



MICHIGAN STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 8

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link(s): http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

LESSON 1: "Celebrate Life" p. 272

| 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.DM.4.15 | Apply character traits during the process of making a decision. |
| HE.A.4.17 | Advocate for a school environment in which everyone treats each other with caring and respect. |
| 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 |
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| HE.GS. | Use goal setting skills to enhance health. |
| HE.CC.4.13 | Describe essential character traits needed for personal success and well-being. |
| HE.AI.4.3 | Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults. |
| 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 |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HE.HB.4.14 | Apply skills to manage strong feelings. |
| 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.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 |
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| HE.DM.4.15 | Apply character traits during the process of making a decision. |
| 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 |
| HE.HB.4.14 | Apply skills to manage strong feelings. |
| HE.A.4.17 | Advocate for a school environment in which everyone treats each other with caring and respect. |
| 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 |
| HE.DM.4.15 | Apply character traits during the process of making a decision. |
| 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. |
| LESSON 7: "The Smile" p. 309 | |
| CODE | STANDARD |
| HE.DM.4.15 | Apply character traits during the process of making a decision. |
| HE.CC.4.13 | Describe essential character traits needed for personal success and well-being. |
| W.8.8 | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation |
| LESSON 8: "The Walk that Changed Our Lives" p. 225 "Feeling Full" p. 234 | |
| CODE | STANDARD |
| HE.CC.4.13 | Describe essential character traits needed for personal success and well-being. |
| HE.GS. | Use goal setting skills to enhance 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. |
| LESSON 9: "Finding a Vision" p. 145 | |
| CODE | STANDARD |
| HE.DM.4.15 | Apply character traits during the process of making a decision. |
| 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). |

| | goals and deadlines, and define individual roles as needed. |
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| LESSON 10: “Changing the World—One Clip at a Time” p. 25 | |
| CODE | STANDARD |
| HE.CC.4.13 | Describe essential character traits needed for personal success and well-being. |
| HE.GS. | Use goal setting skills to enhance health. |
| HE.AI.4.5 | Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others. |
| 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 |
| HE.CC.4.13 | Describe essential character traits needed for personal success and well-being. |
| HE.GS. | Use goal setting skills to enhance 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 |
| 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.3.12 | Apply conflict resolution skills to real or hypothetical situations involving peers. |
| 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. |

| CODE | |
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| HE | Health Education |
| SS | Social Skills |
| CC | Core Concepts |
| HB | Health Behaviors |

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| 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 |

Effective 2016.