# Model United Nations
# 10<sup>th</sup> Grade

Benchmark Code – Subject: Model United Nation = MUN

## **Model United Nations**

    ½ credit
2 days per week
Taught in English

This is an **elective course for 10th grade students** in the Mexican/U.S. Programs. The model UN course is designed to acquaint students with the operations of the United Nations through the study of political positions of member nations.  Additionally, students should achieve a level of understanding in the use of simulation activities as a means for teaching and learning about the political perspectives of different nationalities on contemporary world issues.

    Strand 1 = Diverse Societies, and Cultures
Strand 2 = Scientific, Technological, and Economical Activity
Strand 3 = Political Institutions and Theories over Time
Strand 4 = Geographic Inquiry
Strand 5 = History, Structure, and Purpose of the United Nations
Strand 6 = Model United Nations Program
Strand 7 = Reading Standards for Literacy
Strand 8 = Writing Standards for Writing

    Code: Subject.Grade.Strand#.Standard#.Benchmark#.
Example: MUN.10.1.4.3 –Model United Nations, 10th  Grade, Strand 1, Standard 4, Benchmark 3

## Strand 1:  Diverse Societies, and Cultures

Standard 1:  The student understands the history of social organization in various societies.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.1.1.1 | The student will explain how societies are maintained when individuals see benefits and fulfill obligations of membership (World War II). |
| MUN.10.1.1.2 | The student will understand that social distinctions are a part of every culture, but they take many different forms (e.g. rigid classes based solely on parentage, gradations based on the acquisition of skill, wealth, and/or education, different status or privilege based on gender) (Africa or Middle East). |
| MUN.10.1.1.3 | The student will understand that social change, or the prospect of it, promotes conflict because social, economic, and political changes usually benefit some groups more than others (which is also true of the status quo). |

| MUN.10.1.1.4 | The student will identify historical examples of associations and groups performing functions such as social welfare and education (e.g., the role of monasteries and convents in medieval Europe) (Russian Revolution). |
|---|---|

**Strand 2:  Scientific, Technological, and Economical Activity**

Standard 1:  The student understands how human actions modify the physical environment.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.2.1.1 | The student will understand patterns of global change in the era of Western military and economic dominance from 1800-1914. |
| MUN.10.2.1.2 | The student will understand reform, revolution, and social change in the world economy of the early 20th century. |
| MUN.10.2.1.3 | The student will understand how the world is organized politically into nations-states, how nations-state interact with one another, and issues surrounding U.S. foreign policy. |

Standard 2:  The student understands basic concepts about international economics.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.2.2.1 | The student will understand that trade between nations would not occur if nations had the same kinds of productive resources and could produce all goods and services at the same real costs. |
| MUN.10.2.2.2 | The student will know that a nation has an absolute advantage if it can produce more of a product with the same amount of resources than another nation, and it has a comparative advantage when it can produce a product at a lower opportunity cost than another nation. |

**Strand 3:  Political Institutions and Theories Over Time**

Standard 1:  The student knows how various systems of government have developed and functioned throughout history.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.3.1.1 | The student will understand the influence that American ideas about rights have had on other nations and international organizations (e.g., Mexican and Canadian Independencies). |

**Strand 4:  Geographic Inquiry**

Standard 1:  The student understands the patterns and networks of economic interdependence on Earth's surface.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.4.1.1 | The student will understand the spatial aspects of systems designed to deliver goods and services (e.g. the movement of a product from point of manufacture to point of use: imports, exports, and trading patterns of various countries: interruptions in world trade such as war, crop failures, and labor strikes). |

| | |
|---|---|
| MUN.10.4.1.2 | The student will understand issues related to the spatial distribution of economic activities (e.g. the impact of economic activities in a community on the surrounding areas, the effects of the gradual disappearance of small-scales retail facilities such as corner general stores and gas stations, the economic and social impacts on a community when a large factory or other economic activity leaves and moves to another place). |
| MUN.10.4.1.3 | The student will understand the primary Geographic causes for world trade (e.g. the theory of comparatives advantage that explains trade advantages associated with Hong Kong-made consumer goods, Chinese textiles, or Jamaican sugar: countries that export mostly raw materials and import mostly fuels and manufactured goods). |

Standard 2:  The student understands the forces of cooperation and conflict that shape the divisions of Earth's surface.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.4.2.1 | The student will understand factors that contribute to cooperation (e.g. similarities in religion, language, political beliefs) or conflict (e.g. economic competition for scarce resources, boundary disputes, cultural differences, control of strategic locations) within and between regions and countries. |
| MUN.10.4.2.2 | The student will know the social, political, and economic divisions on Earth's surface at the local, state, national, and international levels (e.g. transnational corporation, political alliances, economic groupings, world religions). |
| MUN.10.4.2.3 | The student will understand the various factors involved in the development of nation-states (e.g. completion for territory and resources, desire for self-rule, nationalism, history of domination by powerful countries). |
| MUN.10.4.2.4 | The student will understand the reasons for multiple and overlapping spatial divisions in society (e.g. postal zones, school districts, telephone area codes, voting wards). |
| MUN.10.4.2.5 | The student will understand the factors that affect the cohesiveness and integration of countries (e.g. language and religion in Belgium, the religious differences between Hindus and Moslems in India, the ethnic differences in some African countries that have been independent for only a few decades, the elongated shapes of Italy and Chile). |
| MUN.10.4.2.6 | The student will understand the symbolic importance of capital cities (e.g. Canberra, a planned city, as the capital of Australia; The Hague as both a national capital of the Netherlands and a center for such global agencies as the World Court). |

## Strand 5: History, Structure, and Purpose of the United Nations

Standard 1:  The student increases understanding of the history and structure of the United Nations.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.5.1.1 | The student will trace the events leading to the formation of the United Nations. |
| MUN.10.5.1.2 | The student will explain the structure of the United Nations including resolution guidelines and parliamentary procedure. |

Standard 2:  The student increases understanding of the purpose of the United Nations.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.5.2.1 | The student will identify areas in which the United Nations has evolved including institutional reform and areas of involvement in the 21$^{st}$ century. |

Standard 3:  The student understands how the Model United Nations Program functions.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.5.3.1 | The student will integrate information across disciplines such as geography, government, environmental studies, and world skills in the process of researching the assigned country. |
| MUN.10.5.3.2 | The student will develop a position paper including background, problems, needs, demands, and an action plan. |
| MUN.10.5.3.3 | The student will develop diplomatic skills of negotiation, conciliation, and dispute resolution by participating in debates. |
| MUN.10.5.3.4 | The student will use effective listening and speaking strategies for informal and formal discussions and presentations. |

## Reading Strand 7:  Reading Standards for Literacy

Standard 1:  The student reads closely to identify key ideas and details in informational text.

| Benchmark Code | Benchmark |
|---|---|
| MUN.10.7.1.1 | The student will cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| MUN.10.7.1.2 | The student will determine the central ideas or information of a primary or secondary source and provide an accurate summary of how key events or ideas develop over the course of the text. |
| MUN.10.7.1.3 | The student will analyze in detail a series of events described in a text and determine whether earlier events caused later ones or simply preceded them. |

| Standard 2:  The student identifies the craft and structure of an informational text. | |
|---|---|
| Benchmark Code | Benchmark |
| MUN.10.7.2.1 | The student will determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. . |
| MUN.10.7.2.2 | The student will analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| MUN.10.7.2.3 | The student will compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |

| Standard 3:  The student integrates knowledge and ideas in informational text. | |
|---|---|
| Benchmark Code | Benchmark |
| MUN.10.7.3.1 | The student will integrate quantitative or technical analysis) e.g., charts, research data) with qualitative analysis in print or digital text. |
| MUN.10.7.3.2 | The student will assess the extent to which the reasoning and evidence in a text support the author's claims. |
| MUN.10.7.3.3 | The student will compare and contrast treatments of the same topic in several primary and secondary sources. |

| Standard 4:  The student increases own range of reading and level of text complexity in informational text. | |
|---|---|
| Benchmark Code | Benchmark |
| MUN.10.7.4.1 | The student will read and comprehend history/social studies texts in the grades $9^{th}$ to $10^{th}$ text complexity band independently and proficiently. |

## Reading Strand 8:  Writing Standards for Literacy

| Standard 1:  The student writes arguments that focus on discipline-specific content. | |
|---|---|
| Benchmark Code | Benchmark |
| MUN.10.8.1.1 | The student will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. |
| MUN.10.8.1.2 | The student will develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. |
| MUN.10.8.1.3 | The student will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| MUN.10.8.1.4 | The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| MUN.10.8.1.5 | The student will provide a concluding statement or section that follows from and supports the argument presented. |

| Standard 2: The student writes informative/explanatory texts, including the narration of historical events, scientific procedures/experiences, or technical processes. | |
|---|---|
| Benchmark Code | Benchmark |
| MUN.10.8.2.1 | The student will introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| MUN.10.8.2.2 | The student will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| MUN.10.8.2.3 | The student will use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. |
| MUN.10.8.2.4 | The student will use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. |
| MUN.10.8.2.5 | The student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| MUN.10.8.3.1 | The student will provide a concluding statement or section that follows from and supports the information or explanation presented (articulating implications or the significance of the topic). |