

SECONDARY COURSE DESCRIPTION

SECTION A: COURSE CLASSIFICATION

1. Course Title:
Model United Nations

6. Prerequisite(s): None

2. Action:
☒ New Course
☐ Course Revision
☐ Title Change Only

7. Grade Level: 10, 11, 12

3. Transcript Title/Abbreviation:

Model UN

(For Educational Services)

4. Transcript Course Code/Course Number:

SXGL

(For Educational Services)

5. CBEDS Code:

2798

(For Educational Services)

8. Elective/Required: Elective

9. Subject Area: Social Studies

10. Department: Social Studies

11. Length /Credits:

☐ 0.5 (half year or semester equivalent) ☒ 1.0 (one year equivalent)
☐ 2.0 (two year equivalent)

12. Was this course previously approved by UC? ☒ Yes ☐ No

If so, year removed from list: _____

13. Meets the " G " requirements in the a-g university/college entrance requirement. Approval date:
2015 - 2019

14. School Contact Information

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16. Signatures:

Department Chair: _____

Principal: _____

Acknowledged by Other Principals: _____

Educational Services: _____

16. BOE Approval

Signature of Superintendent: _____ Date of Approval _____

SECTION B. COURSE CONTENT

17. **Course Description:** Through the Model United Nations (MUN) course, students will practice diplomacy through research, debate, speaking, listening, collaboration, writing, and other intensive diplomatic strategies. Students will take on the role of delegates representing a country and will focus on a specific global issue. They will act as a delegate of their country and will authentically represent the interests and positions of that country in relation to the global issue. Classes will hold mock conferences and students will be encouraged and supported in participating in weekend conferences hosted by schools and universities. At the end of conferences, the delegations will draft a resolution that outlines how to address the issue. Students will also cultivate leadership qualities. The California History - Social Science Framework for 10th grade World History states: "As students learn about modern world history, they should be encouraged to develop reading, writing, speaking, and listening skills that will enhance their understanding of the content. As in earlier grades, students should be taught that history is an investigative discipline, one that is continually reshaped based on primary-source research and on new perspectives that can be uncovered. Students should be encouraged to read multiple primary and secondary sources; to understand multiple perspectives; to learn about how some things change over time and others tend not to; and to appreciate that each historical era has its own context. It is up to the student of history to make sense of the past on these terms and by asking questions about it." Tenth graders enrolled in MUN as a class will be able to fulfill recommendations from this framework that states that "Students may also work through a variety of globalization issues through Model United Nations simulations." 11th grade and 12th grade students can apply the skills and information learned in 10th grade in an extensive, deliberate way while also extending learning from their other social studies courses by participating in global government structures and procedures. This course connects an historical perspective of the world to a contemporary context of global governance and interaction. Students will engage with the process of learning about and solving world problems with peers, which is an invaluable skill.
18. **Course Goals and/or Major Student Outcomes:** Students will learn how to effectively research global issues, will learn how to present their ideas effectively through writing and speaking, and will learn to collaborate with others to develop and present creative solutions. Students will also develop a deeper understanding of the interconnection of our global community and engagement with world issues. Students will understand how global governance functions and will be challenged to understand the context of another country. All of these course goals will be demonstrated through participation in both mock conferences and official conferences.
19. **Course Objectives (standards):** ~ Through research required to write effective position papers, students will develop skills in reading literacy standards for social studies listed below.
 - Reading Standards for Literacy in History/Social Studies 6–12: Key Ideas and Details
 - 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - Reading Standards for Literacy in History/Social Studies 6–12: Integration of Knowledge and Ideas
 - 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - Reading Standards for Literacy in History/Social Studies 6–12: Range of Reading and Level of Text Complexity
 - 10. Read and comprehend complex literary and informational texts independently and proficiently.~ Through writing their position papers and joint resolutions, students will grow in their development of the following writing skills for Social Studies.

- Writing Standards for Literacy in History/Social Studies 6–12: Text Types and Purposes
 - 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
 - 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Writing Standards for Literacy in History/Social Studies 6–12: Production and Distribution of Writing
 - 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
 - Writing Standards for Literacy in History/Social Studies 6–12: Research to Build and Present Knowledge
 - 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 - Writing Standards for Literacy in History/Social Studies 6–12: Range of Writing
 - 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ~ Through discussion, debate, and group work of country delegations to formulate resolutions, students will work on their skills in the following speaking standards for Social Studies.

20. Course Outline:

Quarter One: Introduction to the United Nations and Diplomacy; Discussion protocols and vocabulary, geography, diversity of global cultures, interactions between different groups and environments

Quarter Two: Effective research practices; Valid sources, taking notes, developing positions based on evidence through MUN position papers, Mock Conferences and exercises for team-building, communication, and problem-solving

Quarter Three: Argument, debate, discussion, and speeches; Persuasive writing and speaking, connecting evidence to argument, small group and large group discussion and speech-making; Mock Conferences and writing resolutions

Quarter Four: Global solutions and connections; Examinations of real-world connections and United Nations actions, reflection on learning and culminating Mock Conference [or hosting a conference]

21. Instructional Materials:

Board approved required text: Not Applicable

Supplementary materials: Berkeley Model United Nations Resources, Outreach, Instructional Materials and Workshops (For example: <https://learnbmun.squarespace.com/country-profile>)

Reliable and valid research websites (such as the CIA World Factbook and United Nations website (un.org))

Universal Declaration of Human Rights

22. Instructional Methods and/or Strategies

-Constructing Meaning (LTE support and integrated scaffolds for language development)

- Student-led discussions and debates (Socratic Seminars, IBD)
- Project Based Learning with real audiences (Conferences on weekend field trips)
- Primary document research (CAPSTONE method of analysis of documents)
- Simulations of real-world social studies and government systems
- Developing arguments using primary and secondary sources
- Critical thinking engagement and creative problem solving

23. Assessment and Evaluation

- Verbal production: assessment of students' ability to follow discussion protocols, present and support arguments effectively, work with others to formulate solutions
- Written production: assessment of students' ability to articulate positions effectively through MUN position papers and support with evidence as well as formulate documents with teams such as drafting joint resolutions
- Reflection and participation: students will be reflecting on their own growth and will be evaluated based on their participation in mock conferences and preparation with their country delegations

24. Grading Policy

Students will be expected to complete work in a timely manner but will be allowed to complete late work when appropriate. They will be graded on a standard A=90% and above, B=80% and above, etc. grading scale. Our district grading policy is still in development and once it has been finalized, this course will align with the policies it outlines.

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course: During the 2017-2018 school year, the MUN club was formed. Over the course of the year the club grew from one student to approximately 25-30 active participants. In that first year of the club, students met 1-2 times per week on their own time and attended a workshop as well as three conferences on the weekend. Students are engaged and working despite multiple commitments and are impressively engaged in rigorous academic work without earning any credits. So far during this school year (2018-2019), the club membership has continued to grow to approximately 40 members. Additionally, new leadership positions have been filled with approximately 7 officer titles including students appointed to organize and plan each weekend conference and fundraising and communications officers. Students have added an additional conference that will take us out of state to New York where we will visit the actual United Nations headquarters while also participating in an international conference. Students have asked for this to become a class since the first year of the club and they deserve the academic credit for the intensive work they have already done. Students will be able to further develop as leaders and diplomats in a differentiated classroom that engages them in relevant, rigorous learning opportunities.
26. History of Course Description: This course description was created by the MUN club adviser who has observed, supported, and worked with the students in the club. The adviser has attended all four workshops and conference field trips and has supported students in their learning and growth. Other delegations from different schools have voiced that their students earn academic credit and thus, the MUN adviser has researched courses offered at other schools and has named the academic value of this course for our district. This is a student-led application generated mostly by the influence of one very motivated and passionate international student here from Taiwan. It provides an example of educators following the lead of their students.