



CHARACTER DEVELOPMENT PROGRAM

COLORADO ACADEMIC STANDARDS (CAS)

SOCIAL STUDIES (2020)		
EVIDENCE OUTCOMES	ESSENTIAL SKILLS/ INQUIRY QUESTIONS	LESSON ALIGNMENT(S)
Standard 1.1.1.a. Formulate compelling and supporting questions after evaluating primary sources for point of view and historical context.	1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts, including multilingual.	<ul style="list-style-type: none"> B1-Portrait of a Service Member C3-What Can I Do? (Myles Eckert*) C17-William H. Carney: Commitment in Action (William Carney)
Standard 1.1.1.b. Gather and analyze historical information to address questions from a range of primary and secondary sources containing a variety of perspectives.	2. Interpret, analyze, and draw conclusions using historical sources. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	<ul style="list-style-type: none"> A9-A Tale Told Two Ways (Salvatore Giunta) C13-Remembering the Fallen Heroes of Normandy (John Pinder, John Butts, Jimmie Monteith, Charles DeGlopper) D11-Cultural Background and Our Perception (James Swett, Michael Colalillo, George Sakato)
Standard 1.1.1.c. Gather and analyze historical information from a range of qualitative and quantitative sources. For example: demographic, economic, social, and political data.	2. Interpret, analyze, and draw conclusions using historical sources. (Entrepreneurial Skills: Critical Thinking/Problem Solving)	<ul style="list-style-type: none"> A5-Data Analysis and the Medal of Honor B8-Integrity and the Power of Words (Charles Hagemester) D3-Honoring Citizen Heroes
Standard 1.1.1.d. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.	3. Synthesize ideas in original and innovative ways. (Entrepreneurial Skills: Creativity/Innovation)	<ul style="list-style-type: none"> A8-Citation Investigation: Analyzing Narrative (Gary Beikirch or any Recipient)
Standard 1.2.2.a. Analyze continuity and change in eras over the course of United States history.	IQ-How does society decide what is important in United States history?	<ul style="list-style-type: none"> B7-An Unlikely Hero (Gary Littrell) D6-Music's Role During War (Michael Thornton)
Standard 1.2.2.b. Investigate causes and effects of significant events throughout United States history. For example: world and regional conflicts, urbanization and suburbanization, economic cycles, and popular and countercultures.	ES-Make predictions and design data/information collection and analysis strategies to test historical hypotheses.	<ul style="list-style-type: none"> B2-Reflecting on Courage (Robert Howard) B3-Integrity in Decision-Making (James Fleming) B10-What Would You Do? (Chris Mintz*) C12-We Stand on the Shoulders of Giants (Roger Donlon)

*indicates a Citizen Honors Awardee. Learn more about the Citizen Honors Awards at <https://www.cmohs.org/citizen-honors/overview>

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Standard 1.2.2.c. Analyze the complexity of events throughout United States history. For example: the Civil Rights Movement, migration, immigration and displacement, mass media, landmark Supreme Court cases, and the war on terror.	ES-Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex national problems using interdisciplinary perspectives independently or with others.	<ul style="list-style-type: none"> • C2-The Burden of Leadership (Paul Bucha, Jay Vargas) • C7-Overcoming Obstacles (Clarence Sasser) • C14-Sacrifice and Memory (Florent Groberg) • D7-War in Social Context (Hershel “Woody” Williams, Tibor Rubin, Sammy Davis)
Standard 1.2.2.d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: the systemic impact of racism and nativism, role of patriotism, expansion of rights, and the role of religion.	IQ-What ideas have united the American people over time? IQ-How does diversity affect the concept of change over time? Is change over time a matter of perspective?	<ul style="list-style-type: none"> • B14-Courage in the Face of Prejudice (Henry Johnson) • B15-Spirit of Courage by Land or by Sea (Ernest Childers, Van Barfoot, Ernest Evans) • B16-Conquering Challenges with Integrity (Vernon Baker)
Standard 1.2.2.g. Analyze the origins of fundamental political debates and how opposing perspectives, compromise, and cooperation have shaped national unity and diversity. For example: suffrage, human and civil rights, and the role of government.	ES-Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex national problems using interdisciplinary perspectives independently or with others.	<ul style="list-style-type: none"> • C5-Visualizing History (Tibor Rubin, James Fleming, Leroy Petry) • D8-A Belated Honor (Alfred Rascon) • D15-If You Want to Change the World (Edward Byers, Jr.)
Standard 1.2.3.a. Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, the Holocaust, the Cold War; and independence movements/decolonization.	ES- Make predictions and design data/information collection and analysis strategies to test historical hypotheses. (Entrepreneurial Skills: Inquiry/Analysis) IQ- What ideas transcend cultural, political, economic, and social differences in world history?	<ul style="list-style-type: none"> • C14-Sacrifice and Memory (Florent Groberg)
Standard 1.2.3.b. Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and Chinese Revolutions; the World Wars; genocides; and the Arab Spring movement.	ES- Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. (Civic Interpersonal: Global/Cultural Awareness)	<ul style="list-style-type: none"> • B6-Courage to Make a Difference (Arthur J. Jackson, Nicholas Oresko) • C1-The Sacrifices We Make (John Hawk)
Standard 1.2.3.c. Analyze the complexity of events throughout world history. For example: religious rifts such as the Protestant Reformation and the Shi'ite/Sunni split in Islam; independence movements in Africa, the Americas, and Asia; and globalization and the rise of modern terrorist organizations.	IQ- How do historians work from/with cultural assumptions to decide what is important in world history?	<ul style="list-style-type: none"> • B4-What is Courage? (Jack Jacobs, Clinton Romesha) • C11-Save a Life, Save a Nation (Bruce Crandall, Rick Rescorla*) • C15-Honoring Their Memory (Leroy Petry) • D2-Defining Citizenship (Kyle Carpenter)

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Standard 1.2.3.d. Examine and evaluate issues of unity and diversity throughout world history. For example: migration and immigration, nationalist movements, revolutions, colonialism, world conferences/international agreements, human rights issues, and the resulting changes in political geography.	IQ- How are human rights respected and defended in a world of different nations and cultures?	<ul style="list-style-type: none"> • C8-Individual Leadership (Hershel “Woody” Williams, David Bryan*) • C16-Memory in their Words (James Livingston, Leroy Petry, Robert Nett, and George O’Brien, Jr.) • D1-What is Patriotism? (John Finn, Joseph Rodriguez)
Standard 4.7.1.a. Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.	IQ-How do people remain civil and engage in discourse when there is dissonance?	<ul style="list-style-type: none"> • A4-Citizen Honors: What Does It Mean? • D2-Defining Citizenship (Kyle Carpenter)
Standard 4.7.1.b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.	ES-Use interpersonal skills to learn and work with individuals and groups from diverse backgrounds in order to understand or impact a policy.	<ul style="list-style-type: none"> • B2-Reflecting on Courage (Robert Howard) • C2-The Burden of Leadership (Jay Vargas and Paul Bucha)
Standard 4.7.1.c. Explain the roles and influence of individuals, groups, and the press as checks on governmental practices. For example: direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.	ES-Analyze both how and why media messages are, and for what purposes in order to support a stance or opinion on an issue. IQ-What is the meaning of civic participation in a democratic republic?	<ul style="list-style-type: none"> • C6-Exploration of Commitment (Reginald Myers) • C8-Individual Leadership (Hershel “Woody” Williams, David Bryan*)
Standard 4.8.2.a. Describe the origins, foundations, purposes, and limitations of government and include the contribution of key philosophers, American historical figures and documents.	ES-Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills regarding the role and responsibilities of different levels and types government. IQ-What are the most important democratic ideals and practices?	<ul style="list-style-type: none"> • A7-Symbolism and the Medal of Honor • D1-What is Patriotism? (John Finn, Joseph Rodriguez)
Standard 4.8.2.b. Identify the structure, function, and roles of current members of American government and their relationship to democratic values.	ES-Interpret information and draw conclusions about the origins of the structures of America’s governmental institutions. IQ-How does government best protect individual rights and the rights of minorities, yet have majority rule?	<ul style="list-style-type: none"> • A2-Exploring the Six Core Values • B3-Integrity in Decision-Making (James Fleming)
Standard 4.8.2.c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. For example: freedom and security, individual rights and common good, general welfare, and rights and responsibilities.	ES-Apply knowledge of government to develop appropriate and workable solutions that address complex local, state, national and global problems using interdisciplinary perspectives. IQ-In what ways can you actively engage in American democracy and impact its system of government?	<ul style="list-style-type: none"> • B1-Portrait of a Service Member (Jay Vargas) • B2-Reflecting on Courage (Robert Howard) • B11-Be True to Yourself (Rick Rescorla*) • C1-The Sacrifices We Make (John Hawk) • C7-Overcoming Obstacles (Clarence Sasser) • C14-Sacrifice and Memory (Florent Groberg)

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COLORADO RECIPIENTS BY ERA

ERA	ALABAMA RECIPIENTS
World War I	<ul style="list-style-type: none"> • Marcellus Holmes Chiles, U.S. Army, Denver, CO • Jesse N. Funk, U.S. Army, Calhan, CO • Frank Monroe Upton, U.S. Navy, Loveland, CO • John Hunter Wickersham, U.S. Army, Denver, CO
World War II	<ul style="list-style-type: none"> • William J. Crawford, U.S. Army, Pueblo, CO • Elmer E. Fryar, U.S. Army, Denver, CO • Floyd K. Lindstrom, U.S. Army, Colorado Springs, CO • Joe P. Martinez, U.S. Army, Ault, CO • Robert Dale Maxwell, U.S. Army, Crewswell, CO • Donald Dale Pucket, U.S. Army Air Corps, Boulder, CO
Cold War	<p>Korea</p> <ul style="list-style-type: none"> • Raymond Gerald Murphy, U.S. Marine Corps, Pueblo, CO • Carl Leonard Sitter, U.S. Marine Corps, Pueblo, CO <p>Vietnam</p> <ul style="list-style-type: none"> • Ronald Leroy Coker, U.S. Marine Corps, Denver, CO • Drew Dix, U.S. Army, Denver, CO • Edgar Lee McWethy, Jr., U.S. Army, Denver, CO • Jon Edward Swanson, U.S. Army, Denver, CO