



# SOUTH CAROLINA STANDARDS ALIGNMENT DOCUMENT

## *Chicken Soup for the Soul Hallway Heroes*

### GRADE 6

All stories come from *Chicken Soup for the Soul: Be the Best You Can Be*

Source Link(s): <http://ed.sc.gov/agency/ccr/Standards-Learning/>

#### LESSON 1: "Friends of the Heart" p. 218

CODE	STANDARD
HE.G-6.4.1	Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
HE.M-6.3.1	Demonstrate the ability to locate within his or her community the appropriate health information and services for dealing with mental health issues.
RL.PR.8.1	Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.

#### LESSON 2: "Fifty-Six Grandparents" p. 125

CODE	STANDARD
HE.G-6.4.1	Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
C.MC.1.2	Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
RL.MC.5.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### LESSON 3: "Going to the Dogs" p. 20

CODE	STANDARD
HE.P-6.7.2	Construct a plan to reduce environmental health risks in his or her school or community.
RL.PR.8.1	Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters.

#### LESSON 4: "Help by the Bagful" p. 215

CODE	STANDARD
HE.P-6.7.2	Construct a plan to reduce environmental health risks in his or her school or community.
C.MC.1	Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.
RI.1.1	Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.

#### LESSON 5: "Nice Catch!" p. 207

CODE	STANDARD
HE.I-6.5.1	Demonstrate decision-making processes to deal with situations that involve personal safety and risk, including the use of the Internet.
HE.P-6.7.2	Construct a plan to reduce environmental health risks in his or her school or community.
W.MCC.2.1.b	Use relevant information from multiple print and multimedia sources.

<b>LESSON 6: "The Power of the Pen" p. 28</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.M-6.3.1</b>	Demonstrate the ability to locate within his or her community the appropriate health information and services for dealing with mental health issues.
<b>HE.P-6.7.2</b>	Construct a plan to reduce environmental health risks in his or her school or community.
<b>C.MC.2.1</b>	Gather information from print and multimedia sources to articulate claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details that support themes or central ideas to express perspectives clearly.
<b>RI.3</b>	Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.
<b>LESSON 7: "A Lesson in Ugly" p. 92</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.M-6.2.1</b>	Discuss ways that family and peers influence the mental, emotional, and social health of adolescents.
<b>HE.G-6.4.1</b>	Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
<b>HE.P-6.7.2</b>	Construct a plan to reduce environmental health risks in his or her school or community.
<b>W.MCC.1</b>	Write arguments to support claims with clear reasons and relevant evidence.
<b>LESSON 8: "Care Bags" p. 316</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.M-6.4.1</b>	Discuss healthy ways to express feelings and relieve stress.
<b>HE.P-6.7.2</b>	Construct a plan to reduce environmental health risks in his or her school or community.
<b>W.MCC.3</b>	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
<b>LESSON 9: "Secret Santa" p. 210</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.G-6.4.1</b>	Demonstrate effective verbal and nonverbal communication skills to promote healthy parent, family, and peer relationships.
<b>HE.P-6.7.2</b>	Construct a plan to reduce environmental health risks in his or her school or community.
<b>C.MC.3</b>	Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
<b>LESSON 10: "Two Tickets to the Big Game" p. 24</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.P-6.6.1</b>	Set a goal to develop and implement a personal health and wellness plan.
<b>HE.P-6.7.1</b>	Explain the importance of assuming responsibility for personal health behaviors.
<b>HE.P-6.7.2</b>	Construct a plan to reduce environmental health risks in his or her school or community.
<b>C.MC.3</b>	Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
<b>LESSON 11: "The Joy of Giving" p. 362</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>HE.P-6.7.2</b>	Construct a plan to reduce environmental health risks in his or her school or

	community.
<b>C.MC.3</b>	Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.
<b>C.MC.1.1</b>	Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.
<b>LESSON 12: "Goals and Dreams – A Winning Team" p. 301</b>	
<b>CODE</b>	<b>STANDARD</b>
<b>W.LCS.4</b>	Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.
<b>HE.P-6.6.1</b>	Set a goal to develop and implement a personal health and wellness plan.
<b>W.MCC.2</b>	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<b>CODE</b>	
<b>RL</b>	Reading – Literary Text
<b>RI</b>	Reading – Informational Text
<b>W</b>	Writing
<b>C</b>	Communication
<b>PR</b>	Principles of Reading
<b>MC</b>	Meaning and Context
<b>MCC</b>	Meaning, Context, and Craft
<b>LCS</b>	Language, Craft, and Structure
<b>HE</b>	Health
<b>M</b>	Mental, Emotional, and Social Health
<b>I</b>	Injury Prevention and Safety
<b>G</b>	Growth and Development
<b>P</b>	Personal and Community Health