promote personal health.
<b>HE.6.P.8</b>	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
<b>HE.6.B.5</b>	Demonstrate the ability to use decision-making skills to enhance health.
<b>LAFS.6.W.3.8</b>	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.
<b>LAFS.6.W.3.7</b>	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**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.P.8</b>	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
<b>HE.6.P.8.4</b>	Identify ways health messages and communication techniques can be targeted for different audiences.
<b>HE.6.P.7.2</b>	Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.
<b>HE.6.B.5.2</b>	Choose healthy alternatives over unhealthy alternatives when making a decision.
<b>HE.6.B.5</b>	Demonstrate the ability to use decision-making skills to enhance health.
<b>LAFS.6.W.3.8</b>	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.
<b>LAFS.6.W.1.2.a</b>	Introduce a topic or thesis statement; 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.
<b>LAFS.6.W.1.1.a</b>	Introduce claim(s) and organize the reasons and evidence clearly.

**LESSON 8: "Care Bags" p. 316**

<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.B.4</b>	Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.
<b>HE.6.P.8</b>	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
<b>HE.6.B.5</b>	Demonstrate the ability to use decision-making skills to enhance health.

<b>LAFS.6.W.1.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.
<b>LESSON 9: "Secret Santa" p. 210</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.P.8.1</b>	Practice how to influence and support others when making positive health choices.
<b>HE.6.P.8</b>	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
<b>HE.6.B.5</b>	Demonstrate the ability to use decision-making skills to enhance health.
<b>LAFS.6.SL.2.AP.4a</b>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<b>LAFS.6.W.3.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>LESSON 10: "Two Tickets to the Big Game" p. 24</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.B.6</b>	Demonstrate the ability to use goal-setting skills to enhance health.
<b>LAFS.6.W.1.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.
<b>HE.6.P.7</b>	Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
<b>LAFS.6.SL.2.4</b>	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.
<b>LAFS.6.W.3.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>HE.6.P.8</b>	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
<b>HE.6.B.5</b>	Demonstrate the ability to use decision-making skills to enhance health.
<b>LESSON 11: "The Joy of Giving" p. 362</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.P.8</b>	Demonstrate the ability to advocate for individual, peer, school, family, and community health.
<b>HE.6.B.5</b>	Demonstrate the ability to use decision-making skills to enhance health.
<b>LAFS.6.SL.2.AP.4a</b>	Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.
<b>LAFS.6.W.3.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>LAFS.6.SL.1.2</b>	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.
<b>LAFS.6.SL.1.3</b>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<b>LESSON 12: "Goals and Dreams – A Winning Team" p. 301</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.6.B.5</b>	Demonstrate the ability to use decision-making skills to enhance health.
<b>HE.6.P.7</b>	Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
<b>HE.6.B.6</b>	Demonstrate the ability to use goal-setting skills to enhance health.
<b>HE.6.P.8</b>	Demonstrate the ability to advocate for individual, peer, school, family, and community

	health.
<b>LAFS.6.W.1.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.

<b>CODE</b>	
<b>LAFS</b>	Language Arts Florida Standards
<b>RL</b>	Reading Literature
<b>RI</b>	Reading Informational Texts
<b>W</b>	Writing
<b>SL</b>	Speaking and Language
<b>HE</b>	Health Education
<b>C</b>	Health Literacy Concepts
<b>B</b>	Health Literacy Responsible Behavior
<b>P</b>	Health Literacy Promotion

*Effective 2015.*