



NEW JERSEY 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.state.nj.us/education/cccs/>

LESSON 1: "McDonald's" p. 186

CODE	STANDARD
2.1.8.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.2.8.D	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
2.2.8.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
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
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situation.
2.2.8.C	Work together toward common goals with individuals of different abilities and from different backgrounds to develop and reinforce core ethical values.
2.2.8.D	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
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
2.1.8.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.2.8.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.2.8.D	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
2.1.8.B	Every health-related decision has short-and long term consequences and affects the ability to reach health goals.
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
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various

	types of stress-induced situation.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group and team activities.
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
2.1.8.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
2.1.8.B	Every health-related decision has short-and long term consequences and affects the ability to reach health goals.
2.2.8.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
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
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
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
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.C	Work together toward common goals with individuals of different abilities and from different backgrounds to develop and reinforce core ethical values.
2.2.8.D	Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
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

CODE	STANDARD
2.2.8.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group and team activities.

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	
CODE	STANDARD
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group and team activities.
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	
CODE	STANDARD
2.1.8.E	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
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
2.2.8.C.1	Analyze strategies to enhance character development in individual, group and team activities.
2.2.8.A	Develop and use personal and interpersonal skills to support a healthy, active lifestyle.
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
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CODE	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
2.1	Wellness (Comprehensive Health and Physical Education)
2.2	Integrated Skills (Comprehensive Health and Physical Education)

Effective 2016.