



# KENTUCKY 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://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards\\_Final-9%2011%2015.pdf](http://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%20Standards_Final-9%2011%2015.pdf)

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

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe 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.U.8	Understand that a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.
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 2: "Fifty-Six Grandparents" p. 125

CODE	STANDARD
HPE.PW.SMEH.1.b	Use and describe 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.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
HPE.PW.SMEH.2	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
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
HPE.PW.SMEH.2	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
SL.6.1	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.
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
HPE.PW.U.5	Understand that behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
HPE.PW.SMEH.2	Demonstrate the ability to apply a decision-making process to health issues and

	problems individually and collaboratively.
<b>W.6.8</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>LESSON 6: "The Power of the Pen" p. 28</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HPE.PW.U.8</b>	Understand that a variety of resources are available to inform, treat and counsel individuals with physical, mental, social and emotional health needs.
<b>HPE.PW.SMEH.2</b>	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
<b>W.6.8</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>W.6.7</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<b>LESSON 7: "A Lesson in Ugly" p. 92</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HPE.PW.SMEH.1.b</b>	Use and describe 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).
<b>HPE.PW.SMEH.1.a</b>	Use appropriate means to express needs, wants and feelings.
<b>HPE.PW.SMEH.2</b>	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
<b>W.6.8</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>LESSON 8: "Care Bags" p. 316</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HPE.PW.SMEH.1.a</b>	Use appropriate means to express needs, wants and feelings.
<b>HPE.PW.SMEH.2</b>	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
<b>W.6.3</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>HPE.PW.SMEH.1.b</b>	Use and describe 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).
<b>HPE.PW.SMEH.2</b>	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
<b>SL.6.4</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>LESSON 10: "Two Tickets to the Big Game" p. 24</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HPE.PW.SMEH.2</b>	Demonstrate the ability to apply a decision-making process to health issues and

	problems individually and collaboratively.
<b>HPE.PW.PPH.1.c</b>	Explain how rights and responsibilities are interrelated.
<b>HPE.PW.SMEH.2</b>	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
<b>SL.6.4</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>LESSON 11: "The Joy of Giving" p. 362</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HPE.PW.SMEH.2</b>	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
<b>SL.6.4</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>SL.6.2</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>LESSON 12: "Goals and Dreams – A Winning Team" p. 301</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HPE.PW.SMEH.3</b>	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.
<b>HPE.PW.SMEH.2</b>	Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
<b>W.6.3.d</b>	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

<b>CODE</b>	
<b>RL</b>	Reading Literature
<b>W</b>	Writing
<b>SL</b>	Speaking and Listening
<b>HPE</b>	Health and Physical Education
<b>PW</b>	Personal Wellness
<b>PPH</b>	Personal and Physical Health
<b>SMEH</b>	Social, Mental and Emotional Health