



NEW JERSEY STANDARDS ALIGNMENT DOCUMENT

Chicken Soup for the Soul Hallway Heroes

GRADE 6

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

Source Link(s): <http://www.state.nj.us/education/cccs/>

LESSON 1: "Friends of the Heart" p. 218

| CODE | STANDARD |
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| 2.1.6.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. |
| 2.2.6.E.1 | Determine the validity and reliability of different types of health resources. |
| RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |

LESSON 2: "Fifty-Six Grandparents" p. 125

| CODE | STANDARD |
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| 2.2.6.C.1 | Explain how character and core ethical values can be useful in addressing challenging situations. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| RL.6.1 | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

LESSON 3: "Going to the Dogs" p. 20

| CODE | STANDARD |
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| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |

LESSON 4: "Help by the Bagful" p. 215

| CODE | STANDARD |
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| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |

LESSON 5: "Nice Catch!" p. 207

| CODE | STANDARD |
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| 2.2.6.B.2 | Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. |
| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |

LESSON 6: "The Power of the Pen" p. 28

| CODE | STANDARD |
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| 2.2.6.E.1 | Determine the validity and reliability of different types of health resources. |
| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| LESSON 7: "A Lesson in Ugly" p. 92 | |
| CODE | STANDARD |
| 2.1.6.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. |
| 2.2.6.C.1 | Explain how character and core ethical values can be useful in addressing challenging situations. |
| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| LESSON 8: "Care Bags" p. 316 | |
| CODE | STANDARD |
| 2.2.6.A.1 | Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. |
| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| W.6.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| LESSON 9: "Secret Santa" p. 210 | |
| CODE | STANDARD |
| 2.1.6.E.1 | Examine how personal assets and protective factors support healthy social and emotional development. |
| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| LESSON 10: "Two Tickets to the Big Game" p. 24 | |
| CODE | STANDARD |
| 2.2.4.B.4 | Develop a personal health goal and track progress. |
| 2.2.6.B.1 | Use effective decision-making strategies. |
| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |

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| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| LESSON 11: "The Joy of Giving" p. 362 | |
| CODE | STANDARD |
| 2.2.6.D.1 | Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. |
| SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LESSON 12: "Goals and Dreams – A Winning Team" p. 301 | |
| CODE | STANDARD |
| 2.2.6.B.4 | Apply personal health data and information to support achievement of one's short- and long-term health goals. |
| 2.2.6.B.1 | Use effective decision-making strategies. |
| W.6.3.d | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |

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