



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Model UN

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

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Springfield Board of Education
PO Box 210
Springfield, New Jersey 07081

"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
Board Secretary
(973) 376-1025

Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

To adopt the following curriculum and courses for the 2022-2023 school year:

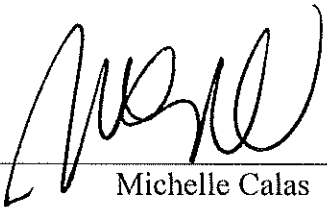
- Revised Elementary Curriculum due to revised state standards.
 - K-5 Social Studies
- Revised Middle School Curriculum due to revised state standards.
 - Grades 6-8 Social Studies
- Revised High School Curriculum due to revised state standards.
 - AP Macroeconomics
 - AP European History
 - AP US Government & Politics
 - AP US History
 - Contemporary Global Studies
 - Diversity Studies
 - Holocaust & Genocide
 - Sociology
 - US History to 1900
 - World History
 - World History Honors
 - 20th Century & Beyond
- Revised Middle School Courses due to new standards in Computer Science
 - PLTW Gateway: Computer Science for Innovators and Makers
 - PLTW Gateway: App Creators
- Revised High School Courses due to new standards in Computer Science
 - Introduction to Java
 - AP Computer Science Principles
 - Advanced Computer Science - Data Structures: Java
- New Elementary Courses
 - Kindergarten Computer Science
 - Grade 1 Computer Science
 - Grade 2 Computer Science
 - Anticipated - moving PLTW Launch down to Grade 3
 - PLTW Launch Grade 4
 - PLTW Launch Grade 5
- New Middle School Elective Course
 - Forensics

- New Elective Courses at FMG
 - Creative Writing
 - Drama/Theater/Playwriting
 - Journalism
 - Mock Trial
 - Model UN
 - Mysteries in History
 - Project Citizen
- New ELA Courses at FMG
 - Accelerated Communication Arts Grade 7
 - Accelerated Communication Arts Grade 8
- New Elective Courses at JDHS:
 - African American Studies

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area:	Social Studies	Grade Level:	8	Unit Title:	The United Nations
Unit Summary: Students will research the history of the United Nations, its primary aims, the structure of the UN, and how it seeks to achieve its goals.					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	This unit will introduce students to the United Nations (UN) system and how it works to achieve international peace and security, fight poverty, and protect human rights. Students will learn some key UN terminology, and will focus on the roles and functions of the main UN agencies.				
Career Readiness (Standard 9): 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CP.1, 9.1.8.EG.7					

Learning Targets

Standards:	NJSLS SS, NJSLS ELA, NJSLS TECH, NJSLS SEL				
Content Statements:	All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, government, and economics affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st Century.				
CPI#:	Cumulative Progress Indicator (CPI):				
6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.				
6.3.8.CivicsPI.1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.				
6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.				
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.				
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.				
6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.				



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6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.



9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships

Unit Essential Questions:

- Why does the United Nations exist and what does it do?
- How does the UN keep and build peace around the world?
- What are the Millennium Development Goals (MDGS) and why are they important?
- What are human rights and children's rights?

Unit Enduring Understandings:

- Understand the main aims of the United Nations (UN)
- Identify the work of the key UN bodies/agencies within the UN system
- Explore some of the successes of the UN
- Identify the powers of the Security Council in peacekeeping
- Highlight conflict areas around the world
- Assess the difficulties and successes of peacekeeping
- Assess the importance of the Millennium Development Goals in fighting poverty
- Understand issues around gender inequality in education
- Identify human rights and why they are important



- Emphasize the work of the UN in protecting human rights around the world
- Assess if all children have the same rights

Unit Learning Targets:

Students will....

- Analyze the main aims of the UN: secure international peace, eliminate poverty and protect human rights
- Explain that the UN is made up 193 countries, called member states
- Understand that the UN is broken down into different parts that work on particular areas, for example, UNICEF focuses on helping children around the world
- Understand that the UN has had many successes (including stopping conflicts, reducing poverty, protecting human rights and development), but that challenges remain
- Explain that the UN Security Council tries to secure a ceasefire if conflict breaks out within or between nations
- Understand the Security Council has stopped conflicts and negotiated peaceful settlements in many conflicts
- Understand that peacekeeping missions involve UN troops and help countries to build and sustain democracy and social order
- Discuss the MDGs adopted by the UN member states in 2000 aim to reduce poverty and inequality throughout the world
- Identify the reasons why so many girls are out of school
- Understand everyone should have all human rights
- Comprehend that children have rights and responsibilities
- Summarize that the UN promotes human rights around the world
- Describe how poverty, conflict and lack of democracy can mean some people cannot enjoy their human rights
- Explain why human rights are important



Evidence of Learning

Summative Assessment:	Unit Test (9 days)
Equipment Needed:	Laptops, Internet access, teacher provided worksheets
Teacher Resources:	Laptops, Internet access, OnCourse access, Promethean board, https://una.org.uk , https://wacphila.org , https://www.osstf.on.ca , https://www.pbs.org/ralphbunche/education/edu_model.html , https://www.un.org/en/teach

Formative Assessments:

- Q&A/discussion
- Computer supported cooperative learning
- Worksheets
- Closure activities
- Quizlets
- Critical thinking questions
- Reading comprehension questions
- Concrete comprehension questions



Lesson Plans

Lesson	Time Frame
Lesson 1 The UN: Working for Us All	1 hour/1 day
Lesson 2 The UN: Keeping the Peace and Fighting Poverty	1 hour/2 days
Lesson 3 The UN: Protecting Human Rights	1 hour/1 day

Teacher Notes:

Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://una.org.uk>

<https://wacphila.org>

<https://www.osstf.on.ca>

https://www.pbs.org/ralphbunche/education/edu_model.html

<https://www.un.org/en/teach>



Lesson Plan 1 Template

Content Area:	Model UN	Lesson Title:	The UN: Working for Us All	Time Frame:	1 hour/1 day
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Internet access and school issued laptop

Equipment Needed: laptops, Promethean board, Internet access, United Nations Matters teacher handbook

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze the main aims of the UN: secure international peace, eliminate poverty and protect human rights - Explain that the UN is made up 193 countries, called member states - Understand that the UN is broken down into different parts that work on particular areas, for example, UNICEF focuses on helping children around the world - Understand that the UN has had many successes (including	Lesson Sequence - Benchmark presentation on the history of the United Nations. (10 min) - Outline the examples of different bodies of the UN on student worksheet 1.2. In groups of three, students re-read the information boxes on student worksheet 1.2 and sum up in one word the main role/focus of each UN body mentioned (10 min) - Play UN bingo (student worksheet 1.3) using the different UN bodies covered on student worksheet 1.2. Students choose the names of four bodies. Teacher to read the descriptions from the information boxes on worksheet 1.2. The first student to mark off all four names and shout UN bingo is the winner. Ask the winning student to describe the work of one of the UN bodies that	- Student worksheet 1.2 - UN bingo - Q&A/discussion



stopping conflicts, reducing poverty, protecting human rights and development), but that challenges remain

you have not yet covered. The class should guess which UN body is being described. (25 min)
4. Review, recap and refocus on the next lesson.

Differentiation:

Challenge tasks/extension activities - students create sentences about the work of the UN using the key words provided, modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- Lesson 1 student worksheets
- Glossary
- UN achievements card sort
- UN bingo sheet



Lesson Plan 2 Template					
Content Area:	Model UN	Lesson Title:	The UN: Keeping the Peace and Fighting Poverty	Time Frame:	2 hours/ 2 days
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy					
Interdisciplinary Connections: Communication Arts					
Integration of Technology: Internet access and school issued laptop					
Equipment Needed: laptops, Promethean board, Internet access, United Nations Matters teacher handbook					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Explain that the UN Security Council tries to secure a ceasefire if conflict breaks out within or between nations ● Understand the Security Council has stopped conflicts and negotiated peaceful settlements in many conflicts ● Understand that peacekeeping missions involve UN troops and help countries to	Lesson Sequence 1. Ask students to look at the aims of the UN on student worksheet 2.1 and ask them what they think the symbol on the UN flag stands for. 2. Elicit reasons and then explain that one of the key successes of the UN is peacekeeping and trying to stop conflicts around the world. Explain that the UN keeps peace around the world using troops from many member states, who wear blue helmets to show that they are representing the UN. 3. Students should then highlight regions/countries that they know have recently been or currently are in conflict on a world map on worksheet 2.2. (10 min)	● Student worksheets lesson 2 ● Student worksheets lesson 3 ● Working collaboratively in groups ● Presenting solutions ● Q&A/discussion



build and sustain democracy and social order • Discuss the MDGs adopted by the UN member states in 2000 aim to reduce poverty and inequality throughout the world • Identify the reasons why so many girls are out of school	4. Challenge task - Choose one conflict that has been identified. Why has the conflict come about? 5. Provide students with the case study of Darfur, Sudan on student worksheet 2.3. Read through the case study and answer any questions raised. 6. Students should work in groups to come up with the best solution to the conflict. Students should pretend that they will be presenting their solution to the Security Council which will select the best solution and enforce it. Students should use the framework provided on student worksheet 2.4 for the activity. The issues they need to consider are outlined on the worksheets. They are: fighting between the pro-government and anti-government groups; the lack of action by the Sudanese government and its links to the pro-government militias; the millions of people living in refugee camps; the lack of food, clean water, shelter and medicine for the people living in refugee camps; and the fact that the Sudanese government rejects UN help. 7. Students should complete the action plan table and select one member of their group to present their solution to the 'Security Council' (the rest of the class). (20 min) 8. One student from each group presents their solutions to the rest of the class who use their peer marking forms on student worksheet 2.5 to grade the best solutions. The 'Security Council' must provide feedback as to which group's solution is the best and provide reasons why. Students then vote on the best solution to the situation in Darfur.	
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	Alternatively, students can incorporate their ideas to make the most effective solution through a discussion. (10 min) 9. Review, recap and refocus on the next lesson. 10. Benchmark - explain to students what the Millennium Development Goals (MDGs) are and why they were agreed at the Millennium Summit in 2000. Watch a short video called 'Achieving the MDGs', found at www.youtube.com/watch?v=ReRx12QUv54 11. Students should read together what the eight MDGs are (outlined on student worksheet 3.2). Make sure they are clear about what the goals mean through a quick Q&A session, preferably led by students. (10 min) 12. Students should imagine that the UN can only tackle one Millennium Development Goal. Students should decide which is the most important and note down their reasons. Students should then go and stand by their chosen goal (posters with these should be spread around the classroom). Each group has one minute to try to persuade the rest of the class why their goal should be prioritized. After each goal has been promoted, students should move to the goal they now believe to be the priority, based on the strength of the arguments presented. Elicit positive student feedback about the strengths of the presentations. Elicit reasons as to why students have changed their minds. (20 min) 13. Challenge task: Are there any other goals you think should be included in the MDGs? What are they? 14. Focus on MDGs 2 & 3 and the work of UNESCO on student worksheet 3.3	
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	and 3.4. Students should brainstorm reasons why in many countries girls have greater difficulties accessing education than boys. They should also think about the benefits of education as a way of reducing poverty. 15. Divide the students into groups. Students should act as the UN to create a campaign to encourage girls' education and highlight the importance of ensuring gender parity in education, and outline which medium they would choose to promote their campaign, e.g. presentations, posters, leaflets, videos. (20 min) 16. Challenge task: Who should pay for the Millennium Development Goals that seek to ensure all girls and boys get an education? Think about countries that are very poor. What should rich countries do to help them, and what should the UN do? 17. Review, recap and refocus on the next lesson.	
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Differentiation:

Challenge tasks/extension activities - choose one conflict that has been identified and determine why has the conflict came about, modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- Lesson 2 and 3 student worksheets
- Glossary
- Darfur case study
- Millennium Development Goals posters



Lesson Plan 3 Template					
Content Area:	Model UN	Lesson Title:	The UN: Protecting Human Rights	Time Frame:	1 hour/ 1 day
Lesson Components					
<u>21st Century Themes</u>					
X Global Awareness X Financial, Economic, Business and Entrepreneurial Literacy X Civic Literacy X Health Literacy					
<u>21st Century Skills</u>					
X Creativity and Innovation X Critical Thinking and Problem Solving X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy X ICT Literacy					
Interdisciplinary Connections: Communication Arts					
Integration of Technology: Internet access and school issued laptop					
Equipment Needed: laptops, Promethean board, Internet access, United Nations Matters teacher handbook					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand everyone should have all human rights - Comprehend that children have rights and responsibilities - Summarize that the UN promotes human rights around the world - Describe how poverty, conflict and lack of democracy can mean some people cannot enjoy their human rights - Explain why human rights are important	Lesson Sequence - Benchmark - explain to students what the Universal Declaration of Human Rights (UDHR) is. Students should be given nine human rights outlined in the Declaration (found on student worksheet 4.2). In pairs, students should arrange the nine human rights in their order of importance. Elicit reasons for their decisions as to why they think some rights are more important than others. The aim of this activity is to show that human rights are interrelated and reinforce each other. (10 min) - Students should read through some of the rights contained in the Convention on the Rights of the Child (CRC) on student worksheet 4.3. Question students about whether or not they think children in the US have all these	- Student worksheets lesson 4 - Working collaboratively in groups - Presenting solutions - Q&A/discussion



- rights and if not why not? Students should then think about whether children around the world can exercise their rights and provide examples. Ask students to look at the images of children from different contexts and cultures on student worksheet 4.3. Students should use the rights listed on the worksheet to identify what rights have been taken away from the children in the pictures have or do not have. Elicit justifications for their responses. (15 min)
3. Provide students with the case study about the child worker in Haiti on student worksheet 4.4. Select a student to read the case study to the rest of the class. In groups, students should identify what rights have been taken away from the child in the case study. Students should also discuss what the child can do about the situation and what the UN could do to help the government in Haiti to make sure all children have their rights. All of these thinking questions are explicit on the student worksheet. (25 min)
 4. Challenge task: If rights clash with each other, which right should be given the most importance? Can you think of an example of when rights might clash?
 5. Review, recap and refocus on the next lesson.

Differentiation:

Challenge tasks/extension activities (are there any other goals you think should be included in the MDGs? what are they?), modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- Lesson 4 student worksheets
- Glossary



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- Case study of child worker in Haiti



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Model UN	Grade Level:	8	Unit Title:	What is the United Nations?
Created:	Alison Reynders		Board Approved on:		



Unit Overview Template

Content Area:	Model UN	Grade Level:	8	Unit Title:	Cultural Diplomacy and Public Speaking
Unit Summary: This unit will introduce students to cultural diplomacy and the practice of public speaking in preparation for the culminating activity in the course - simulation of the United Nations in action.					
Primary Interdisciplinary Connections:					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	This unit is focused on developing the skills necessary to properly practice diplomacy and further the goals of the UN. Students will learn to consider multiple perspectives when tackling key issues and practice persuasive public speaking techniques in preparation for simulating a United Nations conference.				
Career Readiness (Standard 9): 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CP.1, 9.1.8.EG.7					

Learning Targets

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6.3.8.CivicsPI.3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.				
6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.				
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.				



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6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
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W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.



9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships

Unit Essential Questions:

- What is cultural diplomacy?
- How can cultural competence and cultural humility be applied practically?
- What is Public Speaking?
- Why is Public Speaking important?
- What elements must be considered before writing a speech?
- Why is it important to organize thinking when trying to support a position?



Unit Enduring Understandings:

- Describe cultural competence and the role it plays in cross-cultural communications
- understand how personal cultures affect both beliefs and actions and influence understanding of other people's cultures and actions
- Understand the role of diplomacy and deliberation in international affairs
- Develop skills in conflict resolution, problem solving and cross-cultural communication
- Recognize that public speaking takes many forms and is used every day
- Understand the importance of verbal and nonverbal elements in public speaking
- develop the use of effective delivery skills such as volume, vocal quality, diction, eye contact, and body language
- Learn to accept feedback and constructive criticism as essential components of improvement and maintaining respect and rapport between students in developing stronger speaking skills

Unit Learning Targets:

Students will....

- Incorporate both cultural competence and cultural humility into a plan for a cross-cultural exchange project
- Learn to temporarily suspend judgment and verify insights before making a final assessment or taking action
- Navigate situations where they encounter something or someone different in preparation for more effective, appropriate and meaningful interactions with others
- Emphasize reading and writing skills while comprehending the use and effectiveness of ethos, pathos and logos and differentiating between fact and opinion.
- Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects
- Conduct individual research and preparation of a topic or issue
- Develop the ability to effectively evaluate both individual and peer contributions to a project or discussion
- Continue to improve understanding of the elements of an effective speech (introduction, supportive and/or illustrative details and conclusion)
- Develop organizational strategies utilizing laptops
- Plan and create a presentation in a group
- Speak confidently in front of an audience
- Use persuasive techniques to create an argument and convince an audience



Evidence of Learning

Summative Assessment:	Persuasive speech (9 days)
Equipment Needed:	Laptops, Internet access, teacher provided worksheets
Teacher Resources:	Laptops, Internet access, OnCourse access, Promethean board, https://una.org.uk , https://www.commonsense.org/education/lesson-plans/introduction-to-public-speaking , http://archive.pov.org/singingwithangrybird/lesson-plan/ , https://www.middletwp.k12.nj.us/wp-content/uploads/2019/04/Public-Speaking-Curriculum-combined.pdf , https://medium.com/connect-intercultural-insights-for-global-citizens/how-teachers-can-divide-into-intercultural-topics-c241f4c031a9
Formative Assessments:	
● Q&A/discussion ● Computer supported cooperative learning ● Worksheets ● Group presentation ● D.I.V.E tool analysis ● Reading comprehension questions ● Concrete comprehension questions	



Lesson Plans

Lesson	Time Frame
Lesson 1 Cultural Diplomacy	1 hour/1 day
Lesson 2 D.I.V.E. Method	1 hour/ 2 days
Lesson 3 Public Speaking	1 hour/3 days

Teacher Notes:

Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.pbs.org/ralphbunche/education/edu_model.html

<https://www.un.org/en/teach>

<https://www.common sense.org/education/lesson-plans/introduction-to-public-speaking>

[https://medium.com/connect-intercultural-insights-for-global-citizens/how-teachers-can-div-int o-intercultural-topics-c241f4c031a9](https://medium.com/connect-intercultural-insights-for-global-citizens/how-teachers-can-div-int-o-intercultural-topics-c241f4c031a9)



Lesson Plan 1 Template

Content Area:	Model UN	Lesson Title:	Cultural Diplomacy	Time Frame:	1 hour/1 day
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Internet access and school issued laptop

Equipment Needed: laptops, Promethean board, Internet access, culture worksheet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Describe cultural competence and the role it plays in cross-cultural communications - Explain the value of cultural humility and its practical application - Incorporate both cultural competence and cultural humility into a plan for a cross-cultural exchange project	Lesson Sequence - Students free-write for three to five minutes about what "culture" means to them. (5 min) - Divide the class into cooperative learning groups of two to three. Instruct the groups to define "culture." Have groups share their definitions with the full class. (5 min) - Have volunteers look up and share formal definitions for "culture" (such as the following), then discuss how these definitions compare with the groups' responses: Culture is a set of learned beliefs, traditions, principles and guides for individual and collective behaviors that members of a particular group share with each other. - Don C. Locke, Increasing Multicultural Understanding: A Comprehensive Model (Newbury Park, CA: Sage Publications, 1992), 10	- Student culture worksheet - Working collaboratively in groups - Researching definitions - Q&A/discussion



4. Ask students to complete Everyone Has a Culture - Everyone is Different worksheet. (10 min)
5. Once the students have completed their sheet, have students return to their cooperative learning groups to share their responses, then discuss as a class:
How are your experiences similar to or different from each other's? (10 min)
6. Write the words "cultural competence" on the board and ask the class the following: Based on our discussions so far, what do you think the term cultural competence refers to? How might it relate to the personal experiences you discussed?
7. Read the following description of cultural competence and ask for a few volunteers to re-state the definition in their own words: Cultural competence describes our ability to interact effectively with people who have cultural experiences, beliefs, practices, values, ways of communicating and traditions that are different from our own.
8. Explain: Developing cultural competence is an ongoing process and our level of cultural competence changes in response to new situations, experiences and relationships. It's helpful to think of cultural competence as a combination of three elements:
Awareness
Knowledge
Skills (10 min)
9. Return to cooperative groups and discuss the following:
 - a. What is diplomacy?
 - b. What kinds of jobs require diplomacy?
 - c. What is a diplomat?



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| | <ol style="list-style-type: none">10. Finish class with a group discussion about how culture and diplomacy overlap to form cultural diplomacy and how that may be successfully promoted. (5 min)11. Review, recap and refocus on the next lesson. | |
|--|--|--|

Differentiation:

Challenge tasks /extension activities (find examples of cultural diplomacy), modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- laptop
- culture worksheet



Lesson Plan 2 Template

Content Area: Model UN Lesson Title: **D.I.V.E. Method** Time Frame: 1 hour/2 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Internet access and school issued laptop

Equipment Needed: laptops, Promethean board, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn to temporarily suspend judgment and verify insights before making a final assessment or taking action - Navigate situations where they encounter something or someone different in preparation for more effective, appropriate and meaningful interactions with others	Lesson Sequence 1. Explain to students that together you will engage in an activity to explore how we see the world and experience differences, and how we can opt to react with our first instincts or take a more global-minded approach. 2. Display the image “The Other Side of the Net” on the screen, and instruct participants to look at the photo taken at a beach volleyball game at the 2016 Olympic Games. 3. Ask the students to tell you something about this image, and capture their answers on the board. Do not ask leading questions or give them clues, only respond with, “What else?” as you write down everything they say. Let them know that you will return to this image and their thoughts in a minute. (10 min) 4. Explain that we often tend to analyze reality from our own point of view and make what can be premature	- D.I.V.E. worksheets - Working collaboratively in groups - Q&A/discussion



judgments or conclusions based on our own personal values or the values of a group of people that we identify with. In fact, it's human nature to jump to conclusions and classify what we see, and it's very hard to control our subconscious, "gut" reactions. However, one way to help us slow down and try to remain objective especially in the face of something new or different is to use the D.I.V.E. tool.

5. Explain the four steps of the D.I.V.E. tool, one by one, as described in the Tools to Suspend Judgment document.
6. Describe: Describe what you see, sticking to objective and observable facts.
7. Interpret: Think of the various interpretations or explanations as to what is happening, or any assumptions you have about what you described. Try to come up with at least three interpretations.
8. Verify: Here we verify whether our interpretations are correct or not with one or more "(cultural) informants." These are reliable people or sources with insights into the culture(s) or situation.
9. Evaluate: This is where you evaluate your interpretations, decide what value they have to you or how you feel about the situation now that you have more information.
10. Return to the students' comments about the "Other Side of the Net" picture. Show that what they said can be divided into either a Description, Interpretation or Evaluation and use different colored markers/chalk to circle the descriptions, interpretations and evaluations accordingly. This demonstrates how they may have



- jumped straight to interpretations or evaluations. However, pausing and using the D.I.V.E. will allow them to be more thoughtful, which generally leads to being more accurate when the place, person or circumstances are unfamiliar. (20 min)
11. Now that the students understand the D.I.V.E. steps, break them up into groups of four or five and distribute a different picture (see examples [here](#)). Have them repeat the above exercise, but this time writing down their answers for each step of the D.I.V.E. Once done, students should report back as a group and review whether the classifications are accurate: Are there evaluations in the description category? Are interpretations listed as evaluations?
 12. Next, compare some of the descriptions, interpretations and evaluations of the picture across the different groups. What do these have in common? How are they different? Did they have the opportunity to verify their interpretations of this image? What did they learn? (20 min)
 13. Finally, the students will be curious about the “real” interpretation of the picture. After they report back, you can share the photographer’s interpretation of the situation in the image, if this information is available to you.
 14. The final reflection is perhaps the most important part of the lesson as it helps students make meaning of the activities. You can do this by inviting participants to share their answers to one or all of the following questions:
 15. What is your key takeaway from this activity?



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| | <ol style="list-style-type: none">16. How easy or difficult was it for you to differentiate between descriptions, interpretations and evaluations?17. How did hearing what your classmates thought were descriptions, interpretations and evaluations change your own considerations?18. How can you use this tool in your everyday life? (20 min)19. Review, recap and refocus on the next lesson. | |
|--|--|--|

Differentiation:

Challenge tasks /extension activities (ask students to find articles in national or local media referring to the picture from the Olympic Games and then discuss their findings in your next class), modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- laptop
- D.I.V.E. worksheets
- additional images



Lesson Plan 3 Template

Content Area: Model UN Lesson Title: Public Speaking Time Frame: 1 hour /3 days

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Internet access and school issued laptop

Equipment Needed: laptops, Promethean board, Internet access, BrainPop, Google slides, Survey Monkey, Padlet

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Emphasize reading and writing skills while comprehending the use and effectiveness of ethos, pathos, and logos and differentiating between fact and opinion. - Provide proof of effective communication practices through participation in a variety and range of collaborative discussions and projects - Conduct individual research and preparation of a topic or issue	Lesson Sequence - Prompt: What words come to mind when you think about talking or presenting in front of class or an audience? - Reply on padlet. - Allow 1-2 minutes for students to submit their ideas. (5 min) - Discuss answers. - Show the public speaking video from BrainPop. In the video Tim and Moby give tips on how to prepare a presentation and reduce the anxiety of presenting in front of an audience. - After the video, the teacher leads a discussion on the main ideas presented in the video, such as maintaining eye contact and keeping four main points in mind when presenting. Students complete BrainPop activities in small groups	- Brainstorm on Padlet and Google Slides - Working collaboratively in groups to create presentation in Google Slides - Q&A/discussion



• Develop the ability to effectively evaluate both individual and peer contributions to a project or discussion • Continue to improve understanding of the elements of an effective speech (introduction, supportive and/or illustrative details and conclusion) • Develop organizational strategies utilizing laptops • Plan and create a presentation in a group • Speak confidently in front of an audience • Use persuasive techniques to create an argument and convince an audience	following discussion to enforce presentation concepts. (10 min) 7. Introduce the three appeals of persuasive writing (logos- logic, ethos- ethics, pathos- emotion) in benchmark presentation. (10 min) 8. After discussing how to persuade an audience, have students brainstorm where they have seen examples of the three appeals in media and advertisements with Google slides in small groups. (15 min) 9. Explain to students that they now have a presentation challenge, each group will be assigned a unique invention. Their job is to create a presentation (using Google slides) that will convince their classmates to buy the product that they were given. 10. Resource: http://www.boredpanda.com/useful-creative-inventions/ 11. Recall tips from BrainPop and examples from earlier brainstorming. 12. Students must plan and practice their presentation before presenting. (30 min) 13. After students present, they can vote for the presentation that was most confident or convincing (or both!) using Survey Monkey or Google Forms. (40 min including presentations) 14. Students reflect through a discussion post on OnCourse. Reflection should focus on how they felt about presenting before the lesson compared to how they felt about public	
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	speaking after using the techniques discussed in class. (10 min) 15. Review, recap and refocus to the next lesson.	
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Differentiation:

Challenge tasks /extension activities (ask students to find additional examples of logos- logic, ethos- ethics, pathos- emotion in national or local media), modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- laptop
- BrainPop activities
- article on inventions
- sample presentation



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly, Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Model UN	Grade Level:	8	Unit Title:	Cultural Diplomacy and Public Speaking
Created:	Alison Reynders				
	Board Approved on:				



Unit Overview Template

Content Area:	Model UN	Grade Level:	8	Unit Title:	Model UN Simulation
Unit Summary: A Model United Nations (MUN) is a simulation where students gather to represent participating United Nations General Assembly nations. In this unit, students will practice debate skills, participate in pre-organized, mini-simulations and, finally, participate in a MUN on a selected world problem. Students will research the official policy of a government on a specific issue, write a position paper that reflects the official policy of a country towards a world problem, participate in a United Nations General Assembly style debate on the issue, and develop a UN style resolution as a solution to the world issue.					
Primary Interdisciplinary Connections: <u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale:	Students acting as participating delegates gain insight into the workings of the United Nations by assuming the role of UN representatives. It is a chance for students to make their own decisions about the issues that confront world leaders, and a unique opportunity to have students experience the challenges of international negotiations. MUN stresses an in-depth examination and resolution of pressing issues, and emphasizes process over product. Students should learn the importance of balancing national interests with the needs of the international community.				
Career Readiness (Standard 9): 9.1.8.CR.3, 9.1.8.CR.4, 9.1.8.CP.1, 9.1.8.EG.7					

Learning Targets

Standards:	NJSLS SS, NJSLS ELA, NJSLS TECH, NJSLS SEL
Content Statements:	All students will acquire the knowledge and skills to think analytically about how the past interactions of people, cultures, government, and economics affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st Century.
CPI#:	Cumulative Progress Indicator (CPI):
6.1.8.CivicsPI. 3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
6.3.8.CivicsPI. 1	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
6.3.8.CivicsPI. 3	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.



6.3.8.CivicsPI.4	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
6.3.8.CivicsDP.1	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CivicsPR.4	Use evidence and quantitative data to propose or defend a public policy related to climate change.
6.3.8.CivicsPR.5	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
6.3.8.CivicsPR.6	Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.
RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.6	Identify subtle and overt messages based on the method of communication.



9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5.1	Establish and maintain healthy relationships

Unit Essential Questions:

- How does the United Nations Security Council tackle global issues?
- Why is it important to balance national interests with the needs of the international community?

Unit Enduring Understandings:

- To learn about the UN Security Council
- To learn about the Olympic Truce and global trends that affect people in different regions of the world
- To prepare for a Security Council simulation
- To gain insight into geopolitical relationships
- To simulate the work of the UN Security Council



- To negotiate a resolution, using an Olympic Truce resolution and a globalization resolution as practice examples

Unit Learning Targets:

Students will....

- Understand how the Security Council works and that it can make binding decisions on countries and take action to promote and protect international peace and security
- Understand how symbolic concepts like the Olympic Truce can be used to further international peace and make a tangible difference to people experiencing conflict
- Experience diplomacy in action at the Security Council and understand the challenges facing diplomats trying to solve global problems
- Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions
- Explore a range of domestic and international texts and media to identify and frame researchable questions of local, regional, or global significance
- Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives
- Examine scientific ways of knowing and perspectives about science of other people, groups, and schools of thought, and identify the influences on those perspectives
- Use language arts skills to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action
- Deliver a position speech
- Engage in educated and informed debates with peers, including caucuses and drafting of resolutions



Evidence of Learning

Summative Assessment:	Position paper, resolution paper (20 days)
Equipment Needed:	Laptops, Internet access, teacher provided worksheets
Teacher Resources:	Laptops, Internet access, OnCourse access, Promethean board, https://una.org.uk , https://wacphila.org , https://www.osstf.on.ca , https://www.pbs.org/ralphbunche/education/edu_model.html , https://www.un.org/en/teach

Formative Assessments:

- Q&A/discussion
- Computer supported cooperative learning
- Worksheets
- Debate notes
- Position paper draft
- Resolution draft



Lesson Plans

Lesson	Time Frame
Lesson 1 Globalization Mini-Simulation	1 hours/3 days
Lesson 2 Diplomacy in Action - the Olympic Truce	1 hours/2 days
Lesson 3 Diplomacy in Action - Security Council Simulation	1 hours/2 days

Teacher Notes:

Lessons may be modified to meet the needs of all learners.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<https://una.org.uk/get-involved/learn-and-teach/un-matters-teaching-pack>

<https://2009-2017.state.gov/documents/organization/232725.pdf>

<https://www.un.org/en/teach>

<https://www.osstf.on.ca/resource-centre/curricular-materials-and-classroom-resources/socially-based-curriculum-units/a-model-united-nations.aspx>



Lesson Plan 1 Template

Content Area:	Model UN	Lesson Title:	Globalization Mini-Simulation	Time Frame:	1 hour/ 3 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Internet access and school issued laptop

Equipment Needed: laptops, Promethean board, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Experience diplomacy in action at the Security Council and understand the challenges facing diplomats trying to solve global problems - Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions - Explore a range of domestic and international texts and media to identify and frame researchable questions of local, regional, or global significance	Lesson Sequence - Class is divided into 2-person delegations (2 people sharing the same country will be a delegation). - Assign each pair a country (by giving them a country placard). - Give delegations time to read the information on the back of their placards (this is information about how the topic relates specifically to the country the students are representing). (15 min) - Present the three options for recommended actions (these are like resolutions without fancy resolution language). (10 min) - Each delegation selects the option that their country would choose based on what they read on the back of their placards (Speech Worksheet 1). (5 min) - Each delegation prepares their position speech (Speech Worksheet 2) and what they will say to other delegates. (15 min)	- Student participation - Worksheets - Written position paper - Q&A discussion



• Examine perspectives of other people, groups, or schools of thought and identify the influences on those perspectives • Examine scientific ways of knowing and perspectives about science of other people, groups, and schools of thought, and identify the influences on those perspectives • Use language arts skills to act, personally and collaboratively, in creative and ethical ways to contribute to sustainable improvement, and assess the impact of the action • Deliver a position speech • Engage in educated and informed debates with peers, including caucuses and drafting of resolutions	7. Committee session. Note: Students guide the entire committee session at actual Model UN conferences. For example, students suggest and vote on speaking times. However, students may need more support/direction during mini-simulations. The following procedures provide chair-directed structure so students become accustomed to the usual format of Model UN debate. a. You are the committee chair. Bang gavel and say “Welcome to the Model UN committee session on globalization. I will now call roll. Please raise your placard and say ‘Present,’ when your country is called.” b. Call each country name (traditionally done in alphabetical order). Students raise placard and say “Present.” c. “The chair will now open the speakers list to begin formal debate.” d. “The speaking time will be set at (60) seconds. All those in favor, raise your placards.” [gesture /encourage students to raise placards, as it is simpler if the vote passes] (Count votes.) “All those opposed, raise your placards.” (Count votes) e. “With ____ (number of) votes, the motion passes and the speaking time is set at (60) seconds.” [If the motion does not pass, say “...the motion fails” then make a speaking time motion again with different time length.] f. “All those wishing to be added to the speakers list, please	
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	raise your placard at this time.” Students raise placards. 8. Remind students to take notes on the included Listening Worksheet (country grid) so they know which resolution each country supports and will be able to negotiate better. 9. Speakers’ list speeches are the prepared speeches (Speech Worksheet 2) 10. Record country names (those with raised placards) on a list. You will cross the country name off as the delegation speaks. 11. Call the first country on the list. Delegates present speech from worksheet 2. 12. After each speech, say, “Thank you honorable delegates from _____.” 13. Then “The chair now recognizes the delegates from _____ (next country on list).” 14. Every 3-5 speeches stop the speakers list and encourage students to select a new debate format (moderated or unmoderated caucus). When the moderated or unmoderated caucus ends, return to the next country on the speakers list. 15. Unmoderated caucus: “The committee will now move to an unmoderated caucus for (5-10) minutes. Delegates, please speak with a country or countries that agree with you.” (Students mingle and discuss) OR... “The committee will now move to an unmoderated caucus for (5-10) minutes. Delegates, please speak with a country that disagrees with you.” (Students mingle and discuss) 16. To end caucus: “The time for unmoderated caucus has expired. We will now return to the speakers list.”	
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17. Moderated caucus: “The committee will now move to a moderated caucus for (5-10) minutes. Any delegates wishing to speak may raise their placard.
18. The speaking time will be set at (30) seconds.
19. The chair calls on any country that wants to speak (no list). The same country may speak more than once. Bang gavel at the end of 30 seconds and go to a new delegation.
20. To end caucus: “The time for moderated caucus has expired. We will now return to the speakers list.”
21. Move to voting procedures (when every country on the speakers list has been crossed off).
22. “As everyone on the speakers list has spoken, we will move into voting procedures.” (30 min per day for two days)
23. Voting
24. “All those in favor of recommendation/resolution (number/title), please raise your placard. (Count votes. Simple majority wins.)
25. “Resolution (number of title) passes with (number of votes).” OR “With only (number of votes), recommendation (number or title) fails.”
26. Repeat steps for each proposed resolution.
27. End of Committee Session
28. “The chair would like to thank the honorable delegates for their participation in today’s committee session. (Tap gavel) Committee adjourned.” (20 min)
29. Review, recap and refocus to the next lesson.



Differentiation:

Challenge tasks /extension activities (ask students to do additional research on their country and/or the topic of globalization), modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- laptop
- globalization background materials
- country placards
- speech worksheets 1 and 2
- listening worksheet



Lesson Plan 2 Template

Content Area:	Model UN	Lesson Title:	Diplomacy in Action - the Olympic Truce	Time Frame:	1 hours/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Internet access and school issued laptop

Equipment Needed: laptops, Promethean board, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand how the Security Council works and that it can make binding decisions on countries and take action to promote and protect international peace and security - Understand how symbolic concepts like the Olympic Truce can be used to further international peace and make a tangible difference to people experiencing conflict - Experience diplomacy in action at the Security	Lesson Sequence - Students will use the ideals of the Olympic Truce as a starting point to consider ways in which the international community can address armed conflict. - Explain the structure of the lesson to students: this lesson will prepare students for a Security Council simulation in the next lesson. - During the simulation, students will act as country ambassadors and produce a UN resolution on the Truce. - Ask students to pair up and allocate countries. Tell students which countries they have been assigned to represent on the Security Council and give them the corresponding country profile and 'student preparation tips' handout. Talk through the profile (you may need to explain terms using the glossary provided) and how the simulation will work. (10 min)	- Speech worksheet 5.1 - Speech worksheet 5.2 - Q&A discussion - Collaboration



Council and understand the challenges facing diplomats trying to solve global problems • Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions • Deliver a position speech • Engage in educated and informed debates with peers including caucuses and drafting of resolutions	5. Explain the structure and the function of the UN Security Council. Students should then complete the quick quiz on the Security Council on student worksheet 5.1. Using this worksheet, ask students to think about what factors can unite and divide people, and to list three factors for each (they should think in particular about themselves and their peers). Then ask them to consider what unites and divides countries – are there similar factors? During feedback, draw in concepts from the country profiles such as language, religion, ethnicity, economy etc. and mention the role of sport and the Olympic & Paralympic Games in bringing people and countries together. (20 min) 6. Optional introductory films: a. 6-minute film of UNA-UK schools Model UN event on the UN Olympic Truce – www.una.org.uk/truce b. London 2012 Olympic Truce video: http://getset.london2012.com/en/get-set-goes-global/get-set-for-the-olympic-truce 7. Explain the history and aims of the Olympic Truce. In pairs, students should complete student worksheet 5.2 and reflect on how the Olympic Truce could be used to further peace. 8. Explain the purpose and content of the position paper and what a resolution is (information on the glossary). Ask the students to look at their country profiles and start thinking about what their country would like to see included in a resolution on the Truce (3-5 bullet points) (20 min) 9. Students share their ideas about how the Olympic Truce could be used to further peace. Return to the learning objectives and outcomes. Have the students' ideas	
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- changed since the beginning of the lesson?
10. Review, recap and refocus on the next lesson. Using the 'student preparation tips' handout, consolidate the format of the Security Council simulation, their role as country ambassador, the rules for staying in character, and what their position paper should include. Do students feel prepared to tackle the Security Council simulation? Draw students' attention to the 'tips' handout and go through what each delegation needs to prepare for the simulation. (5 min)

Differentiation:

Modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- laptop
- country profile and 'student preparation tips' handout
- glossary
- speech worksheets 5.1, 5.2



Lesson Plan 3 Template

Content Area: Model UN	Lesson Title: Diplomacy in Action - Security Council Simulation	Time Frame: 1 hour/2 days
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Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Communication Arts

Integration of Technology: Internet access and school issued laptop

Equipment Needed: laptops, Promethean board, Internet access

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand how the Security Council works and that it can make binding decisions on countries and take action to promote and protect international peace and security - Understand how symbolic concepts like the Olympic Truce can be used to further international peace and make a tangible difference to people experiencing conflict - Experience diplomacy in action at the Security	Lesson Sequence - Take students through the format of the Security Council debate – presentations, discussion, group work, group presentations and voting – and remind them of the importance of staying in character and following the rules of procedure, answering any questions. (10 min) - The classroom should be set up in a ‘horseshoe’ layout for this lesson, with country placards arranged in alphabetical order. The teacher should sit at the head of the horseshoe and act as the Chair of the debate. The teacher should remind students of the rules for the debate. - As representatives of their country, each delegation will make short opening presentations (1-2 minutes, to be determined by the teacher) outlining their country’s position. The teacher will then chair a debate,	- Q&A and discussion - Working cooperatively and collaboratively in pairs/small groups - Recording information - Prioritizing and presenting the perspective of their country - Successfully justifying opinions - Identifying challenges and creating solutions through world issues through resolution writing - Worksheet 5.3



Council and understand the challenges facing diplomats trying to solve global problems • Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions • Deliver a position speech • Engage in educated and informed debates with peers including caucuses and drafting of resolutions	using formal rules, on the points raised during the speeches, with particular focus on the ideas for what to include in the Truce resolution. One effective way of doing this is by discussing each point in turn on its merits and demerits. Students should raise their country placards if they wish to contribute and should be given a time limit (30 seconds or 1 minute) to make their points. (20-40 min) 4. The teacher should divide students into small groups, consisting of three countries (six students) each. Suggested groups are provided below but should be modified depending on the students representing these countries (i.e. classroom dynamics and personalities): a. Group 1: China, India and Russia b. Group 2: Brazil, France and Japan c. Group 3: Nigeria, South Africa and Turkey d. Group 4: Egypt, Iran and Pakistan e. Group 5: Israel, the UK and the USA 5. Each group should produce a draft resolution for the Security Council, listing five actions that the UN and its Member States can take to further the aims of the Olympic Truce. Students then reconvene as the whole Council. 6. Each group then presents their draft resolution to the Council (teacher to allocate speaking time). 7. After all the presentations, the Council will vote on each draft resolution. The teacher, as Chair, should remind students of the	
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voting rules and the veto powers of the five permanent members. Resolutions will only pass if at least nine countries vote in favor and the permanent members (China, France, Russia, the UK and the USA) either vote in favor or abstain. The Chair should first ask those in favor to raise their country placards, then those against and finally those abstaining. Teachers should make a note of the votes for each resolution. (20-40 min)

8. Using student worksheet 5.3 recap and review the lesson. Talk students through the outcomes of their votes and the reflections on what they learned. (15 min)

Differentiation:

Modeling what they will undertake, teacher to provide support to help structure the task and provide additional explanations, help with personal organization, scaffolds to help record information, carefully graded questions, mixed ability grouping, active working.

Resources Provided:

- laptop
- country profile and 'student preparation tips' handout
- glossary
- speech worksheets 5.3



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson ***Strongly***, ***Moderately*** or ***Weakly*** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area:	Model UN	Grade Level:	8	Unit Title:	Model UN Simulation
Created:	Alison Reynders				
	Board Approved on:				



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension