



CHARACTER DEVELOPMENT PROGRAM

NEXT GENERATION SUNSHINE STATE STANDARDS-SOCIAL STUDIES (2021)

US HISTORY 9-12

STANDARD	BENCHMARK	LESSON ALIGNMENT
Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.	SS.912.A.1.1- Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.	<ul style="list-style-type: none"> • A3-Medal of Honor: What does it Mean? • A4-Citizen Honors: What does it Mean? • B1-Portrait of a Service Member • B5-A Lesson in Irony (William Crawford) • D11-Cultural Background and Our Perception (James Swett, Michael Colalilo, George Sakato)
	SS.912.A.1.2- Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	<ul style="list-style-type: none"> • A8-Citation Investigation: Analyzing Narrative (Gary Beikirch or any Recipient) • C13-Remembering the Fallen Heroes of Normandy • C15-Honoring Their Memory (Leroy Petry) • D3-Honoring Citizen Heroes
	SS.912.A.1.3- Utilize timelines to identify the time sequence of historical data.	<ul style="list-style-type: none"> • C1-The Sacrifices We Make (John Hawk) • C5-Visualizing History (Tibor Rubin, James Fleming, Leroy Petry) • D3-Honoring Citizen Heroes
	SS.912.A.1.4- Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.	<ul style="list-style-type: none"> • A5-Data Analysis and the Medal of Honor • A7-Symbolism and the Medal of Honor • A11- The Color of Character
	SS.912.A.1.5- Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.	<ul style="list-style-type: none"> • A9-A Tale Told Two Ways (Salvatore Giunta) • C4-Feature Writing Lesson

US HISTORY 9-12

STANDARD	BENCHMARK	LESSON ALIGNMENT
Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.	SS.912.A.1.6- Use case studies to explore social, political, legal, and economic relationships in history.	<ul style="list-style-type: none"> • B8-Integrity and the Power of Words (Charles Hagemester) • C3-What Can I Do? (Myles Eckert, CH) • C7-Overcoming Obstacles (Clarence Sasser) • D8-A Belated Honor (Alfred Rascon)
	SS.912.A.1.7- Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications	<ul style="list-style-type: none"> • B7-An Unlikely Hero (Gary Littrell) • D6-Music's Role During War (Michael Thornton)

STANDARD	BENCHMARK	LESSON ALIGNMENT	FLORIDA RECIPIENTS
Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.	SS.912.A.2.4- Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.	<ul style="list-style-type: none"> • C17-Commitment in Action (William Carney) • D9-Dr. Mary Walker: Citizen with Honor 	
Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.	<p>SS.912.A.4.5- Examine causes, course, and consequences of United States involvement in World War I.</p> <p>SS.912.A.4.7- Examine the impact of airplanes, battleships, new weaponry and chemical warfare in creating new war strategies (trench warfare, convoys).</p> <p>SS.912.A.4.8- Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.</p>	<ul style="list-style-type: none"> • B14-Courage in the Face of Prejudice (Henry Johnson) 	<p>SS.912.A.4.11- Examine key events and peoples in Florida history as they relate to United States history.</p> <ul style="list-style-type: none"> • William M. Corry, Jr., U.S. Navy, Quincy, FL (Interim) • Francis E. Ormsbee, Jr., U.S. Navy, Florida

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STANDARD	BENCHMARK	CDP LESSONS	FLORIDA RECIPIENTS
Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.	SS.912.A.6.1- Examine causes, course, and consequences of World War II on the United States and the world.	<ul style="list-style-type: none"> B6-Courage to Make a Difference (Arthur J. Jackson, Nicholas Oresko) B15-Spirit of Courage by Land or by Sea (Ernest Childers, Van Barfoot, Ernest Evans) B16-Conquering Challenges with Integrity (Vernon Baker) C1-The Sacrifices We Make (John Hawk) C4-Feature Writing (Desmond Doss) C13-Remembering the Fallen Heroes of Normandy (Pinder, Butts, Monteith, DeGlopper) D11-Cultural Background and Our Perception (James Swett, Michael Colalilo, George Sakato) 	SS.912.A.6.15- Examine key events and peoples in Florida history as they relate to United States history. <ul style="list-style-type: none"> Robert E. Femoyer, U.S. Army Air Corps, Jacksonville, FL David McCampbell, U.S. Navy, West Palm Beach, FL Thomas B. McGuire, Jr., U.S. Army Air Corps, Sebring, FL Robert M. McTureous, Jr., U.S. Marine Corps, Altoona, FL James H. Mills, U.S. Army, Ft. Meade, FL Alexander R. Nininger, Jr., U.S. Army, Ft. Lauderdale, FL
	SS.912.A.6.12- Examine causes, course, and consequences of the Korean War.	<ul style="list-style-type: none"> C6-Exploration of Commitment (Reginald Myers) D1-What is Patriotism? (John Finn, Joseph Rodriguez) 	<ul style="list-style-type: none"> Emory L. Bennett, U.S. Army, Cocoa, FL Baldomero Lopez, U.S. Marine Corps, Tampa, FL
	SS.912.A.6.14- Analyze causes, course, and consequences of the Vietnam War.	<ul style="list-style-type: none"> A8-Citation Investigation: Analyzing Narrative (Gary Beikirch or any Recipient) B2-Reflecting on Courage (Robert Howard) B3-Integrity in Decision-Making (James Fleming) C2- The Burden of Leadership (Paul Bucha, Jay Vargas) C7-Overcoming Obstacles (Clarence Sasser) C12-We Stand on the Shoulders of Giants (Roger Donlon) D8-A Belated Honor (Alfred Rascon) D16-Honor in the Face of Conflict (Gary Beikirch) 	<ul style="list-style-type: none"> Hammett L. Bowen, Jr., U.S. Army, Jacksonville, FL Bruce W. Carter, U.S. Marine Corps, Jacksonville, FL Ardie R. Copas, U.S. Army, Ft. Pierce, FL Nicholas J. Cutinha, U.S. Army, Coral Gables, FL Robert R. Ingram, U.S. Navy, Clearwater, FL (Living History) Robert H. Jenkins, Jr., U.S. Marine Corps, Jacksonville, FL Clyde E. Lassen, U.S. Navy, Jacksonville, FL Clifford C. Sims, U.S. Army, Jacksonville, FL Larry E. Smedley, U.S. Marine Corps, Orlando, FL

US HISTORY 9-12

STANDARD	BENCHMARK	CDP LESSONS	FLORIDA RECIPIENTS
Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.	SS.912.A.7.15- Analyze the effects of foreign and domestic terrorism on the American people.	<ul style="list-style-type: none"> • A9-A Tale Told Two Ways (Salvatore Giunta) • B4-What is Courage? (Jack Jacobs, Clinton Romesha) • B10-What Would You Do? (Chris Mintz, CH) • B11-Be True to Yourself (Rick Rescorla, CH) • C14-Sacrifice and Memory (Florent Groberg) • D17-Veterans Day Reflections (David Bellavia) 	SS.912.A.7.17- Examine key events and key people in Florida history as they relate to United States history. <ul style="list-style-type: none"> • Alwyn C. Cashe, U.S. Army, Oviedo, FL • Robert J. Miller, U.S. Army, Oviedo, FL • Paul R. Smith, U.S. Army, Tampa, FL • Anthony Borges, Parkland, FL (CH, 2019) • Alton Brieske, Pt. St. Lucie, FL, (CH 2015) • Aaron Feis, Parkland, FL (CH 2019) • Peter Wang, Parkland, FL (CH 2019)

NEXT GEN SUNSHINE STANDARDS REVISED CIVICS (2023 IMPLEMENTATION)

CIVICS 9-12

STANDARD	INDICATOR	CDP ALIGNMENT	PORTRAITS IN PATRIOTISM (RECIPIENTS)
SS.912.CG.1.4: Analyze how the ideals and principles expressed in the founding documents shape America as a constitutional republic.	<ul style="list-style-type: none"> Students will differentiate among the documents and determine how each one was individually significant to the founding of the United States. Students will evaluate how the documents are connected to one another. Documents include, but are not limited to, the Declaration of Independence, Articles of Confederation, Federalist Papers (e.g., No. 10, No. 14, No. 31, No. 39, No. 51) and the U.S. Constitution. Students will identify key individuals who contributed to the founding documents (e.g., Thomas Jefferson, Alexander Hamilton, John Jay, James Madison, George Mason). 	<ul style="list-style-type: none"> A2-Exploring the Six Core Values 	
SS.912.CG.2.1: Explain the constitutional provisions that establish and affect citizenship.	<ul style="list-style-type: none"> Students will explain how the concept of citizenship in the United States has changed over the course of history (i.e., 13th, 14th, 15th and 19th Amendments). Students will compare birth-right citizenship, permanent residency and naturalization in the United States. Students will differentiate the rights held by native-born citizens, permanent residents and naturalized citizens (e.g., running for public office). 	<ul style="list-style-type: none"> C17-Commitment in Action (William Carney) 	<ul style="list-style-type: none"> Powhatan Beaty, U.S. Army, Civil War, Cincinnati, OH William Carney, U.S. Army, Civil War, New Bedford, MA Andrew J. Smith, U.S. Army, Civil War, Clinton, IL Florent A. Groberg, U.S. Army, War on Terrorism (Afghanistan), Bethesda, MD

CIVICS 9-12

STANDARD	INDICATOR	CDP ALIGNMENT	PORTRAITS IN PATRIOTISM (RECIPIENTS)
SS.912.CG.2.2: Explain the importance of political and civic participation to the success of the United States' constitutional republic.	<ul style="list-style-type: none"> Students will discuss various ways in which U.S. citizens can exercise political and civic participation. Students will identify historical examples of political and civic participation (e.g., Civil Rights Movement, Women's Suffrage Movement). Students will describe the ways in which individuals can be denied and limited in their right to practice political and civic participation (e.g., losing voting rights for felony conviction, limitations on political contributions, limits on the type of protesting). 	<ul style="list-style-type: none"> A1-Selfless Service A4-Citizen Service before Self Honors B3-Integrity in Decision-Making (James Fleming) D9-Dr. Mary Walker: Citizen with Honor DYA 	<ul style="list-style-type: none"> James Fleming, U.S. Air Force, Vietnam, Pullman, WA Hershel "Woody" Williams, U.S. Army, World War II, Fairmont, WV Dr. Mary Walker, U.S. Army, Civil War, Louisville, KY
SS.912.CG.2.3: Explain the responsibilities of citizens at the local, state and national levels.	<ul style="list-style-type: none"> Students will identify various responsibilities held by citizens (e.g., voting, volunteering and being informed, respecting laws). Students will understand the process of registering or preregistering to vote and how to complete a ballot in Florida (e.g., uniform primary and general election ballot). Students will discuss appropriate methods of communication with public officials (e.g., corresponding, attending public meetings, requesting a meeting and providing information). Students will participate in classroom activities that simulate exercising the responsibilities of citizenship. 	<ul style="list-style-type: none"> D14-A Symbol of My Responsibilities (Tommy Norris) B11-Be True to Yourself (Rick Rescorla) C3-What Can I Do? (Myles Eckert) D1-What is Patriotism? (John Finn, Joseph Rodriguez) 	<ul style="list-style-type: none"> Thomas R. Norris, U.S. Navy, Vietnam, Silver Spring, MD Rick Rescorla, Citizen Honors, Newark, NJ Myles Eckert, Citizen Honors, Toledo, OH

CIVICS 9-12

STANDARD	INDICATOR	CDP ALIGNMENT	PORTRAITS IN PATRIOTISM (RECIPIENTS)
SS.912.CG.2.4: Evaluate, take and defend objective, evidence-based positions on issues that cause the government to balance the interests of individuals with the public good.	<ul style="list-style-type: none"> Students will examine situations when individuals' rights have been restricted for the public good (e.g., limits on speech or rationing of goods during wartime, enactment of the Patriot Act). Students will analyze how environmental and financial policies place limitations on citizens and private industry for the public good. Students will explain different services provided by local, state and national governments to citizens to ensure their rights are protected (e.g., social services, law enforcement, defense, emergency response). 	<ul style="list-style-type: none"> B1-Portrait of a Service Member 	
SS.912.CG.2.5: Analyze contemporary and historical examples of government-imposed restrictions on rights.	<ul style="list-style-type: none"> Students will identify historical examples of government-imposed restrictions on rights (e.g., suspension of habeas corpus, rationing during wartime and limitations on speech). Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). 	<ul style="list-style-type: none"> B14-Courage in the Face of Prejudice (Henry Johnson) 	<ul style="list-style-type: none"> Henry Johnson, U.S. Army, World War I, Albany, NY William Shemin, U.S. Army, World War I, Syracuse, NY

CIVICS 9-12

STANDARD	INDICATOR	CDP ALIGNMENT	PORTRAITS IN PATRIOTISM (RECIPIENTS)
SS.912.CG.2.6: Explain how the principles contained in foundational documents contributed to the expansion of civil rights and liberties over time.	<ul style="list-style-type: none"> Students will explain how different groups of people (e.g., African Americans, immigrants, Native Americans, women) had their civil rights expanded through legislative action (e.g., Voting Rights Act, Civil Rights Act), executive action (e.g., Truman's desegregation of the army, Lincoln's Emancipation Proclamation) and the courts (e.g., Brown v. Board of Education; In re Gault). Students will explain the role founding documents, such as the Declaration of Independence and the Constitution, had on setting precedent for the future granting of rights. 	<ul style="list-style-type: none"> B15-Spirit of Courage by Land or by Sea (Ernest Childers, Van Barfoot, Ernest Evans) B16-Conquering Challenges with Integrity (Vernon Baker) D11-Cultural Background and Our Perception (James Swett, Michael Colalilo, George Sakato) 	<ul style="list-style-type: none"> Vernon J. Baker, U.S. Army, World War II, Cheyenne, WY Van T. Barfoot, U.S. Army, World War II, Carthage, MS Ernest "Chief" Childers, U.S. Army, World War II, Tulsa, OK Melvin Morris, U.S. Army, Vietnam, Ft. Bragg, NC Clarence E. Sasser, U.S. Army, Vietnam, Houston, TX
SS.912.CG.2.7: Analyze the impact of civic engagement as a means of preserving or reforming institutions.	<ul style="list-style-type: none"> Students will identify legal methods that citizens can use to promote social and political change (e.g., voting, peaceful protests, petitioning, demonstrations, contacting government offices). Students will identify historical examples of citizens achieving or preventing political and social change through civic engagement (e.g., the Abolitionist Movement). 	<ul style="list-style-type: none"> DYA Series 	

CIVICS 9-12

STANDARD	INDICATOR	CDP LESSONS	PORTRAITS IN PATRIOTISM (RECIPIENTS)
SS.912.CG.2.11: Evaluate political communication for bias, factual accuracy, omission and emotional appeal.	<ul style="list-style-type: none"> Students will compare the reporting on the same political event or issue from multiple perspectives. Students will identify various forms of propaganda (e.g., plain folks, glittering generalities, testimonial, fear, logical fallacies). Students will discuss the historical impact of political communication on American political process and public opinion. Examples of political communication may include, but are not limited to: political cartoons, propaganda, campaign advertisements, political speeches, bumper stickers, blogs, press and social media. 	<ul style="list-style-type: none"> A8-Citation Investigation: Analyzing Narrative (Gary Beikirch or any Recipient) 	<ul style="list-style-type: none"> Gary B. Beikirch, U.S. Army, Vietnam, Buffalo, NY