



# NORTH CAROLINA 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.dpi.state.nc.us/acre/standards/new-standards>

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

CODE	STANDARD
7.ICR.1.4	Use structured thinking to avoid becoming a perpetrator or victim in cyber-bullying.
CC.7.SL.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
7.MEH.2.2	Design a stress management plan that is appropriate for the situation and individual traits and skills.
7.PCH.4.1	Deconstruct how the interaction of individual behaviors, the environment, and other factors that cause or prevent injuries.
CC.7.W.3(d)	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
7.C.1.1	Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).
7.ICR.1.6	Illustrate the appropriate role of bystanders in preventing and stopping bullying and violence.
CC.7.SL.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.
CC.7.SL.1(c)	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.
CC.7.RL.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
7.MEH.2.2	Design a stress management plan that is appropriate for the situation and individual traits and skills.
7.MEH.1.3	Organize resources (family, school, community) for mental and emotional health problems.
7.ICR.1.1	Contrast characteristics of healthy and unhealthy relationships.

CC.7.W.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
CC.7.W.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.
CC.7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CC.7.W.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
7.C.1.1	Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).
7.ICR.1.6	Illustrate the appropriate role of bystanders in preventing and stopping bullying and violence.
CC.7.W.1(c)	Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.
CC.7.W.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
CC.7.W.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
7.MEH.1.2	Infer the potential outcome from impulsive behaviors.
CC.7.RL.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
7.ICR.1.5	Explain why tolerance is beneficial in a society characterized by diversity.
7.HE.2.2	Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups.
CC.7.SL.1(b)	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
7.MEH.1.1	Interpret the transition of adolescence, including emotions in flux.

7.ICR.1.3	Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.
CC.7.W.3	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
CC.7.W.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>
7.MEH.1.2	Infer the potential outcome from impulsive behaviors.
CC.7.RL.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>
7.ICR.1.4	Use structured thinking to avoid becoming a perpetrator or victim in cyber-bullying.
CC.7.SL.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>
7.ICR.1.1	Contrast characteristics of healthy and unhealthy relationships.
7.ICR.1.3	Illustrate strategies that can be used to manage anger in healthy and non-hurtful ways.
CC.7.W.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 12: "Head-Butting the Wall" p. 71</b>	
<b>CODE</b>	<b>STANDARD</b>
7.PCH.4.1	Deconstruct how the interaction of individual behaviors, the environment, and other factors that cause or prevent injuries.
CC.7.SL.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

<b>CODE</b>	
H	History
ICR	Interpersonal Communication and Relationships
MEH	Mental and Emotional Health
PCH	Personal and Consumer Health
RF	Reading Literature
RI	Reading Informational Text
W	Writing
SL	Speaking and Listening

L	Language
C&G	Civics and Government
C	Clarifying Objectives
CX	Contextual Relevancy
C*	Communication

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