



bestdelegate



MUN and Common Core

Sample Unit Plans and
Standards Alignment

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Letter to Educators

Dear Educator,

At Best Delegate, we believe that Model United Nations is a transformational activity that teaches students critical life skills, while also building upon traditional school curricula to help students succeed both in and out of the classroom. As part of our mission of “MUN for All”, we hope to partner with you to bring Model United Nations to your students and teachers, because we’ve seen the profound impact it can have.

To help you visualize what it would be like to have Model UN at your school, we’ve put together sample Unit Plans along with a lesson plan on what a Model UN curriculum would look like in your classroom. All of these units, and many more, use materials created by Best Delegate to deepen student understanding of the world and develop the social skills that Model UN teaches students.

These Unit Guides function as a pacing guide where the length and lessons for a specific day are listed. All lessons should be broken into the model “I DO” for teacher-based instruction of lesson material “WE DO” for group activities with students and teacher support then “YOU DO” for independent student work to serve as a check for understanding of lesson taught. An example Lesson Plan is attached, and CCSS are referenced as they relate to each of these example units. Additional references for how Common Core ELA Standards relate to Model UN can be found at the MUN Education website: modelun.education

We hope you find this guide useful in understanding what Model UN classwork could look like in your school, and we look forward to potentially working with you!

Sincerely,
Best Delegate

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Sample MUN Unit Plan #1: Research

Unit Title: Research Skills & Position Paper Writing in Model United Nations

Grade Level: 6-12, but material can be differentiated and adapted for student grade level

Summary of Unit Plan #1: In this Unit, students will learn about the history of the United Nations, and the current parameters of the implementation of UN bodies. Additionally, they will learn about different research methods and how these methods can be used while writing a position paper.

Objective of Unit Plan #1: Through the inclusion of performance tasks and assessments, students will show mastery on what the United Nations is, what functions it serves in our global community, and the responsibilities of UN organs. Students will be proficient in writing an entire “position paper” persuasive essay, including all sections through conducting research and evaluating and referencing credible sources.

Unit #1 Calendar and Pacing Guide: 2 weeks

1. 5 days- Background of the United Nations, the importance of research and introduction of how to research of evaluating source credibility
 - a. 3 days- Essential Question: What is the United Nations? What is research and how can we complete it effectively?
 - i. What is the United Nations?
 - ii. What is the history of the UN and how does it apply to research?
 - iii. Why does Research matter today?
 - b. 2 days- EQ: What is a credible source?
 - i. Power Search (Using Google to filter for source credibility)
 - ii. Evaluating Source Credibility
 1. Student game to evaluate credibility as nontraditional exit ticket
2. 5 days- Research as it is associated with Position Papers
 - a. 5 Days- Parts of Position Paper and practicing
 - b. EQ: How do you write a Position Paper?
 - i. Background of Topic
 1. Examples of sources to use, how to deem something “important”
 - ii. Past International Action
 - iii. Country Policy
 - iv. Possible Solutions

- v. Writing a Draft Position Paper with Peer Editing
- vi. Final Position Paper Writing after Peer/Group Editing

CSOs directly taught: *Each of these CSOs is aligned directly with one of the lessons in this unit, or the unit as a whole.*

Anchor Standard Code	Anchor Standard Description
CCSS.ELA-Literacy.R.CCR.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.R.CCR.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCSS.ELA-Literacy.R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.R.CCR.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
CCSS.ELA-Literacy.R.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.R.CCR.10	Read and comprehend complex literary and informational texts independently and proficiently.
CCSS.ELA-Literacy.W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-	Develop and strengthen writing as needed by planning, revising, editing,

Literacy.W.CCR.5	rewriting, or trying a new approach.
CCSS.ELA-Literacy.W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.CCR.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-Literacy.W.CCR.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.L.CCR.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.CCR.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
CCSS.ELA-Literacy.L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sample MUN Unit Plan #2: Public Speaking

Unit Title: Speech Writing & Public Speaking Skills

Grade Level: 6-12, but material can be differentiated and adapted for student grade level or specific student needs

Summary of Unit Plan #2: In this Unit students will learn how to write effective speeches through understanding speech structure in varying environments of MUN. Students will also learn and practice effective methods of giving speeches.

Objective of Unit Plan #2: Through the inclusion of group work, engagement in speech giving, and continual feedback on performance, students will develop proficiency in speech writing and execution.

Unit #2 Calendar and Pacing Guide: 1 week

1. 5 days- EQ: How do you write an effective speech and convey speech message?
 - a. Day 1 EQ: What are the parts of a speech? What are the different types of speeches you give in a day of a MUN conference?
 - i. Background and HW of practice speech
 - b. Day 2 EQ: How do you write an effective speech
 - i. Practice Speech writing, group edit session for improvement
 1. Content is focus
 - c. Day 3 EQ: How can you give an effective speech?
 - i. Practice Speech performance
 1. Performance (“Style”) is focus
 - d. Day 4: Practice Impromptu Speech Performance & Content
 - i. Homework of Opening Speech for Country Policy tied to written position paper previous week
 - e. Day 5: Practice Opening Speeches with Student led support of what student did well & how they can improve
 - i. Impromptu practice with Flash “Moderated Caucus” throughout class

Performance Task through Unit	Thinking Skill used in specific performance task	Proficiency Criterion
Group Speech Performance	Comprehension, Evaluation	Engagement with assignment and improvement in Skills
Group Speech Writing	Comprehension, Evaluation	Assignment turned in and edited for improvements
Individual Speech Writing Homework	Knowledge, Synthesis, Evaluation	Speech has well-written structure, few grammatical mistakes, markings for speech inflection and body language, communicates effectively
Flash “Mod” Practice Moderated Caucus	Knowledge, Synthesis	Participation for comfort with public speaking

CSOs directly taught: *Each of these CSOs is aligned directly with one of the lessons in this unit, or the unit as a whole.*

Anchor Standard Code	Anchor Standard Description
CCSS.ELA-Literacy.R.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
CCSS.ELA-Literacy.W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-Literacy.W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.SL.CCR.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.CCR.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.SL.CCR.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.CCR.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.CCR.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-Literacy.L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sample MUN Unit Plan #3: Negotiation

Unit Title: Model United Nations Simulations, Negotiation Skills, and Resolution Writing

Grade Level: 6-12, but material can be differentiated and adapted for student grade level or specific student needs

Summary of Unit Plan #3: In this Unit students will simulate an MUN conference implementing previous skills learned, while also developing strong negotiation and resolution writing skills.

Objective of Unit Plan #3: Through the inclusion of resolution writing performance tasks and looking back on material learned previously, students will develop a mastery of all MUN topics in order to perform in all parts of a conference simulation.

Unit #3 Calendar and Pacing Guide: 1 week

1. 4 days- EQ: How do you work with others to write and present a resolution?
 - a. Day 1 EQ: What is negotiation? What are Blocs? What is a Bloc Position?
 - i. Powerpoint resource and note taking on negotiation
 - ii. Practice negotiation on impromptu topics
 - b. Day 2 EQ: What is a resolution in MUN? What is the purpose of a resolution? How can you use a Bloc to help you pass a resolution?
 - i. Structure of a Model UN resolution
 - ii. Group Resolution Writing Activity
 - c. Day 3 EQ: What is Author's Panel?
 - i. Presentation of Resolutions, Questions from other students
 - d. Day 4 EQ: What makes a Resolution effective?
 - i. Examples of past UN resolutions as strong examples
 - ii. Group editing of Resolutions
 - iii. Presentation of Author's Panel, Round 2
2. 1 Day: How does an entire MUN conference run?
 - a. Full Simulation (speeches, negotiation, resolution writing, and voting) with teacher as Chair of Committee & students representing countries on topic they wrote their position papers and practiced speeches

CSOs directly taught: *Each of these CSOs is aligned directly with one of the lessons in this unit, or the unit as a whole.*

Anchor Standard Code	Anchor Standard Description
CCSS.ELA-Literacy.R.CCR.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCSS.ELA-Literacy.R.CCR.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCSS.ELA-Literacy.R.CCR.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCSS.ELA-Literacy.R.CCR.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCSS.ELA-Literacy.W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.CCR.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCSS.ELA-Literacy.W.CCR.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.CCR.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.CCR.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.CCR.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCSS.ELA-	Demonstrate command of the conventions of standard English

Literacy.L.CCR.2	capitalization, punctuation, and spelling when writing. Knowledge of Language
CCSS.ELA-Literacy.L.CCR.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sample MUN Lesson Plan

Unit Plan #1, Day 1: Introduction to the United Nations

Overview: Introduce students to the United Nations and how this impacts the world around them. Students will learn about the countries, committees, leaders, and areas of work of the United Nations in this introduction.

Objective: Students will develop critical listening skills, utilize their skills in lesson comprehension, practice their brainstorming skills, and identify how the lesson relates to their community and their interests.

Materials: KWL Chart, Presentation, Jeopardy Game, United Nations Worksheet

Do Now: In groups of three, students should fill out the “K” and “W” columns of their KWL Charts. In the K Column, delegates should list everything they can think of that they already Know about the United Nations- for example, what they think it is. Then, students should fill out the W column with what they Want to Know to about the United Nations.

I Do: Lead students through a presentation on the United Nations and it’s history.

Foundations of the UN

- History: WWI, League of Nations, WWII
- UN Charter: purposes and principles, mandates
- Concept of sovereignty
 - UN is not a world government (Member States have power)
- Treaties, conventions, resolutions = international law

The UN System Today

- 193 Member States: universality and equality, 6 official languages
- 5 Stages of United Nations Decision-Making: Debate, Negotiation, Action, Implementation, and Reporting
- Decisions made by: Consensus vs. unanimous vs. majority vs. veto
- 6 UN Organs: GA, ECOSOC, ICJ, Trusteeship, Secretariat, SC
- Areas of Work: Human Rights, International Aid, International Peace and Security, Sustainable Development, and International Law

We Do: Split the class into four teams and lead students through a game of United Nations Jeopardy, reviewing items from your presentation and awarding points for right answers.

You Do: Have students complete United Nations worksheet as an exit ticket to check for understanding and force them to think critically about what issues are important

to them, and how the work of the United Nations relates to their community.

Summary: Review the main points of the lesson and any remaining student questions. Assign homework to reading Background Guide on their assigned Position Paper topic.

Differentiation and Scaffolding: This lesson may be adjusted to suit each student group.

Struggling Learners

- Guided Notes of Powerpoint materials for students to fill in
- Consistent Lesson Checks for Understanding
- During Independent work time, teacher has individual student meetings evaluating progress and necessary assistance

Advanced Learners

- Discussion of United Nations and its relevance to their communities: should the United Nations be made more powerful, weaker, changed, or replaced somehow?
- Self-guided research on United Nations topics, including specific research on an assigned UN Specialized Agency
- Impromptu Speech Writing and Delivery

Model UN and Common Core Reading Standards

Anchor Standard Code	Standard	Associated MUN Skill	Associated MUN Unit Plan	Associated MUN Vault Resources	Example
Key Ideas and Details					
CCSS.ELA-Literacy.R.CCR.1	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Research	Sample MUN Unit #1: Research	Background Guides, Research Lessons	Research using proper United Nations sources
CCSS.ELA-Literacy.R.CCR.2	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Research	Sample MUN Unit #1: Research	Background Guide bank	Reading a Background Guide and identifying the key sub-topics
CCSS.ELA-Literacy.R.CCR.3	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Research, Country Policy and UN Involvement	Sample MUN Unit #1: Research	Country Policy Presentation	Interaction between different nations and how cause and effect relationships effect individual country policy, shown through group discussion and debate of interacting country policies and Bloc Positions, as well as importance of negotiation
Craft and Structure					
CCSS.ELA-Literacy.R.CCR.4	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Research	Sample MUN Unit #1: Research	Country Policy presentation, Country Map resource	Reading speeches from the leader of your assigned country (the S of SPEAR)
CCSS.ELA-Literacy.R.CCR.5	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Research	Sample MUN Unit #1: Research	Background Guide bank	Understanding how sub-topics of an issue (for example, Climate Change) are intersectional and relate to the topic as a whole
CCSS.ELA-Literacy.R.CCR.6	6. Assess how point of view or purpose shapes the content and style of a text.	Research: Country Policy	Sample MUN Unit #1: Research	Country Map resource, Renewable Energy guide with country policies	Reading speeches and policies from different countries and the United Nations to understand their different points of view
Integration of Knowledge and Ideas					
CCSS.ELA-Literacy.R.CCR.7	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*	Research	Sample MUN Unit #1: Research	Background Guides, Topic Briefing Slides, UN Videos	Reading a Background Ground, listening to a Topic Briefing, and watching a United Nations video on a topic
CCSS.ELA-Literacy.R.CCR.8	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Research: Country Policy and Evaluating Credibility	Sample MUN Unit #1: Research	Country Policy Lesson	Evaluating credibility of a journalist's take on your assigned topic and policies
CCSS.ELA-Literacy.R.CCR.9	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Research: Country Policy	Sample MUN Unit #1: Research	Country Policy Lesson	Reading backgrounders written by the United Nations (R of SPEAR) versus NGOs on a specific issue
Range of Reading and Level of Text Complexity					
CCSS.ELA-Literacy.R.CCR.10	10. Read and comprehend complex literary and informational texts independently and proficiently.	Research	Sample MUN Unit #1: Research	Research lessons	Researching using a variety of different sources in your "Research Binder" to prepare for your committee

Model UN and Common Core Writing Standards

Anchor Standard Code	Standard	Associated MUN Skill	Associated MUN Unit Plan	Associated MUN Vault Resources	Example
Text Types and Purposes					
CCSS.ELA-Literacy.W.CCR.1	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Position Paper, Opening Speech Writing	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking	Position Paper, Opening Speech lessons and examples	Writing your Opening Speech referring directly to your research on the topic
CCSS.ELA-Literacy.W.CCR.2	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Position Paper, Opening Speech Writing	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking	Position Paper, Opening Speech lessons and examples	Writing a Position Paper using information from various research texts
CCSS.ELA-Literacy.W.CCR.3	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Position Paper, Opening Speech Writing	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking	Position Paper, Opening Speech lessons and examples	Writing an Opening Speech using Hook, Point, and Call to Action
Production and Distribution of Writing					
CCSS.ELA-Literacy.W.CCR.4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Position Paper, Opening Speech Writing	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking	Position Paper, Opening Speech lessons and examples	Writing a Position Paper using the proper format of Topic Background, Past International Action, Country Policy, and Possible Solutions
CCSS.ELA-Literacy.W.CCR.5	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Position Paper, Opening Speech Writing	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking	Position Paper, Opening Speech lessons and examples	Editing your Position Paper based on feedback and the need to answer key questions about your topic and policy
CCSS.ELA-Literacy.W.CCR.6	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Resolution Writing	Sample MUN Unit #3: Negotiation	Negotiation, Resolution Writing lessons and examples	Using Google Docs to collaboratively write a resolution in committee with other delegates
Research to Build and Present Knowledge					
CCSS.ELA-Literacy.W.CCR.7	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Research, Position Paper Writing	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking	Position Paper lesson and examples	Writing a Position Paper or Background Guide on your assigned topic to submit for scoring by a Chair knowledgeable of the topic
CCSS.ELA-Literacy.W.CCR.8	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Research, Position Paper Writing	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking	Research lessons, position paper lesson and examples	Assessing the credibility of various sources from governments, NGOs, news sources, and the United Nations to write original Position Papers on your topic
CCSS.ELA-Literacy.W.CCR.9	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Research, Position Paper Writing	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking	Position Paper lesson and examples	Writing a Position Paper or Background Guide on your assigned topic to submit for scoring by a Chair knowledgeable of the topic
Range of Writing					
CCSS.ELA-Literacy.W.CCR.10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Position Paper Writing (extended), Speech Writing (shorter time frames), Resolution Writing (shorter time frames)	Sample MUN Unit #1: Research, Sample MUN Unit #2: Public Speaking, Sample MUN Unit #3: Negotiation	Position Paper, Negotiation, and Resolution Writing presentations and examples	Writing a Position Paper to prepare for a conference over the course of weeks, and then writing a Resolution with other delegates over the course of a day on-site at a MUN conference

Model UN and Common Core Speaking & Listening Standards

Anchor Standard Code	Standard	Associated MUN Skill	Associated MUN Unit Plan	Associated MUN Vault Resources	Example
Comprehension and Collaboration					
CCSS.ELA-Literacy.SL.CCR.1	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Negotiation	Sample MUN Unit #3: Negotiation	Negotiation modules	Working collaboratively with other delegates during an "unmoderated caucus" to negotiate your resolution based on different viewpoints and advocating for your policies
CCSS.ELA-Literacy.SL.CCR.2	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Moderated Caucus, Listening to Speeches	Sample MUN Unit #2: Public Speaking, Sample MUN Unit #3: Negotiation	Negotiation, Moderated Caucus Modules	Integrating your research for your committee with the speeches and arguments made by other delegates in committee to form your conclusions
CCSS.ELA-Literacy.SL.CCR.3	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Moderated Caucus, Listening to Speeches	Sample MUN Unit #2: Public Speaking, Sample MUN Unit #3: Negotiation	Negotiation, Moderated Caucus Modules	During moderated caucuses, listening to other delegates to identify allies and rivals
Presentation of Knowledge and Ideas					
CCSS.ELA-Literacy.SL.CCR.4	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Public Speaking	Sample MUN Unit #2: Public Speaking, Sample MUN Unit #3: Negotiation	Public Speaking Lessons	Delivering an Opening Speech in committee using proper language and Hook, Point, Action speaking structure
CCSS.ELA-Literacy.SL.CCR.5	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Position Paper Writing, Topic and Country Presentations, Presenting Resolutions			Presenting information about your assigned topic or country to your class in preparation for a conference
CCSS.ELA-Literacy.SL.CCR.6	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Public Speaking	Sample MUN Unit #2: Public Speaking, Sample MUN Unit #3: Negotiation	Public Speaking, Negotiation lessons	Delivering formal speeches, making impromptu arguments in moderated caucuses, and then informally discussing the topic during unmoderated caucuses

Model UN and Common Core Language Standards

Anchor Standard Code	Standard	Associated MUN Skill	Associated MUN Unit Plan	Associated MUN Vault Resources	Example
Conventions of Standard English					
CCSS.ELA-Literacy.L.CCR.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Writing, Public Speaking	Sample MUN Unit #1: Research, Sample MUN Unit Plan #2: Public Speaking, Sample MUN Unit #3: Negotiation	Position Paper, Resolution, Public Speaking Lessons	Using formal language in a formal setting in both your writing and speech in a Model UN committee
CCSS.ELA-Literacy.L.CCR.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language	Position Paper, Resolution Writing	Sample MUN Unit #1: Research, Sample MUN Unit Plan #2: Public Speaking, Sample MUN Unit #3: Negotiation	Position Paper, Resolution Writing modules	Writing a Position Paper or Resolution using proper punctuation, capitalization, and spelling
CCSS.ELA-Literacy.L.CCR.3	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Position Paper, Resolution Writing, Public Speaking	Sample MUN Unit #1: Research, Sample MUN Unit Plan #2: Public Speaking, Sample MUN Unit #3: Negotiation	Position Paper, Resolution, Public Speaking Lessons	Delivering formal speeches, making impromptu arguments in moderated caucuses, and then informally discussing the topic during unmoderated caucuses
Vocabulary Acquisition and Use					
CCSS.ELA-Literacy.L.CCR.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Research	Sample MUN Unit #1: Research, Sample MUN Unit Plan #2: Public Speaking, Sample MUN Unit #3: Negotiation	Background guides, topic briefings	Researching a new topic, like Nuclear Security, and learning the new language regarding the topic through context clues and further research
CCSS.ELA-Literacy.L.CCR.5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Research	Sample MUN Unit #1: Research, Sample MUN Unit Plan #2: Public Speaking, Sample MUN Unit #3: Negotiation	Background guides	Reading a Background Guide for your committee and understanding what information is being conveyed about the topic and the policies of different Member States
CCSS.ELA-Literacy.L.CCR.6	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Research, Participating in Committee, UN Topics	Sample MUN Unit #1: Research, Sample MUN Unit Plan #2: Public Speaking, Sample MUN Unit #3: Negotiation	Practice simulation guides	Researching before a Model UN conference and then applying that language in your speeches and resolutions in a Model UN committee