



# MICHIGAN 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.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

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

CODE	STANDARD
HE.HB.3.17	Commit to taking individual action to promote peace.
HE.SS.4.10	Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).
HE.I.4.8	Explain internal and external factors that help to determine how one acts toward others.
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
HE.HB.4.7	Demonstrate the ability to use stress management techniques.
HE.A.3.19	Advocate for changes in home, school, or community environments that would increase safety.
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
HE.SS.4.10	Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).
HE.HB.3.17	Commit to taking individual action to promote peace.
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

CODE	STANDARD
HE.GS	Use goal setting skills to enhance health.
HE.HB.4.7	Demonstrate the ability to use stress management techniques.
HE.SS.4.16	Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
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.

	are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.7.1-3.)
<b>LESSON 5: "Taxi" p. 103</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.SS.4.10	Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).
HE.A.4.17	Advocate for a school environment in which everyone treats each other with caring and respect.
HE.SS.4.16	Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
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.)
<b>LESSON 6: "A Lifetime of Stuttering" p. 123</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.CC.4.13	Describe essential character traits needed for personal success and well-being.
HE.SS.4.16	Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
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.
<b>LESSON 7: "Under One Roof" p. 366</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.SS.4.16	Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
HE.A.4.17	Advocate for a school environment in which everyone treats each other with caring and respect.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>LESSON 8: "Understanding Jenny" p. 339</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.SS.4.16	Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
HE.CC.4.13	Describe essential character traits needed for personal success and well-being.
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.)
<b>LESSON 9: "Measuring Miracles by Leaps and Bounds" p. 188</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.CC.4.13	Describe essential character traits needed for personal success and well-being.
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.

CODE	STANDARD
HE.SS.4.10	Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation).
HE.SS.4.16	Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
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
HE.SS.4.16	Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
HE.CC.4.13	Describe essential character traits needed for personal success and well-being.
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
HE.CC.4.13	Describe essential character traits needed for personal success and well-being.
HE.SS.4.16	Evaluate behaviors, including one's own, to determine if they are examples of essential character traits.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CODE	
HE	Health Education
SS	Social Skills
CC	Core Concepts
HB	Health Behaviors
GS	Goal Setting
A	Advocacy
I	Influences
C	Civics and Government
G	Geography
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
L	Language
RV	Reading Vocabulary
ART.VA	Art, Visual Arts
P	Public Discourse, Decision Making, and Citizen Involvement