	KANSAS STANDARDS ALIGNMENT DOCUMENT
	Chicken Soup for the Soul Hallway Heroes
	GRADE 7
	All stories come from *Chicken Soup for the Soul: Create Your Best Future*

Source Link(s): http://www.ksde.org/TeachingLearning/AcademicStandards.aspx

LESSON 1: "McDonald's" p. 186

CODE	STANDARD
SECD.1.A.6-8	Recognize, select, and ascribe to a set of core ethical and performance principals as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing.
SECD.1.A.6-8.1	Compare and contrast personal core principles with personal behavior.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LESSON 2: "The Boldest Girl in Class" p. 22

CODE	STANDARD
SECD.PD.II.A.6-8.1	Identify multiple techniques to manage stress and maintain confidence.
SECD.CD.I.B.6-8.1	Analyze community needs in the larger community, analyze effects on the community, design positive, responsibly action, and reflect on personal involvement.
W.7.3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

LESSON 3: "You Get What You Give" p. 28

CODE	STANDARD
SECD.SD.II.C.3.6-8	Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
SECD.SD.I.6-8	Demonstrate awareness of the thoughts, feelings and perspectives of others.
SECD.SD.II.C.3.6-8	Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LESSON 4: "John" p. 92

CODE	STANDARD
SECD.PD.II.C.6-8.6	Design action plans for achieving short-term and long-term goals.
SECD.PD.II.A.6-8.1	Identify multiple techniques to manage stress and maintain confidence.
SECD.SD.II.B.6-8	Develop and maintain positive relationships.
W.7.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.7.1-3.)

LESSON 5: "Taxi" p. 103

CODE	STANDARD
SECD.II.C.3.6-8.a	Differentiate behavior as bullying based on the power of the individuals that are involved.
SECD.II.C.3.6-8	Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
SECD.II.C.3.6-8.f	Apply emphatic concern and perspective taking.
SECD.PD.I.A.6-8.1	Describe common emotions and effective behavioral responses.
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.
W.7.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.7.1-3.)

LESSON 6: "A Lifetime of Stuttering" p. 123	
CODE	**STANDARD**
SECD.PD.II.B.6-8.7	Recognize how behavioral choices impact success.
SECD.CD.II.A.1.6-8.b	Monitor how responsible decision making affects progress towards achieving a goal.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LESSON 7: "Under One Roof" p. 366	
CODE	**STANDARD**
SECD.II.C.3.6-8.f	Apply emphatic concern and perspective taking.
SECD.CD.I.B.6-8.1	Analyze community needs in the larger community, analyze effects on the community, design positive, responsibly action, and reflect on personal involvement.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LESSON 8: "Understanding Jenny" p. 339	
CODE	**STANDARD**
SECD.SD.I.6-8.A.1	Describe others' feelings in a variety of situations.
SECD.PD.I.A.6-8.1	Describe common emotions and effective behavioral responses.
SECD.II.C.3.6-8.f	Apply emphatic concern and perspective taking.
W.7.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.7.1-3.)

LESSON 9: "Measuring Miracles by Leaps and Bounds" p. 188	
CODE	**STANDARD**
SECD.PD.II.C.6-8.1	Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence).
SECD.PD.II.C.6-8.8	Establish criteria for evaluating goals.
SECD.PD.II.B.6-8.7	Recognize how behavioral choices impact success.
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LESSON 10: "The Truck" p. 195	
CODE	**STANDARD**

SECD.II.C.3.6-8.a	Differentiate behavior as bullying based on the power of the individuals that are involved.
SECD.II.C.3.6-8	Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.
SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LESSON 11: "The End of the Zombie Days" p. 62	
CODE	**STANDARD**
SECD.PD.II.B.6-8.7	Recognize how behavioral choices impact success.
SECD.SD.II.B.6-8	Develop and maintain positive relationships.
SECD.SD.II.A.6-8.6	Appraise and demonstrate professionalism and proper etiquette.
W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.7.1-3.)

LESSON 12: "Head-Butting the Wall" p. 71	
CODE	**STANDARD**
SECD.PD.II.C.6-8.1	Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence).
SECD.PD.II.C.6-8.8	Establish criteria for evaluating goals.
SECD.PD.II.B.6-8.7	Recognize how behavioral choices impact success.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CODE	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
SECD	Social, Emotional, and Character Standards
CD	Character Development
PD	Personal Development
SD	Social Development

Effective 2016.