



NEW YORK 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.p12.nysed.gov/ciai/cores.html#HPEFCS>

LESSON 1: "McDonald's" p. 186

CODE	STANDARD
1.1.C	Demonstrate the necessary knowledge and skills to promote healthy adolescent development.
1.1.D	Analyze the multiple influences which affect health decisions and behaviors.
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
1.1.B	Apply prevention and risk reduction strategies to adolescent health problems.
2.1.C	Understand the need for personal involvement in improving the environment.
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
1.1.D	Analyze the multiple influences which affect health decisions and behaviors.
1.1.B	Apply prevention and risk reduction strategies to adolescent health problems.
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.
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.
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
1.1.C	Demonstrate the necessary knowledge and skills to promote healthy adolescent development.
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.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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
3.1.E	Recognize the need to be an advocate for family and community health.
2.1.A	Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.
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
1.1.D	Analyze the multiple influences which affect health decisions and behaviors.
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
3.1.C	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
2.1.C	Understand the need for personal involvement in improving the environment.
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
2.1.B	Demonstrate personal and social skills which enhance personal health and safety.
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
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1.1.D	Analyze the multiple influences which affect health decisions and behaviors.
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.A	Assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks.
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
2.1.B	Demonstrate personal and social skills which enhance personal health and safety.
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
2.1.C	Understand the need for personal involvement in improving the environment.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CODE	
1.1	Health, Personal Health, and Fitness
2.1	Health, A Safe and Healthy Environment
3.1	Health, Resource Management
1.2, 2.2, 3.2	Physical Education
1.3	Family and Consumer Services
CC	Core Concepts
RL	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening
L	Language
C	Civic Participation
SS	Social Studies

Effective 2016.