



# NEW MEXICO 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.ped.state.nm.us/standards/index.html>

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

CODE	STANDARD
HE.2.1.7-8.3	Research information to obtain accurate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
HE.5.3.7-8.1	Recognize feelings associated with different situations.
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.6.4.5-8	Apply strategies and skills needed to attain personal health goals.
HE.3.7.5-8	Demonstrate strategies to manage stress.
HE.7.5.5-8	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
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
PE.5.2.5-8.1	Identify a bullying situation and respond appropriately.
HE.4.5-8	Analyze the influence of culture, media, technology and other factors on health.
PE.6.2.5-8.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities.
HE.6.3.5-8	Predict how decisions regarding health behaviors have consequences for self and others.
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.6.5-8	Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
HE.6.4.5-8	Apply strategies and skills needed to attain personal health goals.
HE.3.7.5-8	Demonstrate strategies to manage stress.
PE.6.2.5-8.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group 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.)
<b>LESSON 5: "Taxi" p. 103</b>	
<b>CODE</b>	<b>STANDARD</b>
PE.5.2.5-8.1	Identify a bullying situation and respond appropriately.
HE.4.5-8	Analyze the influence of culture, media, technology and other factors on health.
PE.6.2.5-8.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities.
HE.6.3.5-8	Predict how decisions regarding health behaviors have consequences for self and others.
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.3.1.7-8.2	Use decision-making skills to determine personal health goals.
HE.6.3.5-8	Predict how decisions regarding health behaviors have consequences for self and others.
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.6.4.5-8	Apply strategies and skills needed to attain personal health goals.
PE.6.2.5-8.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
HE.2.1.7-8.3	Research information to obtain accurate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
<b>LESSON 8: "Understanding Jenny" p. 339</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.5.3.7-8.1	Recognize feelings associated with different situations.
HE.6.3.5-8	Predict how decisions regarding health behaviors have consequences for self and others.
PE.6.2.5-8.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group 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.)
<b>LESSON 9: "Measuring Miracles by Leaps and Bounds" p. 188</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.6.5-8	Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
HE.5.5.7-8.1	Analyze and demonstrate communication skills as a tool to enhance relationships.
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 10: "The Truck" p. 195</b>	
<b>CODE</b>	<b>STANDARD</b>
PE.5.2.5-8.1	Identify a bullying situation and respond appropriately.
HE.4.5-8	Analyze the influence of culture, media, technology and other factors on health.
PE.6.2.5-8.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities.
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.
<b>LESSON 11: "The End of the Zombie Days" p. 62</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.7.5.5-8	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
PE.6.2.5-8.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities.
HE.5.4.7-8.1	Analyze and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional 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.)
HE.2.1.7-8.3	Research information to obtain accurate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
<b>LESSON 12: "Head-Butting the Wall" p. 71</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.6.5-8	Demonstrate the ability to use goal-setting and decision-making skills to enhance health.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

<b>CODE</b>	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
HE	Health Education

PE	Physical Education
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*Effective 2016.*