



# OREGON 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.ode.state.or.us/search/results/?id=53>

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

CODE	STANDARD
HE.08.VS02.CC	Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.
HE.08.VS05.ADV	Advocate for a safe and civil school environment that fosters learning and achievement.
HE.08.PS14.ADV	Advocate for the promotion of empathy for individual differences.
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.08.PM03.SM	Practice managing personal stressors with peers, at home, in school, and community.
HE.08.PM03.GS	Develop achievable goals to handle stressors in a healthy way.
HE.08.VS05.ADV	Advocate for a safe and civil school environment that fosters learning and achievement.
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.08.VS02.CC	Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.
HE.08.PS14.ADV	Advocate for the promotion of empathy for individual differences.
HE.08.VS05.ADV	Advocate for a safe and civil school environment that fosters learning and achievement.
HE.08.VS02.CC	Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.
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.08.PM02.GS	Set goals around increasing healthy self-image.
HE.08.PM03.SM	Practice managing personal stressors with peers, at home, in school, and community.
HE.08.PM03.GS	Develop achievable goals to handle stressors in a healthy way.
HE.08.PM01.DM	Make decisions that enhance or establish healthy relationships.
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.08.VS05.ADV	Advocate for a safe and civil school environment that fosters learning and achievement.
HE.08.VS02.CC	Explain how violence, aggression, bullying, cyber-bullying, and harassment affect health and safety.
HE.08.PS14.ADV	Advocate for the promotion of empathy for individual differences.
HE.08.PM04.CC	Recognize diversity among people, including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.
HE.08.PM04.ADV	Advocate respect for diversity.
HE.08.VS01.IC	Practice and use a variety of clear communication skills and peer resistance skills to promote pro-social behavior.
HE.08.PM05.CC	Identify how to manage emotions during adolescence.
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.08.PM01.DM	Make decisions that enhance or establish healthy relationships.
HE.08.PM02.GS	Set goals around increasing healthy self-image.
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.08.PM01.DM	Make decisions that enhance or establish healthy relationships.
HE.08.VS05.ADV	Advocate for a safe and civil school environment that fosters learning and achievement.
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>
HE.08.PM01.DM	Make decisions that enhance or establish healthy relationships.
HE.08.PM05.CC	Identify how to manage emotions during adolescence.
HE.08.PS14.ADV	Advocate for the promotion of empathy for individual differences.
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.08.PM02.GS	Set goals around increasing healthy self-image.
HE.08.PM05.CC	Identify how to manage emotions during adolescence.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.08.VS05.ADV	Advocate for a safe and civil school environment that fosters learning and achievement.
HE.08.PM04.CC	Recognize diversity among people, including age, disability national origin, race, color, marital status, sex, sexual orientation and gender identity.
HE.08.PM04.ADV	Advocate respect for diversity.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.08.PM05.CC	Identify how to manage emotions during adolescence.
HE.08.PM01.DM	Make decisions that enhance or establish healthy relationships.
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**

<b>CODE</b>	<b>STANDARD</b>
HE.08.PM02.GS	Set goals around increasing healthy self-image.
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
ADV	Advocacy
CC	Core Concepts
DM	Decision Making
GS	Goal Setting
HE	Health
IC	Interpersonal Communication
SM	Self-Management

*Effective 2016.*