



# NORTH DAKOTA 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): <https://www.nd.gov/dpi/SchoolStaff/Standards/>

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

CODE	STANDARD
H.7-8.6.2	Analyze the validity of common health information, products and services.
HE.7-8.4.3	Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families and communities and strategies to prevent conflict in such 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
H.7-8.2.1	Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity).
H.7-8.7.1	Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families and communities.
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
HE.7-8.4.3	Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families and communities and strategies to prevent conflict in such situations.
H.7-8.4.1	Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors).
H.7-8.5	Demonstrate the ability to use decision making and goal setting skills to enhance health.
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
H.7-8.5	Demonstrate the ability to use decision making and goal setting skills to enhance health.
H.7-8.2.1	Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity).
H.7-8.4.1	Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors).
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>
HE.7-8.4.3	Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families and communities and strategies to prevent conflict in such situations.
H.7-8.5	Demonstrate the ability to use decision making and goal setting skills to enhance health.
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>
H.7-8.5.1	Identify ways in which personal health goals can be influenced by abilities, priorities and responsibilities (e.g., maturation, peers, values and family).
H.7-8.5	Demonstrate the ability to use decision making and goal setting skills to enhance health.
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>
H.7-8.5.1	Identify ways in which personal health goals can be influenced by abilities, priorities and responsibilities (e.g., maturation, peers, values and family).
H.7-8.7.1	Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families and communities.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
<b>LESSON 8: "Understanding Jenny" p. 339</b>	
<b>CODE</b>	<b>STANDARD</b>
H.7-8.5	Demonstrate the ability to use decision making and goal setting skills to enhance health.
H.7-8.4.1	Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors).
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>
H.7-8.5	Demonstrate the ability to use decision making and goal setting skills to enhance health.

H.7-8.4.1	Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive 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.
<b>LESSON 10: "The Truck" p. 195</b>	
<b>CODE</b>	<b>STANDARD</b>
HE.7-8.4.3	Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families and communities and strategies to prevent conflict in such 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.
<b>LESSON 11: "The End of the Zombie Days" p. 62</b>	
<b>CODE</b>	<b>STANDARD</b>
H.7-8.5	Demonstrate the ability to use decision making and goal setting skills to enhance health.
H.7-8.4.1	Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors).
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.)
H.7-8.6.1	Explain how to use community resources and services (e.g., phone book, hotlines, clinics/hospitals, local clergy, school counselor, trusted adults) that provide valid health information.
<b>LESSON 12: "Head-Butting the Wall" p. 71</b>	
<b>CODE</b>	<b>STANDARD</b>
H.7-8.5	Demonstrate the ability to use decision making and goal setting 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
H	Health

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