

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Model United Nations	Social Studies	10-12	.5
Course Description:			
This course offers an in-depth exploration of the United Nations, including its role in shaping global diplomacy, addressing international challenges, and fostering peace and security. Students will examine the structure, history, and functioning of the U.N. and its specialized agencies. Through engaging discussions, case studies, and a mock U.N. activity, students will gain a deeper understanding of the complexities of international relations and the importance of multilateral cooperation. By the end of the course, students will be able to critically evaluate global issues and understand the U.N.'s impact on world affairs.			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
Delegate Preparation Guide from NMUN Fostering Civil Discourse: How Do We Talk About Issues That Matter?		COLLABORATION - Demonstrates ability to work effectively and respectfully with diverse teams - Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal GLOBAL AWARENESS - Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. - Understand other nations and cultures including the use of non-English language	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
World History or AP Human Geography		 Model UN Curriculum Equity Audit	
Unit Links			
Standard Matrix Unit 1: Introduction to the United Nations Unit 2: Preparing Position Papers Unit 3: Simulated Committee			

Unit 1: History, Goals, and Structures

Overview

Relevant Standards: Bold indicates priority

- **MW.His.4.b. Analyze complex and interacting factors that influenced the perspectives about international laws and treaties in the Cold War era (e.g., United Nations, Geneva Conventions, North Atlantic Treaty Organization, Warsaw Pact, Nuclear Non-Proliferation Treaty).**
- **MW.His.3.a. Develop questions about strategies used to promote and extend human rights and their significance in both historical and contemporary global contexts (e.g., litigation, lobbying, protests, social media, economic sanctions, diplomacy).**
- MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).
- MW.His.1.e. Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).

Overview

This unit provides essential background on the United Nations, exploring its historical origins in the aftermath of World War II and the core principles outlined in the UN Charter. Students will learn about the main organs, such as the General Assembly and Security Council, understanding their functions and roles in international affairs. We will examine the UN's overarching goals related to peace, security, human rights, and development. This foundational knowledge establishes the real-world context for the international cooperation and conflict simulated in Model United Nations.

Essential Question(s):

- How can individual countries pursue common ideals?

Enduring Understanding(s):	
The United Nations was established after existing international agreements failed to provide collective security or guarantee human rights during World War II. Guided by its Charter, the UN champions principles of state sovereignty, international law, human rights, self-determination, peacekeeping, and non-intervention. The UN's six main organs and numerous specialized UN Agencies provide the essential mechanisms through which nations collaborate to address global challenges.	
Demonstration of Learning:	
Short essay explaining how the structure of the UN is designed to promote diplomacy, negotiation, multilateral cooperation.	
Connections to Prior Units:	Connections to Future Units:
- Students will have previously studied world regions in 6th and 7th grade, including human environment interaction, people and culture, government and economy, and modern issues for each region. - Students will have previously studied the formation of the United Nations in World History, as well as the United States decision to join the League of Nations in Modern American History.	This unit provides a foundational understanding of UN goals, structures, and agencies that students will need when they step into the role of a delegate in future units.
Family Overview (link below)	Pacing for Unit
	7 classes, 3 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	- Students may overestimate the United Nations authority, power, or resources, assuming that the UN can simply enforce its will on any country - Students may primarily associate the United Nations with peacekeeping and global conflicts, without recognizing its many goals and the diverse aims of specialized agencies

Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator Checkpoint 7.2: Optimize relevance, value, and authenticity	Teacher Actions: - Start by connecting the UN's goals to current global events students are aware of from the news or social media. - Relate the concept of "diplomacy" and "negotiation" to students' own experiences with conflict resolution or group decision-making. - Have students identify a current global issue they care about and briefly research which UN organ or agency might be involved in addressing it
Checkpoint 3.3: Guide information processing and visualization	Teacher Actions - Use visual aids extensively: clear organizational charts for the UN structure, timelines for historical milestones, and world maps highlighting member states and key UN operations. - Provide guided notes templates for lectures or readings on the UN organs and their functions, with clear headings and key terms pre-filled or bolded. - For UN specialized agencies, use icons or logos and link them to specific global issues they address.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> 9-12.9 Create clear and coherent grade-appropriate speech and text.	Learning Targets: - Level 1: With prompting and support, communicate basic information about why the UN was started using a narrow range of vocabulary and simple sentences acquired from texts or presentations. - Level 2: With prompting and support, introduce the topic of the UN's creation and use common linking words to explain a brief sequence of events leading up to its creation. - Level 3: With guidance, introduce and develop the topic of the UN's historical context with facts and details, including a short sequence of analysis of why it was created, using common transitional words and phrases - Level 4: Introduce and develop the topic of the historical context for

	the UN's creation with facts, details, and evidence, using a variety of more complex transitions to link explain a detailed sequence of events • Level 5: Introduce and effectively develop the topic of the historical context for the UN's creation with facts, details, and evidence, explaining a coherent and detailed sequence of events using complex and varied transitions.
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Unit 1:

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	International Diplomacy	- I can describe the course goals and simulation process - I can explain the role of diplomacy and negotiation in managing international relations	Diplomacy Negotiation Multilateral Stakeholders National Interests Committee Resolutions Parliamentary Proc..	Simulate Delegate Compromise
2	UN History	- I can explain the historical context for the creation of the United Nations. - I can identify key milestones in the history of the United Nations.	League of Nations World War II Treaty of Versailles Collective Security Appeasement Atlantic Charter (1941) Dumbarton Oaks (1944) San Francisco (1945).	Context Precursor
3	UN Goals	- I can list the main objectives outlined in the United Nations Charter - I can explain core principles that guide the actions of the United Nations	Charter Sovereignty International Law Self Determination Human Rights Peacekeeping Non-intervention	
4	UN Structure	- I can identify the six main organs of the United Nations. - I can describe the primary function of the General Assembly and the Security Council.	General Assembly (GA), Security Council (SC), Economic Social Council (ECOSOC) Trusteeship Council, International Court (ICJ)	

			UN Secretariat	
5	UN Agencies	• I can identify and describe key UN specialized agencies • I can connect UN agencies to current major global issues around the world.		
6	Assess	•		
7	Flex	•		

Unit 2: Research to Policy

Overview

Relevant Standards: Bold indicates priority

- **MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.**
- **MW.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.**
- **MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.**
- MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).
- MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
- MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).
- MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).

Overview

In this unit, students step into the shoes of diplomats-in-training, developing the crucial research skills required for Model UN participation. After being assigned a specific country and committee topic, students will explore the issue's complexities by researching their assigned nation's official policies and national interests concerning that topic. Through guided practice using authentic sources, they learn to synthesize information and articulate a specific viewpoint. The unit culminates in the creation of a formal Position Paper, outlining their country's stance and proposed solutions, which becomes their essential guide for the simulation in the following unit.

Essential Question(s):

- What is each country's role in addressing global challenges?

Enduring Understanding(s):	
Every nation inevitably plays a part when the world confronts significant challenges, but the nature and extent of this involvement vary dramatically. These differing roles are the result of a complex and often deeply intertwined mix of factors including a country's historical experiences, economic capabilities, political system, cultural values, geographic realities, and its unique national interests. Understanding why a nation chooses a particular path, or indeed any role at all, requires recognizing these various influences, making the study of international relations and foreign policy an intricate and complicated pursuit.	
Demonstration of Learning:	
Students write a formal Position Paper from the perspective of a delegate assigned to a Model UN committee.	
Connections to Prior Units:	Connections to Future Units:
Students draw upon the foundational understanding of UN goals, structures, and agencies developed in Unit 1, by stepping into the role of a delegate in a specific committee.	The research students conduct over the course of the unit, and the position paper they write, will develop the knowledge they need to successfully participate in the simulated committee in Unit 3.
Family Overview (link below)	Pacing for Unit
	14 classes, 6 weeks - to be completed Q1 or Q3
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	Model UN Position Paper Guide from NMUN How to Write a Position Paper from Best Delegate
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	- Students may struggle to separate their own personal opinions regarding an issue from the interests of their assigned country. - Students may believe a country's actions are driven by singular, simple factors, such as "good" or "bad" actors, without considering the many competing factors that influence international diplomacy. - Students may think that "national interests" are always negative or selfish, or assume that all countries should have the same priorities in a crisis, failing to recognize legitimate but competing interests.

Differentiation through Universal Design for Learning

UDL Indicator

- Checkpoint 6.2: Support planning and strategy development

Teacher Actions:

- Provide explicit instruction and models on how to formulate focused research questions for position papers.
- Review the structure of the unit at the start, and guide students in creating a research plan, outlining steps from the initial overview of the topic to the country's general stance to specific policies and potential solutions
- Offer checklists for evaluating sources (credibility, relevance, bias) and templates for organizing research notes effectively.
- Scaffold the writing process by breaking down the position paper into manageable sections with clear instructions and models for each.
- Facilitate peer review sessions where students share their draft sections, specifically focusing on the clarity of their country's policy and the logical flow of their proposed solutions

Supporting Multilingual/English Learners

Related CELP standards:

- 9-12.5 Conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: With prompting and support, gather a few key facts or examples from a few provided print and digital sources about the impact of the issue.
- Level 2: With prompting and support, record some data and information (key facts, statistics, or examples) illustrating the impact.
- Level 3: With guidance and support, paraphrase key information (facts, statistics, examples) in a short written or oral report to illustrate the real-world impact of the issue.
- Level 4: Use search terms effectively to gather and synthesize information (facts, statistics, examples) from multiple print and digital sources.
- Level 5: Use search terms effectively to gather, analyze and integrate information (key facts, statistics, examples) into a clearly organized text to illustrate the real-world impact of the issue.

Unit 2: Preparing Position Papers

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	Role of a Delegate	- I can describe the basic function of a delegate and a committee within the Model UN simulation. - I can explain why accurately representing an assigned country's official policy is crucial for effective participation in Model UN.	Delegate UN Committees GA 1st - DISEC GA 3rd - SOCHUM UNSC HRC	Delegate
2	Analyzing Exemplars	- I can analyze strong position papers to identify common structures, features, and criteria for success. - I can develop focused research questions that will help me understand the global issue and my country's perspective.	Compelling questions Supporting questions	
3	Evaluating Sources	- I can identify different types of reliable sources for my research. - I can evaluate the sources I find for credibility, relevance, and potential bias to ensure my information is accurate.	Primary Sources Secondary Sources UN ODS NGO Reports Gov. Websites Credibility Bias Relevance	
4	Background Research	- I can find information to clearly define the assigned global issue and explain its current importance in the world. - I can gather key facts, statistics, and examples to illustrate the real-world impact of this issue.	Definition of Issue Scope of Issue Stakeholders	
5	Background Draft	- I can write a clear and informative "Background" section for my position paper. - I can use my research to explain the context and significance of the global issue in my own words.		

6	Past Actions Research	- I can find information about previous efforts undertaken by the UN and other international bodies to address the issue. - I can identify the main outcomes or impacts of these past international efforts.	UN Resolutions International Treaties Regional Organizations	
7	Past Actions Draft	- I can write a clear and informative "Past International Actions" section for my position paper. - I can summarize past international responses to the issue, citing key documents or initiatives.		
8	National Policy Research	- I can find information detailing my country's stance, policies, and past actions regarding the global issue. - I can research my country's foreign policy goals and national interests that shape its position on this issue.	UN Voting Records Blocs/Alliances Historical Context Economic Interests Security Interests Cultural Values	
9	National Policy Draft	- I can write an accurate "Country Policy" section for my position paper. - I can clearly articulate my assigned country's unique perspective, policies, and actions related to the issue, supported by my research.		
10	Recommendations Draft	- I can develop specific, actionable, and creative solutions to the global issue that are consistent with my country's policy and the committee's powers. - I can write a persuasive "Possible Solutions" section outlining my country's recommendations for future action.		Innovative Incremental
11	Editing/Revising	- I can review my complete position paper for clarity, accuracy, logical flow between sections, and consistent representation of my country's policy. - I can revise my position paper to improve its quality based on formatting guidelines, success criteria, and feedback.		

12	Elevator Pitch	- I can prepare a brief and engaging oral summary of my country's position as outlined in my paper. - I can confidently deliver my oral summary, highlighting the most important aspects of my country's stance and proposed solutions.	Talking Points Call to Action Pace Volume Eye contact Posture	
13	Flex	•		
14	Flex	•		

Unit 3: Simulated Committee

Overview

Relevant Standards: Bold indicates priority

- **MW.Eco.14.a. Evaluate the effectiveness of the international organizations in sustaining or undermining global cooperation (League of Nations, United Nations, Organization of the Petroleum Exporting Countries, North Atlantic Treaty Organization, European Union, Asia-Pacific Economic Cooperation, International Court of Justice, Community of Latin American and Caribbean States).**
- MW.Inq.4.a. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- MW.Inq.4.d. Present arguments and explanations that feature evocative ideas and multiple perspectives about Modern World History topics to reach a range of audiences and venues outside the classroom using print, oral, and digital technologies.
- MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.
- **MW.Inq.4.f. Evaluate and implement strategies for individual and collective action to address global problems in classrooms, schools, and out-of-school civic contexts.**
- **MW.Civ.12.a. Analyze how individuals and groups advocate for economic, political, and social change in international contexts (e.g., legislation, courts, resistance, protest, boycott, conscious consumerism).**

Overview

This unit is an ongoing, hands-on simulation where students apply their research and learn procedural skills needed to participate in a Model United Nations Conference. By experiencing such a conference through a series of guided steps, students will master parliamentary procedure, including formal debate, caucusing rules, and motions, applying each step within the ongoing committee session. Emphasis is placed on developing practical skills like public speaking during speeches, negotiation and compromise during caucusing, and collaborative resolution drafting within blocs. The goal is for students to experience the process of multilateral diplomacy firsthand, working together to build consensus and vote on solutions to the global issue discussed.

Essential Question(s):

- How effectively do UN Committees solve global problems?

Enduring Understanding(s):	
The structured procedures and diplomatic processes of UN committees are designed to ensure an orderly, inclusive, and equitable framework for global dialogue, enabling diverse nations to collaboratively address shared global challenges and forge common responses. While this system allows for global participation and the development of international norms, the effectiveness of these committees is often a complex balance. The pursuit of consensus can be hampered by competing national interests, power dynamics, and procedural intricacies, potentially resulting in a slow progress or compromised outcomes on critical issues.	
Demonstration of Learning:	
Portfolio of Opening Speech, Resolution, and Evaluative Reflection	
Connections to Prior Units:	Connections to Future Units:
Students will need to draw heavily on the research they completed earlier in the course to effectively participate in this simulated committee.	
Family Overview (link below)	Pacing for Unit
	17 classes, 7 weeks
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision.	Rules of Procedure from MNUM How to Write a Resolution from Best Delegate
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	- Students may approach the simulation with a purely competitive mindset, focused on individual success or bloc “victory,” rather than striving for collaboration in the pursuit of consensus. - Students may have unrealistic expectations for their committee, leading to a cynical view of the UN or diplomacy as a whole. - Especially if frustrated by procedure, students may view UN rules as annoying or arbitrary obstacles, without realizing that those

	procedures work to maintain order and equitable participation.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator Checkpoint 8.3: Foster collaboration and community	Teacher Actions: - Establish clear guidelines for respectful debate and collaboration within blocs/caucuses at the start of the unit. - Assign roles within country delegations or blocs to ensure active participation and shared responsibility. - Encourage and acknowledge positive communication and compromise during team interactions.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i> 9-12.2 participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	Learning Targets: - Level 1: Participate in short conversational exchanges during initial caucuses by stating country name and a single idea; respond verbally or nonverbally to simple yes/no questions from potential allies. - Level 2: Participate in short conversational exchanges during initial caucuses by presenting information and simple ideas about the issue; respond verbally to simple questions and wh- questions from potential allies - Level 3: Participate in conversations during initial caucuses by expressing ideas about the issue and asking relevant questions to identify potential allies or understand their ideas. - Level 4: Participate in conversations during initial caucuses by clearly expressing ideas about the issue, supporting these points with relevant evidence, and building on the ideas of others to develop shared understanding. - Level 5: Participate in extended conversations during initial caucuses by clearly and persuasively expressing own ideas, referring to specific and relevant evidence, and summarizing key points to help form blocs or identify shared interests.

Unit 3: Simulated Committee

Lesson Map

Lesson	Text	Learning Target	Knowledge	Vocabulary
1	Teach - Opening, Speaker List	- I can identify key roles in a committee and explain basic rules of decorum. - I can explain how the Speaker's List functions and identify basic Points.	Dais/Chair Delegate Placard Decorum Speakers List Point of Order Point of Privilege	Decorum
2	Practice - Opening speeches	- I can deliver an Opening Speech that outlines my country's position within the set time limits. - I can practice getting recognized to speak from the Speaker's List and correctly raise basic Points during committee proceedings.	Yielding the Floor	
3	Teach - Caucusing	- I can describe the purpose and typical activities for both moderated and unmoderated caucuses. - I can explain the relevant motions used to propose and manage caucuses, including setting the caucus type, topic, and duration.	Moderated Caucus Unmoderated Caucus Rules of Procedure	
4	Practice - Moderated Caucusing	- I can make formal motions to start and manage different types of caucuses. - I can actively participate in initial caucuses to identify potential allies, share ideas, and begin discussing solutions.		
5	Teach - Resolutions	- I can distinguish between preambulatory clauses and operative clauses in a draft resolution. - I can identify the correct formatting for a resolution and recognize common action verbs used in operative clauses.	Working paper Preambulatory clauses Operative clauses Opening verbs	

6	Practice - Unmoderated Caucusing	- I can collaborate with other delegates in my bloc or working group to begin drafting specific resolution clauses. - I can apply correct formatting and appropriate diplomatic language when writing my resolution.	Bloc Formation Lobbying	Consensus
7	Practice - Drafting Resolutions	- I can continue to work with my bloc to develop our ideas into a more complete draft resolution. - I can help refine the wording of our clauses to ensure they are clear, impactful, and accurately reflect our policy alignment.		
8	Teach - Introducing Resolutions	- I can explain the difference between sponsors and signatories of a draft resolution and understand the requirements for each. - I can understand the procedure for formally submitting and introducing a draft resolution, including how to manage Points of Information	Sponsors Signatories Points of Information	
9	Practice - Introducing Resolutions	- I can formally present and introduce my draft resolution with my group. - I can clearly answer Points of Information about our draft resolution and ask insightful questions about others.		
10	Teach - Debating and Amending Resolutions	- I can define what an amendment is and distinguish between friendly and unfriendly amendments. - I can explain the formal procedures for writing, proposing, and debating amendments to a resolution.	Amendment Friendly amendments Unfriendly amendments Proposing amendments	
11	Practice - Debating/Amending Resolutions	- I can actively participate in the debate on draft resolutions by making statements and asking questions. - I can practice proposing correctly formatted amendments that reflect my country's policy and aim to improve a draft resolution.	Strategic amendments	
12	Practice - Debating Amendments	I can practice debating the substance and potential impacts of proposed amendments.		

		I can participate correctly in the committee's voting procedures for different types of amendments.		
13	Teach - Voting	- I can explain the different motions used to manage the formal voting procedure on draft resolutions. - I can explain the correct order for voting and the implications of different voting outcomes.	Closure of debate Adjournment of debate Roll call vote Abstain Adoption Adjournment	
14	Practice - Voting	- I can participate in the formal voting procedure for a final amendment and then for a complete resolution. - I can follow correct procedural rules and use appropriate voting options thoughtfully during the voting process.		
15	Final Debrief/Reflection	- I can reflect on the committee simulation process, discuss the outcomes (like resolutions passed), and share what I learned. - I can identify key Model UN skills I developed or improved and consider how they can be applied in other situations.		
16	Flex			
17	Flex			