

Warren Hills Cluster Schools
**6 – 8 Global Security,
 Terrorism, and 9/11 in the Classroom**
Mastery Indicators

Key:
 B = Beginning to explore concept/skill
 D = In process of developing the concept/skill
 M = Demonstrates concept/skill mastery
M = Mastery as indicated by the State of New Jersey

June 2012

Unit I: Human Behavior

	6	7	8	Lesson
TSW be able to identify and analyze different communities that make up American culture				Lesson MI-1 An American Moment
TSW analyze and evaluate specific examples of problems arising out of diversity in America				Lesson MI-2 Another View of an American Moment
TSW be able to understand how natural and man-made disasters affect people and events				Lesson MI-3 Natural vs. Human-made
TSW become aware of the power of the individual to intervene in the escalation of discrimination and hate				Lesson MI-4 The Pyramid of Hate

Unit II: From Playground to World Stage – Violence, Aggression & Terrorism

	6	7	8	Lesson
TSW construct a definition of terrorism				Lesson MII-5 What Is Terrorism?
TSW analyze several cases and determine if the acts were terrorism				Lesson MII-5 What Is Terrorism?

Unit III: Historical Context of Terrorism

	6	7	8	Lesson
TSW differentiate between the various types of terrorism				Lesson MIII-6 Terrorism: Government Sponsored?
TSW distinguish among the following terms: governmental terrorism, government sponsorship of terrorism, non-governmental sponsored terrorism				Lesson MIII-6 Terrorism: Government Sponsored?
TSW investigate the question, "Why do some people support/become members of the KKK?"				Lesson MIII-7 Surprising Klansmen

Unit IV: 9/11: Contemporary Case Study in Terrorism

	6	7	8	Lesson
TSW be able to discuss the basic sequence of events occurring before, during and after 9/11/01				Lesson MIV-8 A Moment in Time
TSW describe how September 11, 2001 affected people in their community/state/country				Lessons MIV 9 A Moment in Time
TSW be able to recognize that September 11 was not an isolated event				Lesson MIV-10 Looking Back: What Happened Before September 11
TSW be able to understand the chain of events which led to the formation of al-Qaeda and bin Laden's role in terror attacks				Lesson MIV-10 Looking Back: What Happened Before September 11

Unit V: Challenges and Consequences in a Post 9/11 World

	6	7	8	Lesson
TSW define and identify some American civil rights				Lesson MV-11 Civil Rights in the Age Of Terrorism
TSW analyze hypothetical cases and discuss the impact of terrorism on these rights				Lesson MV-11 Civil Rights in the Age Of Terrorism
TSW describe the findings of the 9/11 Commission and the responses of government and individuals to the final report				Lesson MV-12 The 9/11 Commission

Unit VI: Remembrance and the Creation of Memory

	6	7	8	Lesson
TSW begin to understand shared grief and empathy after a national tragedy				Lesson MVI-13 A Random Act of Kindness
TSW be able to demonstrate their ability to comprehend the use of art by children and adults to express emotions and viewpoints and to preserve memory				Lesson MVI-14 Remembrance & Memory As Seen Through the Eyes of Artists
TSW be able to analyze the lyrics of songs written in the aftermath of 9/11				Lesson MVI-15 The Boss and the New Jersey Connection
TSW be able to conceptualize how music can memorialize people lost through tragedy				Lesson MVI-15 The Boss and the New Jersey Connection
TSW demonstrate their understanding of music as a vehicle through which to express themselves				Lesson MVI-15 Using Music to Remember and Memorialize
TSW explain how music can help heal in time of tragedy				Lesson MVI-15 Using Music to Remember and Memorialize
TSW be able to give examples that demonstrate the value of music as a means of remembering and memorializing				Lesson MVI-15 Using Music to Remember and Memorialize

Unit VII: Building Better Futures: Narrative, Recovery and Responsibility

	6	7	8	Lesson
TSW be able to describe the importance of narrative				Lesson MVII- 16 Why Does Tragedy Bring Us Together?
TSW define the terms upstander and bystander and discuss why people take both roles				Lesson MVII-17 The Upstander
TSW research ways they can help in their community				Lesson MVII-17 The Upstander
TSW demonstrate their comprehension of the power of one				Lesson MVII-18 You Can Do It, Yes You Can!
TSW brainstorm ideas of how to memorialize September 11, 2001 through service				Lesson MVII-18 You Can Do It, Yes You Can!

Interdisciplinary Connections

	6	7	8	Lesson
TSW recognize the value of cultural diversity, as well as the potential for misunderstanding				NJCCCS Social Studies
TSW critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes				NJCCCS Social Studies
TSW listens open-mindedly to views contrary to their own				NJCCCS Social Studies
TSW collaboratively develop and practice strategies for managing and resolving conflict				NJCCCS Social Studies
TSW demonstrate understanding of democratic values and processes				NJCCCS Social Studies

	6	7	8	Lesson
TSW recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences				NJCCCS Social Studies
TSW explain how character and core ethical values can be useful in addressing challenging situations				NJCCCS Health & Physical Education
TSW predict situations that may challenge an individual's core ethical values				NJCCCS Health & Physical Education
TSW determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict				NJCCCS Health & Physical Education
TSW explain how culture influences the ways families and groups cope with crisis and change				NJCCCS Health & Physical Education
TSW work together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values				NJCCCS Health & Physical Education
TSW write arguments focused on discipline-specific content				Common Core English Language Arts
TSW introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically				Common Core English Language Arts
TSW support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources				Common Core English Language Arts
TSW use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence				Common Core English Language Arts
TSW provide a concluding statement or section that follows from and supports the argument presented				Common Core English Language Arts
TSW conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration				Common Core English Language Arts
TSW gather relevant information from multiple print and digital sources, using search terms effectively				Common Core English Language Arts

	6	7	8	Lesson
TSW 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				Common Core English Language Arts
TSW draw evidence from informational texts to support analysis reflection, and research				Common Core English Language Arts
TSW select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems				NJCCCS Technology
TSW develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills				NJCCCS 21 st Century Skills
TSW implement problem-solving strategies to solve a problem in school or the community				NJCCCS 21 st Century Skills