Unit 6: Terrorism

Content Area: **CTE**
Course(s):
Time Period: **May**
Length: **5 weeks**
Status: **Published**

Unit Overview:

This unit will explore the nature of terrorism and national security crimes, including the legal definitions, various types of terrorism (domestic and international), and law enforcement's role in preventing and responding to such threats. Students will analyze significant cases of terrorism, review laws and counter-terrorism strategies, and understand the importance of intelligence gathering and interagency cooperation.

Essential Questions:

- What are the defining characteristics of terrorism, and how does it differ from other criminal activities?
- How have past terrorist incidents shaped current national security policies and law enforcement practices?
- What role do intelligence and interagency collaboration play in preventing terrorism?
- How can law enforcement balance national security with protecting civil rights and liberties?

Enduring Understandings:

- Terrorism poses unique and evolving threats to national security, requiring specialized law enforcement strategies.
- Law enforcement agencies play a critical role in preventing, investigating, and responding to terrorist acts.
- Collaboration between local, state, federal, and international agencies is essential in combating terrorism.
- Civil liberties must be balanced with security measures to protect society while upholding democratic values.

Standards/Indicators/Student Learning Objectives (SLOs):

PUBS.9-12.9.4.12.L.(4).1	Demonstrate knowledge of the U.S. legal system and legal responsibilities related to law enforcement services.
PUBS.9-12.9.4.12.L.(4).38	Examine and summarize the key law enforcement functions and techniques related to critical infrastructure protection in order to protect potential targets from terrorism and/or natural disasters.

| PUBS.9-12.9.4.12.L.(4).39 | Assess intelligence analysis techniques and procedures used to deter crime and identify homeland security initiatives to demonstrate an understanding of the influence intelligence may have on law enforcement. |

Lesson Titles:

- **Introduction to Terrorism and National Security Crimes**
  - o Definition, Types of Terrorism (Domestic vs. International), and Historical Context
- **Legal Frameworks for Combating Terrorism**
  - o Laws such as the USA PATRIOT Act, Homeland Security Act, and counterterrorism policies
- **Intelligence and Counterterrorism Tactics**
  - o Intelligence gathering, surveillance, and interagency collaboration
- **Case Studies in Terrorism**
  - o Analysis of significant terrorist incidents, including 9/11, Boston Marathon Bombing, and Oklahoma City Bombing
- **The Role of Technology in National Security**
  - o Cyberterrorism, use of drones, and technological tools in counterterrorism efforts
- **Civil Liberties vs. National Security**
  - o Ethical considerations and the balance between privacy rights and public safety
- **Preparing for Future Threats**
  - o Emerging threats such as lone-wolf terrorism, bio-terrorism, and radicalization prevention

Career Readiness, Life Literacies, & Key Skills:

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Inter-Disciplinary Connections:

- **History**: Examining historical terrorist attacks and their influence on national security policies.
- **Government/Civics**: Understanding the role of the legislative branch in creating anti-terrorism laws and the balance of powers.
- **Technology/Computer Science**: Analyzing the impact of technology in preventing terrorism (e.g., cybersecurity, data analysis).
- **Ethics**: Debating civil liberties and government powers during times of crisis.

Diversity, Equity, and Inclusion

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses):

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Assessments

Summative Assessment:

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark Assessments

Writing Prompt

Skills Based Assessment

Reading Response

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessment:

- Anticipatory Set
- Closure
- Warm-Up

Materials:

Criminal Investigations

Michael D. Lyman

Textbook chapters

Scholarly articles

Documentaries

Primary Sources

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- **Case Study Analysis**: Students will investigate real-life cases of terrorism and national security crimes to identify law enforcement strategies and their outcomes.
- **Role-Playing/Mock Trials**: Simulating scenarios where students must balance civil liberties with national security concerns.
- **Debates**: Engaging students in discussions on the ethics of surveillance, privacy, and government powers.
- **Guest Speakers**: Inviting law enforcement officers, legal experts, or national security professionals to discuss their work in counterterrorism.
- **Project-Based Learning**: Students will design a comprehensive plan to prevent or respond to a hypothetical terrorist threat, incorporating intelligence, interagency cooperation, and civil rights considerations.

Modifications

MLL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments

- Adjusted assignment timelines

- Agenda book and checklists

- Answers to be dictated

- Assistance in maintaining uncluttered space

- Books on tape

- Concrete examples

- Extra visual and verbal cues and prompts

- Follow a routine/schedule

- Graphic organizers

- Have students restate information

- No penalty for spelling errors or sloppy handwriting

- Peer or scribe note-taking

- Personalized examples

- Preferential seating

- Provision of notes or outlines

- Reduction of distractions

- Review of directions

- Review sessions

- Space for movement or breaks

- Support auditory presentations with visuals

- Teach time management skills

- Use of a study carrel

- Use of mnemonics

- Varied reinforcement procedures

- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes

- Assign fewer problems at one time (e.g., assign only odds or evens)

- Differentiated center-based small group instruction

- Extra time on assessments

- Highlight key directions

- If a manipulative is used during instruction, allow its use on a test

- Opportunities for cooperative partner work

- Provide reteach pages if necessary

- Provide several ways to solve a problem if possible

- Provide visual aids and anchor charts

- Test in alternative site

- Tiered lessons and assignments

- Use of a graphic organizer

- Use of concrete materials and objects (manipulatives)

- Use of word processor

Technology Materials and Standards

Computer Science and Design Thinking Standards

CS.9-12.8.1.12.AP.8	Evaluate and refine computational artifacts to make them more usable and accessible.
CS.9-12.8.1.12.AP.9	Collaboratively document and present design decisions in the development of complex programs.