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

Warren Hills Cluster Schools

K – 5 Global Security, Terrorism, and 9/11 in the Classroom Mastery Indicators

June 2012

Unit I: Human Behavior

	Kindergarten	1	2	3	4	5	Lesson
TSW explain how words leave an impression on one's heart							EI-1 Chrysanthemum:The Power of Words
TSW give examples of ways in which each person is unique yet has things in common with others							EI-2 The Beauty of Colors
TSW explain why the ways in which each person and group can help enrich and expand the nature of life for everyone							EI-2 The Beauty of Colors
TSW define the word hero							EI-3 Heroes in our Everyday Lives
TSW describe heroic behaviors							EI-3 Heroes in our Everyday Lives
TSW realize that we are all able to make contributions and help others							EI-4 A Brave Hero
TSW understand the effects of our words and actions on others							EI-4 A Brave Hero
TSW understand that greatness isn't only for famous people or famous deeds							EI-4 A Brave Hero
TSW appreciate the accomplishments of firefighters							EI-4 A Brave Hero

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

	Kindergarten	1	2	3	4	5	Lesson
TSW recognize how hateful words make them feel and how they impact others as well							EII-5 Power of Hurtful Words
TSW identify strategies to use to respond to hurtful words							EII-5 Power of Hurtful Words
TSW identify and explain the roles of individuals in a threatening situation							EII-6 Making Choices
TSW identify the choices of the individual in a threatening situation							EII-6 Making Choices
TSW understand the implications of making assumptions							EII-6 Making Choices
TSW appreciate the value of friendship							EII-6 Making Choices
TSW identify and explain the roles of individuals in a threatening situation							EII-7 Making Choices
TSW identify the choices of the individual in a threatening situation							EII-7 Making Choices
TSW discuss what the individual should do in the threatening situation to help others							EII-7 Making Choices

Unit III: Historical Context of Terrorism

	Kindergarten	1	2	3	4	5	Lesson
TSW use a computer to research various walls that are mentioned in the book Talking Walls							EIII-8 Walls
TSW identify and find countries of the walls discussed in the book Talking Walls							EIII-8 Walls
TSW locate where the wall goes on a world map							EIII-8 Walls
TSW understand that greatness isn't only for famous people or famous deeds							EIII-8 Walls
TSW understand the affects of our words and actions on others							EIII-8 Walls

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

	Kindergarten	1	2	3	4	5	Lesson
TSW understand that greatness is not only for famous people or famous deeds							EIV-9 Fireboat and Its Heroic Adventures
TSW realize that we are all able to make contributions and help others							EIV-9 Fireboat and Its Heroic Adventures
TSW understand the effects of our words and actions on others							EIV-9 Fireboat and Its Heroic Adventures
TSW demonstrate an understanding that everyone has the potential to be a hero							EIV-9 Fireboat and Its Heroic Adventures
TSW choose objects that represent metaphors for what the chapel represented to people near the Twin Towers on September 11th							EIV – 10 A Poem about St. Paul's Chapel
TSW identify the support structures or networks in their own lives							EIV – 10 A Poem about St. Paul's Chapel

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

	Kindergarten	1	2	3	4	5	Lesson
TSW identify the choices of individuals in a threatening situation to help others							EV-11 September Roses
TSW realize that we are all able to make contributions and help others							EV-11 September Roses
TSW understand the effects of our words and actions on others							EV-11 September Roses
TSW understand that terrible things happened on September 11th in 2001 but that life in America continued on September 12th							EV-12 September 12th
TSW explain the ways they feel safe and secure living in America							EV-12 September 12th
TSW create a visual display representing ways in which they feel safe and secure							EV-12 September 12th
TSW identify fears and ways to overcome their fears							EV-13 There's a Big Beautiful World Out There

Unit VI: Remembrance and the Creation of Memory

	Kindergarten	1	2	3	4	5	Lesson
TSW study images of real artifacts and explore what these artifacts tell us							EVI-14 Student Responses
TSW explain how the artifacts capture a memory							EVI-14 Student Responses
TSW explain why living plants and trees have become symbols of remembrance and memory							EVI-15 The Survivor Tree
TSW explain how a tree or other plant that survives a terrible tragedy or destructive event may become a symbol of hope to people as it eventually thrives and blooms again							EVI-15 The Survivor Tree

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

	Kindergarten	1	2	3	4	5	Lesson
TSW explain the value of providing service							EVII-16 Serving our Town
TSW experience being an active participant in their community							EVII-16 Serving our Town
TSW interpret the poem, *For Our World* by Mattie Stepanek							EVII-17 Peace Poems
TSW design their own poem for the future in light of learning about September 11, 2001							EVII-17 Peace Poems
TSW become aware and familiar with the Universal Declaration of Human Rights							EVII-18 Universal Declaration
TSW recognize and be able to explain how these rights relate to them							EVII-18 Universal Declaration

Interdisciplinary Connections

	Kindergarten	1	2	3	4	5	Lesson
TSW identify stereotypes as they surface in conversations							Name the Stereotype
TSW describe how we are all able to make contributions and help others							The Zax By Dr. Seuss
TSW understand the effects of our words and actions							The Zax By Dr. Seuss
TSW describe what it takes to be a friend							Building Friends from Enemies
TSW identify peaceful solutions to problems with other people							Building Friends from Enemies
TSW identify appropriate responses when someone bullies them							Meanest Thing You Can Say

Interdisciplinary Connections	Kindergarten	1	2	3	4	5	Lesson
TSW recognize several options of actions to take to respond to name calling or other forms of bullying							The Powerful Response
TSW select a toolkit responses to use when faced with different scenarios of name calling and bullying							The Powerful Response
TSW recognize and explain what constitutes "bullying"							Standing up to Bullies
TSW recognize the importance of taking action to defend others who are being bullied							Standing up to Bullies
TSW generate ways to respond to name calling and bully actions							Standing up to Bullies
TSW identify what actions make a bully							Bullies Don't Make Friends
TSW identify how classmates respond to bullying							Bullies Don't Make Friends
TSW generate ideas on how to respond to bullying							Bullies Don't Make Friends
TSW help bullies realize that their words and actions hurt							Bullies Don't Make Friends
TSW identify and explain the roles of individuals in a threatening situation							Making Choices
TSW identify the choices of the individuals in a threatening situation							Making Choices
TSW understand the implications of making assumptions							Making Choices
TSW appreciate the value of friendship							Making Choices
TSW identify and explain the roles of individuals in a threatening situation							Making Choices
TSW identify the choices of the individual in a threatening situation							Making Choices
TSW make a decision about what the individual should do in a threatening situation to help others							Making Choices

Interdisciplinary Connections	Kindergarten	1	2	3	4	5	Lesson
TSW identify characteristics of bullies							Mr. Lincoln's Way
TSW identify how differences make us unique and special							Mr. Lincoln's Way
TSW compare and contrast the image of the NYC skyline and the Pentagon before and after 9/11							Making Comparisons
TSW draw basic conclusions from the news stories on the impact of 9/11							Making Comparisons
TSW interpret the events of September 11, 2001							Interpreting 9/11 through poetry
TSW learn about 9/11 through the memories and experiences of their family / friends							Memories of 9/11/01
TSW identify and explain a threatening situation							Natural Disasters
TSW identify the choices of tan individual in a threatening situation							Natural Disasters
TSW make a decision of what an individual should do in a threatening situation to help others							Natural Disasters
TSW explain the events of September 11th to students of the same grade level							Students Telling Students
TSW connect and share with students from different geographical location in the US							Students Telling Students
TSW identify the kinds of primary sources that have been preserved so that future generations understand the events of 9/11							Primary Sources
TSW record a story of September 11 and its impact as told through the eyes of someone who remembers							Primary Sources
TSW compare and contrast the different points of view reflected in various accounts							Primary Sources
TSW recognize that individual and personal memories reflect different perspectives							Primary Sources

Interdisciplinary Connections	Kindergarten	1	2	3	4	5	Lesson
TSW recognize the range of artifacts collected by the National September 11 Memorial and Museum at the World Trade Center							Primary Sources
TSW gain an understanding of the reactions by media and people in other countries							How the World Reacted
TSW understand the meaning of the Pledge of Allegiance							Pledge of Allegiance
TSW be able to rephrase the Pledge of Allegiance							Pledge of Allegiance
TSW honor and remember loved ones that died on September 11th							Writing to a Victim's Family
TSW read biographies about those who died on September 11th							Writing to a Victim's Family
TSW write to families who lost a loved one on September 11th							Writing to a Victim's Family
TSW recognize the similarities and differences of themselves and children from other countries							Similarities & Differences
TSW value what they share in common with other students and appreciate the differences							Similarities & Differences
TSW learn about culture, religion, geography, food, and daily life in other countries							Global Connections
TSW build connections with students of other countries							Global Connections
TSW identify ways to make a difference in the world							Making the World a More Beautiful Place
TSW identify common elements of countries' pledges to their flags							Pledge to the World
TSW discuss the value of creating a universal pledge to the world							Pledge to the World
TSW explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good							NJCCCS Social Studies

Interdisciplinary Connections	Kindergarten	1	2	3	4	5	Lesson
TSW compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights							NJCCCS Social Studies
TSW explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels							NJCCCS Social Studies
TSW explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges							NJCCCS Social Studies
TSW explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need							NJCCCS Social Studies
TSW describe how stereotyping and prejudice can lead to conflict, using examples from the past and present							NJCCCS Social Studies
TSW recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences							NJCCCS 21st Century
TSW identify stereotyping, bias, prejudice, and discrimination in their lives and communities							NJCCCS 21st Century
TSW be aware of their relationships to people, places, and resources in the local community and beyond							NJCCCS 21st Century
TSW make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions							NJCCCS 21st Century
TSW develop strategies to reach consensus and resolve conflict							NJCCCS 21st Century

Interdisciplinary Connections	Kindergarten	1	2	3	4	5	Lesson
TSW demonstrate understanding of the need for fairness and take appropriate action against unfairness.							NJCCCS 21st Century
TSW recognize a problem and brainstorm ways to solve the problem individually or collaboratively							NJCCCS 21st Century
TSW distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts							NJCCCS Health & Physical Education
TSW demonstrate effective interpersonal communication when responding to disagreements or conflicts with others							NJCCCS Health & Physical Education
TSW explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community							NJCCCS Health & Physical Education
TSW explain the impact of participation in different kinds of service projects on community wellness							NJCCCS Health & Physical Education
TSW describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)							Common Core English Language Arts
TSW compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations							Common Core English Language Arts
TSW explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text							Common Core English Language Arts
TSW compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided							Common Core English Language Arts

Interdisciplinary Connections	Kindergarten	1	2	3	4	5	Lesson
TSW draw evidence from literary or informational texts to support analysis, reflection, and research							Common Core English Language Arts
TSW produce a media-rich digital story about a significant local event or issue based on first-person interviews							NJCCCS Technology
TSW investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps							NJCCCS Technology
TSW recognize a problem and brainstorm ways to solve the problem individually or collaboratively							NJCCCS 21ST Century
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
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

Interdisciplinary Connections	Kindergarten	1	2	3	4	5	Lesson
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
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

Interdisciplinary Connections	Kindergarten	1	2	3	4	5	Lesson
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 21st Century Skills
TSW implement problem-solving strategies to solve a problem in school or the community							NJCCCS 21st Century Skills