



# MASSACHUSETTS 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.doe.mass.edu/frameworks/current.html>

#### LESSON 1: "McDonald's" p. 186

CODE	STANDARD
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
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
CH.SMEH.5.7	Identify and describe the experience of different feelings (such as elation, joy, grief and rage) and how feelings affect daily functioning.
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.
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
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
CH.SMEH.9.5	Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.
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
CH.FL.6.7	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.
CH.SMEH.5.7	Identify and describe the experience of different feelings (such as elation, joy, grief and rage) and how feelings affect daily functioning.
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.

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
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
CH.SMEH.9.5	Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.
CH.SMEH.5.7	Identify and describe the experience of different feelings (such as elation, joy, grief and rage) and how feelings affect daily functioning.
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
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
CH.IR.7.5	Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.
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
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.
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**

<b>CODE</b>	<b>STANDARD</b>
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
CH.IR.7.5	Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.
CH.SMEH.5.7	Identify and describe the experience of different feelings (such as elation, joy, grief and rage) and how feelings affect daily functioning.
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**

<b>CODE</b>	<b>STANDARD</b>
CH.FL.6.7	Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
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**

<b>CODE</b>	<b>STANDARD</b>
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
CH.SMEH.9.5	Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.
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**

<b>CODE</b>	<b>STANDARD</b>
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.

CH.SMEH.5.7	Identify and describe the experience of different feelings (such as elation, joy, grief and rage) and how feelings affect daily functioning.
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.)
<b>LESSON 12: "Head-Butting the Wall" p. 71</b>	
<b>CODE</b>	<b>STANDARD</b>
CH.IR.7.5	Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.
CH.SMEH.7.7	Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit of relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

<b>CODE</b>	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
CH	Comprehensive Health
FL	Family Life
IR	Interpersonal Relationships
PCH	Personal and Community Health
SMEH	Social and Emotional Health

*Effective 2016.*