



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

#### LESSON 1: "Celebrate Life" p. 272

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.
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.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
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.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote 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.
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
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.
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.5.7	Identify and describe the experience of different feelings (such as elation, joy, grief and

	rage) and how feelings affect daily functioning.
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
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.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
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.
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.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
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.
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.
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.
<b>LESSON 7: "The Smile" p. 309</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.5.7	Identify and describe the experience of different feelings (such as elation, joy, grief and rage) and how feelings affect daily functioning.
CH.IR.7.5	Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.
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.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.
<b>LESSON 8: "The Walk that Changed Our Lives" p. 225 "Feeling Full" p. 234</b>	
<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.
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.
<b>LESSON 9: "Finding a Vision" p. 145</b>	
<b>CODE</b>	<b>STANDARD</b>
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.
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.8.1b	Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed.
<b>LESSON 10: "Changing the World—One Clip at a Time" p. 25</b>	
<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.
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
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.
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
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.
CH.PCH.14.4	Identify how individuals can be knowledgeable and active in the school and community to promote health.
CH.SMEH.9.5	Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.
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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<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.*