



IDAHO STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 8

All stories come from *Chicken Soup for the Soul: Create Your Best Future*

Source Link(s): <http://www.sde.idaho.gov/academic/index.html>

LESSON 1: "Celebrate Life" p. 272

| CODE | STANDARD |
|-------------|--|
| 6-8.H.1.1.2 | Describe the interrelationships of emotional, intellectual, physical and social health in adolescence. |
| 6-8.H.2.1.4 | Explain the influence of personal values and beliefs on individual health practices and behaviors. |
| 6-8.H.5 | Demonstrate the ability to use decision-making skills to enhance health. |
| 6-8.H.8.1.3 | Work cooperatively to advocate for the health of individuals, families, schools and the community. |
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.8.1a | Come to discussions prepared, having read or researched the relevant material, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |

LESSON 2: "It's a Great Day to Be Alive" p. 47

| CODE | STANDARD |
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| 6-8.H.6 | Demonstrate the ability to use goal-setting skills to enhance health. |
| 6-8.H.8.1.3 | Work cooperatively to advocate for the health of individuals, families, schools and the community. |
| 6-8.H.2.1.1 | Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors. |
| RL.8.3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| W.8.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

LESSON 3: "Defining Myself" p. 148

| CODE | STANDARD |
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| 6-8.H.4.1.1 | Apply effective verbal and nonverbal communication skills to enhance health. |
| 6-8.H.8.1.2 | Demonstrate how to influence and support others to make positive health choices. |
| 6-8.H.8.1.3 | Work cooperatively to advocate for the health of individuals, families, schools and the community. |
| 6-8.H.4.1.3 | Demonstrate effective conflict management or resolution strategies. |
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.8.1b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed. |
| W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

LESSON 4: "Switching Roles" p. 114

| CODE | STANDARD |
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| 6-8.H.5 | Demonstrate the ability to use decision-making skills to enhance health. |
| RL.8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. |

LESSON 5: "A Place to Call Home" p. 176

| CODE | STANDARD |
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| 6-8.H.4.1.1 | Apply effective verbal and nonverbal communication skills to enhance health. |
| 6-8.H.8.1.3 | Work cooperatively to advocate for the health of individuals, families, schools and the community. |
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly. |
| SL.8.1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |

LESSON 6: "The Stranger Within" p. 87

| CODE | STANDARD |
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| 6-8.H.5 | Demonstrate the ability to use decision-making skills to enhance health. |
| W.8.7 | Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. |
| W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

LESSON 7: "The Smile" p. 309

| CODE | STANDARD |
|-------------|---|
| 6-8.H.5 | Demonstrate the ability to use decision-making skills to enhance health. |
| 6-8.H.8.1.3 | Work cooperatively to advocate for the health of individuals, families, schools and the community. |
| 6-8.H.8.1.2 | Demonstrate how to influence and support others to make positive health choices. |
| W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation |
| 6-8.H.3.1.2 | Access valid health information from home, school and community. |

**LESSON 8: "The Walk that Changed Our Lives" p. 225
"Feeling Full" p. 234**

| CODE | STANDARD |
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| 6-8.H.6 | Demonstrate the ability to use goal-setting skills to enhance health. |
| RL.8.3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |

LESSON 9: "Finding a Vision" p. 145

| CODE | STANDARD |
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| 6-8.H.5 | Demonstrate the ability to use decision-making skills to enhance health. |
| 6-8.H.1.1.2 | Describe the interrelationships of emotional, intellectual, physical and social health in adolescence. |
| SL.8.1b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed. |
| LESSON 10: “Changing the World—One Clip at a Time” p. 25 | |
| CODE | STANDARD |
| 6-8.H.6 | Demonstrate the ability to use goal-setting skills to enhance health. |
| RL.8.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others’ ideas and expressing their own clearly. |
| SL.8.1b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed. |
| LESSON 11: “A Mom’s Blessing” p. 167 | |
| CODE | STANDARD |
| 6-8.H.8.1.3 | Work cooperatively to advocate for the health of individuals, families, schools and the community. |
| 6-8.H.6 | Demonstrate the ability to use goal-setting skills to enhance health. |
| RL.8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and the plot; provide an objective summary of the text. |
| W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| SL.8.1b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed. |
| LESSON 12: “My Epiphany” p. 378 | |
| CODE | STANDARD |
| 6-8.H.4.1.1 | Apply effective verbal and nonverbal communication skills to enhance health. |
| 6-8.H.2.1.1 | Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors. |
| 6-8.H.7 | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. |
| W.8.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| W.8.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| SL.8.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others’ ideas and expressing their own clearly. |
| SL.8.1b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed. |

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| CODE | |
| RL | Reading Literature |
| SL | Speaking and Listening |

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| W | Writing |
| H | Health |

Effective 2016.