

History and Social Sciences  
Curriculum Overview

*Course Description:  
Modern Terrorism*

This course is a one semester elective that will examine international and domestic terrorism during the second half of the twentieth century and into this century. Utilizing historical foundations to better understand terrorism as a phenomenon, students will take part in research, discussion, debate, and problem solving simulations to investigate the nature of the emergence of terrorism worldwide and possible manners in which it may be addressed. This is an unlevleed course and is open to all students in grades 11-12 (grade 12 is recommended so that students have a thorough historical background to aid in their understanding).

The motives, means, and strategies of various acts of terrorism in the United States and around the world will be examined, as well as responses to these acts. Students will be expected to conduct research in this course on specific topics and report to the class through a variety of means, both written and via technological means.

*Major Course Objectives:*

*When students have completed Modern Terrorism, they will better understand and be able to:*

- interpret factual information
- interpret information using higher order thinking skills
- draw conclusions about causes and outcomes of historical events
- distinguish between international, national and local events and applications involving issues and concepts
- discuss and debate issues utilizing higher order thinking and application of a variety of sources
- understand the relationship between cause and effect by linking actions and ideas to their results
- formulate hypotheses and test them through research and the presentation of their findings
- show connections, casual and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments (History, Geography, Civics/Government, Economics)
- distinguish intentions and intended consequences of action from unanticipated and unpredicted effects
- distinguish knowledge from various forms of opinions: identify valid and fallacious arguments; identify bias and prejudice in historical interpretations; distinguish between sound generalizations and oversimplifications

*Relationship to Massachusetts Frameworks for History and Social Sciences*

The *Massachusetts Frameworks for History and Social Sciences* incorporates a lengthy list of specific objectives that might well be incorporated into this course. Although all enumerated objectives in the *Frameworks* are specified for other courses, many are applicable here. However the best application of the *Massachusetts Frameworks* is via the foundational Themes for History and Social Sciences, as this course will address the following identified “big picture” concepts from the *Frameworks*:

- the evolution of personal freedom, individual responsibility, and respect for human dignity
- the growth and impact of centralized states and centralized power
- the influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries
- the effects of geography on cultural and international interaction
- the growth and spread of economic forces, specifically free markets and industrial economies

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- the development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment
- the continuing development and decline of civilizations

*Assessment Tools*

*Success in Modern Terrorism will be assessed by the following methods:*

1. Outside assignments will be graded and homework will be assessed for completeness, accuracy, and understanding
2. Class work will be evaluated by the instructor and by class members for cooperative learning activities
3. Tests are primarily summative, and will consist ordinarily of multiple choice and essay questions
4. Research papers and research projects that may be long and/or short term assignments.
5. Outside readings and their application to class study.
6. Emphasis is to be placed on organization, accuracy, thoroughness, and proficiency of student work. Such work will result in successful understanding and correct answers
7. Rubrics will be incorporated for all research and outside reading assignments, as well as for a final assessment of the student performance and progress
8. Final exam may be administered, however a final project may be substituted at the instructor's discretion.

*Materials and Resources:*

Alexander, Yonah. *Combating Terrorism*  
Allison, Graham. *Nuclear Terrorism*  
Berman, Paul. *Terror and Liberalism*  
Bodansky, Yossef. *The High Cost of Peace*  
Bodansky, Yossef. *The Secret History of the Iraq War*  
Brun, Henry. *The World Today*  
Clarke, Richard. *Confronting All Enemies*  
Kean and Hamilton. *The 9/11 Report*  
Laquer, Walter. *The New Terrorism*  
Laquer, Walter. *Voices of Terror*  
Maniscalco and Christen. *Understanding Terrorism and Managing the Consequences*  
McDougal Little – Nexttext. *The Challenge of Terrorism*  
Mylroie, Laurie. *The War Against America*  
Rahman, Fazlur. *Islam*  
Rahman, Gazlur. *Major Themes of the Quran*  
Shabbas, Audrey. *Arab World Studies Notebook*  
Simonsen and Spindlove, *Terrorism Today – The Past, The Players, The Future*  
Thompson, Paul. *The Terror Timeline*  
Zakaria, Fareed. *Newsweek weekly editorials*

A wide variety of current periodicals and newspapers are utilized in this elective course. These are the basic materials, and represent a sample of the materials and resources for this course. These do not include online materials. These materials may change from year to year and even semester to semester.

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*Relationship to Scituate High School Students Expectations*

Scituate High School students will have the opportunity in *Modern Terrorism* to become:

- effective readers (1)
- effective writers (2)
- effective presenters (written, oral, visual) of their research, their interpretations, and solutions to historical problems (3)
- effective problem solvers (4)
- effective information gatherers/researchers (5)
- effective contributors to the community at large