



MINNESOTA 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): <https://education.state.mn.us/MDE/EdExc/StanCurri/K-12AcademicStandards/index.htm>

LESSON 1: "Celebrate Life" p. 272

| CODE | STANDARD |
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| HE.2.8.2 | Describe the influence of culture on health beliefs, practices, and behaviors |
| HE.2.8.8 | Explain the influence of personal values and beliefs on individual health practices and behaviors. |
| HE.7.8.2 | Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. |
| HE.8.8.3 | Work cooperatively to advocate for healthy individuals, families, and schools. |
| 8.9.1.1 | 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. |
| 8.9.1.1.a | 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. |
| 8.4.1.1 | 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.1.8.7 | Describe the benefits of and barriers to practicing healthy behaviors. |
| HE.1.8.1 | Analyze the relationship between healthy behaviors and personal health. |
| HE.2.8.4 | Analyze how the school and community can affect personal health practices and behaviors. |
| 8.4.3.3 | 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. |
| 7.7.1.1 | Write arguments to support claims with clear reasons and relevant evidence. |
| 7.7.4.4 | 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 |
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| HE.4.8.1 | Apply effective verbal and nonverbal communication skills to enhance health. |
| HE.8.8.2 | Demonstrate how to influence and support others to make positive health choices. |
| HE.8.8.1 | State a health-enhancing position on a topic and support it with accurate information. |
| 8.9.1.1 | 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. |

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| 8.9.1.1.b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed. |
| 7.7.4.4 | 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 |
| HE.4.8.3 | Demonstrate effective conflict management or resolution strategies. |
| 8.4.2.2 | 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. |
| 8.9.1.1 | 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.4.8.1 | Apply effective verbal and nonverbal communication skills to enhance health. |
| HE.8.8.3 | Work cooperatively to advocate for healthy individuals, families, and schools. |
| 8.9.1.1 | 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. |
| 8.9.1.1.c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. |
| 8.4.1.1 | 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.7.8.1 | Explain the importance of assuming responsibility for personal health behaviors. |
| 7.7.7.7 | 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. |
| 7.7.4.4 | 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.2.8.8 | Explain the influence of personal values and beliefs on individual health practices and behaviors. |
| HE.6.8.3 | Apply strategies and skills needed to attain a personal health goal. |
| HE.6.8.1 | Assess personal health practices. |
| 7.7.8.8 | 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 |

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| | format for citation. |
| LESSON 8: “The Walk that Changed Our Lives” p. 225 “Feeling Full” p. 234 | |
| CODE | STANDARD |
| HE.4.8.4 | Demonstrate how to ask for assistance to enhance the health of self and others. |
| 8.4.3.3 | 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.1.8.2 | Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. |
| 8.9.1.1.b | Follow rules for collegial discussions and decision making: track progress toward specific goals and deadlines, and define individual roles as needed. |
| LESSON 10: “Changing the World—One Clip at a Time” p. 25 | |
| CODE | STANDARD |
| HE.6.8.4 | Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. |
| HE.7.8.1 | Explain the importance of assuming responsibility for personal health behaviors. |
| 8.4.1.1 | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |
| 8.9.1.1 | 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. |
| 8.9.1.1.b | 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.6.8.3 | Apply strategies and skills needed to attain a personal health goal. |
| 8.4.2.2 | 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. |
| 7.7.2.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| 7.7.4.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.9.1.1.b | 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.4.8.1 | Apply effective verbal and nonverbal communication skills to enhance health. |
| HE.8.8.4 | Identify ways in which health messages and communication techniques can be altered |

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| | for different audiences. |
| 7.7.2.2 | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| 7.7.4.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.9.1.1 | 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. |
| 8.9.1.1.b | 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 |
| C | Citizenship and Government |
| A | Art |
| 1.1 | Reading Literature |
| 1.2 | Reading Informational Text |
| 1.6 | Writing |
| 1.8 | Speaking, Viewing, and Media Literacy |

Effective 2016.