

Southern York County School District Instructional Plan

International Relations and Model UN

Grade 11

Textbook(s)/Instructional Materials Used:

Dates: August (Fall), January (Spring)

Unit 1: Development

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form that anticipates the audience's knowledge level, concern, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or sections that follows from or supports the argument presented.

CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12.E: Use technology, including the internet, to produce, publish, and update the individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC. 8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.

5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.

5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.

5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.3.12.B: Compare and contrast policy-making in various contemporary governments.

5.4.12.B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the US (e.g. diplomacy, economic aid, military aid, sanctions, treaties).

5.4.12.C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.

7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.1.12.B: Assess how physical changes to a region may have global impact.

7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.

7.4.12.A: Analyze the global effects of changes in the physical systems.

7.4.12.B: Analyze the global effects of human activity on physical systems.

8.1.12.A: Evaluate the patterns of continuity and rates of change over time, applying context of events.

<p>8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of facts versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural and economic development of the world.</p> <p>8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.C: Evaluate how continuity and change have impacted the world today. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organization.</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. demographic factors help people discern whether a country is developed or not. 2. demographic factors are not all equal. 3. how demographic factors are a window into a society. 4. how to differentiate between lesser developed countries (LDCs) and more developed countries (MDCs). 5. pathways for countries to become more developed. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What determines a country's level of development? • How do factors of development influence the progression of a country? • How does a country become more developed?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> • key factors of development. • the factors of development that are more significant than others. • demographics show the impact that a culture can have on its people. • what makes a country developed overall. • steps a country can take to become developed. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify and explain key factors of development. • analyze a state and determine its level of development. • evaluate where a state needs to evolve in order to become more developed. • differentiate between more and less developed states. • prescribe a path for a country to become more developed.
Dates: September (Fall), February (Spring)	Unit 2: International Government Systems
Stage 1 – Desired Results	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p>CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form that anticipates the audience's knowledge level, concern, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or sections that follows from or supports the argument presented.</p> <p>CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

<p>CC.8.6.11-12.E: Use technology, including the internet, to produce, publish, and update the individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC. 8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p>5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.</p> <p>5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.3.12.B: Compare and contrast policy-making in various contemporary governments.</p> <p>5.4.12.B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the US (e.g. diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.4.12.C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.</p> <p>7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.1.12.B: Assess how physical changes to a region may have global impact.</p> <p>7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.</p> <p>7.4.12.A: Analyze the global effects of changes in the physical systems.</p> <p>7.4.12.B: Analyze the global effects of human activity on physical systems.</p> <p>8.1.12.A: Evaluate the patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of facts versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural and economic development of the world.</p> <p>8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.C: Evaluate how continuity and change have impacted the world today. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organization.</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> the relationship between the type of government a nation has and that nation's level of development. government types change in conjunction with a nation's development. the impacts that a nation's type of government has on all other national characteristics. a nation's form of government is the principal factor on the public policies that nation espouses. nations with similar styles of government are more likely to form alliances than nations with different government forms. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> What impacts does a nation's form of government have on the decisions and public policies of that nation? What is the relationship between a country's form of government and the country's level of development? How does a nation's form of government impact its strategic alliances around the globe?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> eight types of governmental systems. the relationship between global geography and governmental systems. why nations sometimes change their system of government and how that occurs. several major groups of alliant nations around the world. 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> explain the relationship between a nation's system of government and the country's place on the development scale. evaluate which countries might form alliances based on their form of government. assess which nations might be likely adversaries based on their form of government.

<ul style="list-style-type: none"> the relationship between governmental systems and national development. 	<ul style="list-style-type: none"> predict which countries have circumstances that are ripe for a change in national government structure. recommend successful public policies for a country based on their national government structure.
Dates: October (Fall), March (Spring)	Unit 3: Supranational Organizations
Stage 1 – Desired Results	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p><u>CC.8.5.11-12.B:</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CC.8.5.11-12.G:</u> Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p><u>CC.8.6.11-12.A:</u> Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form that anticipates the audience's knowledge level, concern, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or sections that follows from or supports the argument presented.</p> <p><u>CC.8.6.11-12.C:</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CC.8.6.11-12.E:</u> Use technology, including the internet, to produce, publish, and update the individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><u>CC. 8.6.11-12.H:</u> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>5.1.12.A:</u> Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p> <p><u>5.1.12.F:</u> Evaluate the role of nationalism in uniting and dividing citizens.</p> <p><u>5.2.12.A:</u> Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.</p> <p><u>5.2.12.B:</u> Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p><u>5.3.12.B:</u> Compare and contrast policy-making in various contemporary governments.</p> <p><u>5.4.12.B:</u> Evaluate the effectiveness of foreign policy tools in various current issues confronting the US (e.g. diplomacy, economic aid, military aid, sanctions, treaties).</p> <p><u>5.4.12.C:</u> Evaluate the effectiveness of international organizations, both governmental and non-governmental.</p> <p><u>7.1.12.A:</u> Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p><u>7.1.12.B:</u> Assess how physical changes to a region may have global impact.</p> <p><u>7.2.12.A:</u> Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p><u>7.2.12.B:</u> Analyze the significance of physical processes in shaping the character of places and regions.</p> <p><u>7.4.12.A:</u> Analyze the global effects of changes in the physical systems.</p> <p><u>7.4.12.B:</u> Analyze the global effects of human activity on physical systems.</p> <p><u>8.1.12.A:</u> Evaluate the patterns of continuity and rates of change over time, applying context of events.</p> <p><u>8.1.12.B:</u> Evaluate the interpretation of historical events and sources, considering the use of facts versus opinion, multiple perspectives, and cause and effect relationships.</p>	

<p>8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural and economic development of the world.</p> <p>8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.C: Evaluate how continuity and change have impacted the world today. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organization.</p>	
<p>Understanding(s): Students will understand...</p> <ol style="list-style-type: none"> 1. supranational organizations can often give a voice to the voiceless around the world. 2. sovereign states often cede power to a “greater” organization for a common goal. 3. supranational organizations have positive and negative qualities. 4. obstacles to effectiveness for supranational organizations. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • To what extent does working together help more than hurt? • What are the benefits and drawbacks of supranational organizations? • Why do supranational organizations fail? • What would allow supranational organizations to be successful?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> • the definition of supranational organization. • the purpose behind a supranational organization. • supranational organizations have struggled to be successful due to conflicts over power. • supranational organizations have succeeded in helping the less fortunate throughout the world. • significant achievements of supranational organizations. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • define supranational organization. • identify key supranational organizations throughout the world. • explain the purpose behind a supranational organization. • analyze the pros and cons of a supranational organization. • evaluate the effectiveness of the United Nations. • create the “perfect” supranational organization.
Dates: November (Fall), April (Spring)	Unit 4: Contemporary Hot Spots and Issues
Stage 1 – Desired Results	
<p>PA Standard(S)/Assessment Anchors Addressed:</p> <p>CC.8.5.11-12.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC.8.5.11-12.G: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.</p> <p>CC.8.6.11-12.A: Write arguments focused on discipline-specific content. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaim(s) in a discipline-appropriate form that anticipates the audience’s knowledge level, concern, values, and possible biases. Use words, phrases, and clauses as well as varied syntax to link major sections of text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or sections that follows from or supports the argument presented.</p> <p>CC.8.6.11-12.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.11-12.E: Use technology, including the internet, to produce, publish, and update the individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>CC. 8.6.11-12.H: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>5.1.12.A: Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.</p>	

<p>5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.</p> <p>5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.</p> <p>5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.</p> <p>5.3.12.B: Compare and contrast policy-making in various contemporary governments.</p> <p>5.4.12.B: Evaluate the effectiveness of foreign policy tools in various current issues confronting the US (e.g. diplomacy, economic aid, military aid, sanctions, treaties).</p> <p>5.4.12.C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.</p> <p>7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.</p> <p>7.1.12.B: Assess how physical changes to a region may have global impact.</p> <p>7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.</p> <p>7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.</p> <p>7.4.12.A: Analyze the global effects of changes in the physical systems.</p> <p>7.4.12.B: Analyze the global effects of human activity on physical systems.</p> <p>8.1.12.A: Evaluate the patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of facts versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural and economic development of the world.</p> <p>8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.C: Evaluate how continuity and change have impacted the world today. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organization.</p>	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> global conflicts are not only historical, but are happening today most global conflicts are multilateral concerns, not bilateral global conflicts are complex, multi-faceted challenges that seldom have a single, and never a simple, solution resolving global conflicts requires highly nuanced, complicated diplomacy that regularly has unintended consequences 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> To what degree can sovereign nations live peacefully with one another? To what extent do the world's superpowers have a role to play in ensuring global peace? To what degree do supranational organizations have a role to play in establishing global accord? To what measure is world discord caused by religious differences, geographic disagreements, political disputes and economic competition?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> the major 'hot spots' for contemporary international conflicts the historical causes of modern-day conflicts the origins of religious differences that drive contemporary international discord the origins of geographic disagreements that drive contemporary international discord the origins of political disputes that drive contemporary international discord the origins of economic competition that drives contemporary international discord the history of superpower intervention in international conflicts 	<p>Students will be able to:</p> <ul style="list-style-type: none"> explain the differences among religious, geographic, political and economic disputes analyze the effectiveness of third party intervention in global conflicts compare the effectiveness of bilateral versus multilateral negotiations assess the source of conflicts from the perspective of each competing nation predict the outcome of a given conflict resolution effort based on historical precedents
Dates: December (Fall), May (Spring)	Unit 5: Simulation Prep and Simulation

Stage 1 – Desired Results

PA Standard(S)/Assessment Anchors Addressed:

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5.1.12.F: Evaluate the role of nationalism in uniting and dividing citizens.

5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.

5.2.12.B: Examine the causes of conflicts in society and evaluate techniques to address those conflicts.

5.3.12.B: Compare and contrast policy-making in various contemporary governments.

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5.4.12.C: Evaluate the effectiveness of international organizations, both governmental and non-governmental.

7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.

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8.1.12.A: Evaluate the patterns of continuity and rates of change over time, applying context of events.

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8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural and economic development of the world.

8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.12.C: Evaluate how continuity and change have impacted the world today. Belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, and social organization.

<p>Understanding(s): <i>Students will understand . . .</i></p> <ol style="list-style-type: none"> 1. preparation will make for a better simulation experience. 2. the expectations for being considered proficient for the simulation. 3. the assigned country's key demographic, development, and political situation. 4. thinking quickly and decisively in the simulation is key. 5. negotiation and a "give/take" relationship with adversaries is the key to success. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What does it mean to be prepared? • How do I do my best? • What makes my country tick? • How does one effectively negotiate and communicate? • What makes a good simulation activity? • How do you try to make a win-win situation?
<p>Learning Objectives: <i>Students will know . . .</i></p> <ul style="list-style-type: none"> • the steps necessary to become prepared for the Model UN simulation. • key ideas and concepts from throughout the course. • student expectations for performance during simulation. • steps involved in a Model UN scenario. • effective communication and role-playing techniques 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • research topics that pertain to their country, allies, and enemies. • apply concepts learned throughout the course in a Model UN scenario. • role play assigned country effectively in Model UN scenario. • communicate effectively with other students within the activity. • analyze scenarios and be able to effectively react to given scenarios.