



## CHARACTER DEVELOPMENT PROGRAM

### ALABAMA COURSE OF STUDY: SOCIAL STUDIES, 2010 STANDARDS ALIGNMENT

## READING STANDARDS FOR GRADES 11-12: HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

CONCEPT	LITERACY STANDARD	CDP ALIGNED LESSONS
<b>Key Ideas and Details</b>	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	<ul style="list-style-type: none"><li>• A8-Citation Investigation: Analyzing Narrative (Gary Beikirch or any Recipient)</li><li>• D12-Distracted Driving (David Bryan, CH)</li></ul>
	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<ul style="list-style-type: none"><li>• A9-A Tale Told Two Ways (Salvatore Giunta)</li><li>• B9-A Student of Mine (Jencie Fagan, CH)</li><li>• C1-The Sacrifices We Make (John Hawk)</li><li>• C5-Visualizing History (Tibor Rubin, James Fleming, Leroy Petry)</li></ul>
	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	<ul style="list-style-type: none"><li>• B1-Portrait of a Service Member</li><li>• C3-What Can I Do? (Myles Eckert, CH)</li><li>• C2-The Burden of Leadership (Paul Bucha, Jay Vargas)</li></ul>

# READING STANDARDS FOR GRADES 11-12: HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

CONCEPT	LITERACY STANDARD	CDP ALIGNED LESSONS
<b>Craft and Structure</b>	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.	<ul style="list-style-type: none"> <li>A2-Exploring the Six Core Values</li> <li>B4-What is Courage? (Jack Jacobs, Clinton Romesha)</li> <li>C6-Exploration of Commitment (Reginald Myers)</li> <li>D1-What is Patriotism? (John Finn, Joseph Rodriguez)</li> <li>D4: Hero vs. Idol (Sammy Davis, Leroy Petry, Patrick Brady)</li> </ul>
	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<ul style="list-style-type: none"> <li>A5-Data Analysis and the Medal of Honor</li> <li>B7-An Unlikely Hero (Gary Littrell)</li> <li>B8-Integrity and the Power of Words (Charles Hagemester)</li> </ul>
	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<ul style="list-style-type: none"> <li>A3-Medal of Honor: What does it Mean?</li> <li>A4-Citizen Honors: What does it Mean?</li> <li>C11-Sacce a Nation, Save a Life (Bruce Crandall, Rick Rescorla)</li> <li>D11-Cultural Background and Our Perception (James Swett, Michael Colalilo, George Sakato)</li> </ul>
<b>Integration of Knowledge and Ideas</b>	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	<ul style="list-style-type: none"> <li>B5-A Lesson in Irony (William Crawford)</li> <li>C15-Honoring Their Memory (Leroy Petry)</li> <li>C13-Remembering the Fallen Heroes of Normandy</li> <li>D3-Honoring Citizen Heroes</li> </ul>
	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	<ul style="list-style-type: none"> <li>C7-Overcoming Obstacles (Clarence Sasser)</li> <li>B15-Spirit of Courage by Land or by Sea (Ernest Childers, Van Barfoot, Ernest Evans)</li> </ul>
	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	<ul style="list-style-type: none"> <li>C14-Sacrifice and Memory (Florent Groberg)</li> <li>D7-War in Social Context (Hershel "Woody" Williams, Tibor Rubin, Sammy Davis)</li> </ul>

# 11TH GRADE UNITED STATES HISTORY II: THE INDUSTRIAL REVOLUTION TO THE PRESENT

STANDARD	INDICATOR	CDP LESSONS	ALABAMA RECIPIENTS
4. Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes.	Identifying the role of militarism, alliances, imperialism, and nationalism in World War I	<ul style="list-style-type: none"> <li>B14-Courage in the Face of Prejudice (Henry Johnson)</li> </ul>	<ul style="list-style-type: none"> <li>Osmond K. Ingram, U.S. Navy, Pratt City, AL</li> <li>Sidney E. Manning, U.S. Army, Flomaton, AL</li> </ul>
9. Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences.	<ul style="list-style-type: none"> <li>Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion</li> <li>Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> </ul>	<ul style="list-style-type: none"> <li>B6-Courage to Make a Difference (Arthur J. Jackson, Nicholas Oresko)</li> <li>B15-Spirit of Courage by Land or by Sea (Ernest Childers, Van Barfoot, Ernest Evans)</li> <li>C1-The Sacrifices We Make (John Hawk)</li> <li>C4-Feature Writing (Desmond Doss)</li> <li>C13-Remembering the Fallen Heroes of Normandy (Pinder, Butts, Monteith, DeGlopper)</li> </ul>	<ul style="list-style-type: none"> <li>Paul L. Bolden, U.S. Army, Madison, AL</li> <li>Cecil H. Bolton, U.S. Army, Huntsville, AL</li> <li>Charles W. Davis, U.S. Army, Montgomery, AL</li> <li>Henry “Red” Erwin, U.S. Army Air Corps, Bessemer, AL (Living History)</li> <li>Ross F. Gray, U.S. Marine Corps Reserve, Marvel Valley, AL</li> <li>William R. Lawley, Jr., U.S. Army Air Corps, Birmingham, AL</li> <li>John D. New, U.S. Marine Corps, Mobile, AL</li> </ul>
10. Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, Servicemen’s Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military.	<ul style="list-style-type: none"> <li>Describing Alabama’s participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases</li> </ul>	<ul style="list-style-type: none"> <li>B16-Conquering Challenges with Integrity (Vernon Baker)</li> <li>D11-Cultural Background and Our Perception (James Swett, Michael Colalilo, George Sakato)</li> </ul>	<ul style="list-style-type: none"> <li>George Watson, U.S. Army, Birmingham, AL</li> </ul>

# 11TH GRADE UNITED STATES HISTORY II: THE INDUSTRIAL REVOLUTION TO THE PRESENT

STANDARD	INDICATOR	CDP LESSONS	ALABAMA RECIPIENTS
11. Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO).	<ul style="list-style-type: none"> <li>Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman.</li> </ul>	<ul style="list-style-type: none"> <li>C6-Exploration of Commitment (Reginald Myers)</li> <li>D1-What is Patriotism? (John Finn, Joseph Rodriguez)</li> </ul>	
13. Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon.	<ul style="list-style-type: none"> <li>Locating on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites</li> <li>Describing the creation of North and South Vietnam</li> </ul>	<ul style="list-style-type: none"> <li>A8-Citation Investigation: Analyzing Narrative (Gary Beikirch or any Recipient)</li> <li>B2-Reflecting on Courage (Robert Howard)</li> <li>B3-Integrity in Decision-Making (James Fleming)</li> <li>C2- The Burden of Leadership (Paul Bucha, Jay Vargas)</li> <li>C7-Overcoming Obstacles (Clarence Sasser)</li> <li>C12-We Stand on the Shoulders of Giants (Roger Donlon)</li> <li>D8-A Belated Honor (Alfred Rascon)</li> <li>D16-Honor in the Face of Conflict (Gary Beikirch)</li> </ul>	<ul style="list-style-type: none"> <li>Rodney J. Evans, U.S. Army, Montgomery, AL</li> <li>Robert L. Howard, U.S. Army, Montgomery, AL (Living History, Lesson B12)</li> <li>Matthew Leonard, U.S. Army, Birmingham, AL</li> <li>Don L. Michael, U.S. Army, Montgomery, AL</li> <li>William W. Seay, U.S. Army, Montgomery, AL</li> <li>James M. Sprayberry, U.S. Army, Montgomery, AL</li> </ul>
16. Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.	<ul style="list-style-type: none"> <li>Examples: terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan;</li> </ul>	<ul style="list-style-type: none"> <li>A9-A Tale Told Two Ways (Salvatore Giunta)</li> <li>B4-What is Courage? (Jack Jacobs, Clinton Romesha)</li> <li>B10-What Would You Do? (Chris Mintz, CH)</li> <li>B11-Be True to Yourself (Rick Rescorla, CH)</li> <li>C14-Sacrifice and Memory (Florent Groberg)</li> <li>D17-Veterans Day Reflections (David Bellavia)</li> </ul>	