

WYOMING 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://edu.wyoming.gov/educators/standards>

LESSON 1: "McDonald's" p. 186

CODE	STANDARD
HE.8.1	Access, analyze and evaluate health information, products and resources.
HE.8.4.2	Analyze behaviors that avoid and reduce health risks to self and others.
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.8.4.6	Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance.
HE.8.4.8	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved.
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.8.4.10	Describe various forms of bullying and roles of all involved (aggressor, bystander, victim, etc.) in bullying situations).
HE.8.4.9	Analyze the effects of taking action to oppose bullying based on individual and group differences.
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.8.4.7	Use criteria to set a short-term personal health goal and make a plan for achieving it.
HE.8.4.6	Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance.
HE.8.4.2	Analyze behaviors that avoid and reduce health risks to self and others.
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.)

LESSON 5: "Taxi" p. 103

CODE	STANDARD
HE.8.4.10	Describe various forms of bullying and roles of all involved (aggressor, bystander, victim, etc.) in bullying situations).
HE.8.4.9	Analyze the effects of taking action to oppose bullying based on individual and group differences.
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
HE.8.2.2	Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.).
HE.8.2.3	Apply a systematic decision making process that includes analysis of consequences to enhance health (e.g., impact of decision on self, on others).
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
HE.8.2.3	Apply a systematic decision making process that includes analysis of consequences to enhance health (e.g., impact of decision on self, on others).
HE.8.4.8	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved.
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
HE.8.4.2	Analyze behaviors that avoid and reduce health risks to self and others.
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
HE.8.4.8	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved.
HE.8.4.2	Analyze behaviors that avoid and reduce health risks to self and others.
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
HE.8.4.10	Describe various forms of bullying and roles of all involved (aggressor, bystander, victim, etc.) in bullying situations).

HE.8.4.9	Analyze the effects of taking action to oppose bullying based on individual and group 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 11: "The End of the Zombie Days" p. 62	
CODE	STANDARD
HE.8.4.2	Analyze behaviors that avoid and reduce health risks to self and others.
HE.8.3	Demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.
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.)
HE.8.3.2	Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct).
LESSON 12: "Head-Butting the Wall" p. 71	
CODE	STANDARD
HE.8.4.8	Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

CODE	
RL	Reading Literature
SL	Speaking and Listening
W	Writing
HE	Health Education

Effective 2016.