| | **KENTUCKY STANDARDS ALIGNMENT DOCUMENT** |
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| | *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://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards_Final-9%2011%2015.pdf

| LESSON 1: "McDonald's" p. 186 | |
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| **CODE** | **STANDARD** |
| HPE.PW.SMEH.3 | Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems). |
| HPE.PW.SMEH.1.b | Use and explain the importance of effective social interaction skills (e.g., respect, self - advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). |
| 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 | |
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| **CODE** | **STANDARD** |
| HPE.PW.SMEH.1.c | Recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying). |
| HPE.PW.PPH.1 | Identify ways to advocate for personal, family and community health. |
| HPE.PW.GD.1 | Apply strategies and skills needed to obtain personal health goals during adolescence. |
| 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 | |
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| **CODE** | **STANDARD** |
| HPE.PW.SMEH.3 | Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems). |
| HPE.PW.SMEH.1.d | Interpret how individuals impact the effective functioning of groups. |
| HPE.PW.SMEH.1.c | Recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying). |
| 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. |
| 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 | |
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| **CODE** | **STANDARD** |
| HPE.PW.SMEH.2 | Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. |
| HPE.PW.GD.1 | Apply strategies and skills needed to obtain personal health goals during adolescence. |
| HPE.PW.SMEH.1.c | Recommend and justify effective strategies (e.g., problem solving, decision making, |

| | refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying). |
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| HPE.PW.SMEH.1.b | Use and explain the importance of effective social interaction skills (e.g., respect, self -advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). |
| 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 | |
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| **CODE** | **STANDARD** |
| HPE.PW.SMEH.3 | Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems). |
| HPE.PW.SMEH.1.c | Recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying). |
| HPE.PW.SMEH.1.b | Use and explain the importance of effective social interaction skills (e.g., respect, self -advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). |
| 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 | |
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| CODE | STANDARD |
| HPE.PW.SMEH.2 | Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. |
| HPE.PW.GD.1 | Apply strategies and skills needed to obtain personal health goals during adolescence. |
| 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 | |
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| CODE | STANDARD |
| HPE.PW.SMEH.1.b | Use and explain the importance of effective social interaction skills (e.g., respect, self -advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). |
| HPE.PW.PPH.1 | Identify ways to advocate for personal, family and community health. |
| HPE.PW.GD.1 | Apply strategies and skills needed to obtain personal health goals during adolescence. |
| 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 |
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| HPE.PW.SMEH.1.b | Use and explain the importance of effective social interaction skills (e.g., respect, self - advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). |
| HPE.PW.PPH.2.a | Predict how decisions regarding health behaviors have consequences for self and others. |
| 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 | |
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| **CODE** | **STANDARD** |
| HPE.PW.SMEH.2 | Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. |
| HPE.PW.GD.1 | Apply strategies and skills needed to obtain personal health goals during adolescence. |
| HPE.PW.PPH.2.a | Predict how decisions regarding health behaviors have consequences for self and others. |
| 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 | |
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| **CODE** | **STANDARD** |
| HPE.PW.SMEH.3 | Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems). |
| HPE.PW.SMEH.1.c | Recommend and justify effective strategies (e.g., problem solving, decision making, refusal skills, anger management, conflict resolution) for responding to stress, conflict, peer pressure and bullying). |
| 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 | |
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| **CODE** | **STANDARD** |
| HPE.PW.PPH.2.a | Predict how decisions regarding health behaviors have consequences for self and others. |
| HPE.PW.SMEH.1.b | Use and explain the importance of effective social interaction skills (e.g., respect, self - advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship). |
| 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.) |
| HPE.PW.SMEH.3 | Identify common social and emotional problems (aggression, anxiety, depression, grief) and describe self-management and coping strategies (goal setting, refusal skills, decision making and time management) for addressing these problems). |

| LESSON 12: "Head-Butting the Wall" p. 71 | |
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| **CODE** | **STANDARD** |
| HPE.PW.SMEH.2 | Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. |
| HPE.PW.GD.1 | Apply strategies and skills needed to obtain personal health goals during adolescence. |

| SL.7.1b | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
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| CODE | |
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| RL | Reading Literature |
| SL | Speaking and Listening |
| W | Writing |
| HPE | Health and Physical Education |
| PPH | Personal and Physical Health |
| PW | Personal Wellness |
| GD | Growth and Development |
| SMEH | Social, Mental and Emotional Health |

*Effective 2016.*