Unit 1: The United Nations and the Sustainable Development Goals

Content Area: **Global Studies**
Course(s): **Global Citizenship**
Time Period: **Week 1**
Length: **4 Weeks**
Status: **Published**

Unit Overview

In this unit, students will become familiar with the history of the United Nations and its current initiatives around the world to promote peace and sustainable development of populations.

Standards

D2.Civ.1.6-8	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
D2.Civ.6.6-8	Describe the roles of political, civil, and economic organizations in shaping people's lives.
D2.Eco.14.6-8	Explain barriers to trade and how those barriers influence trade among nations.
D2.His.1.6-8	Analyze connections among events and developments in broader historical contexts.
D2.His.4.6-8	Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8	Explain how and why perspectives of people have changed over time.
SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
SOC.6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
SOC.6.3.8.D.1	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.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.

Essential Questions

- What models exist for international cooperation?
- How can nations achieve development equivalent to first-world countries without the same effects on

the environment and on other populations?
- What are the problems that require international cooperation in order to find a solution?
- What crises take precedence over others on a global scale?
- What must an individual do to be a responsible member of the global community?

Application of Knowledge: Students will know that…

- Along with its five permanent members, the Security Council includes ten non-permanent members, who together decide on matters of military intervention when needed to keep and promote peace
- The five permanent members of the UN Security Council (US, UK, France, Russia, and China) reserve the right to veto any resolution made by the General Assembly, without possibility of override
- The six main bodies of the UN are the General Assembly, the Secretariat, the Security Council, the International Court of Justice, the Economic and Social Council, and the Trusteeship Council
- The Sustainable Development Goals (SDGs) are the seventeen goals set by the General Assembly in 2015 for all member nations to improve on certain things like poverty alleviation, clean energy production, gender equality, and more
- The UN helps to promote peace in the world by spurring economic and social development, as well as protecting cultural and environmental resources through various organizations
- The United Nations has been helping resolve conflicts and alleviate poverty and struggle in all parts of the world
- The United Nations is not a world government and cannot make laws, but it is a place where the nations of the world can come together and discuss issues and come to a consensus
- The United Nations was founded after World War II to help prevent future wars, but friction between the Soviet Union and the West brought on many conflicts in the following decades and rendered the UN relatively inert

Application of Skills: Students will be able to…

- Describe the role the United States has taken in the United Nations over time
- Discuss the point of view of various member states of the United Nations
- Evaluate a case study of UN intervention and work in one of its member states
- Evaluate priorities for development of a country's population, infrastructure, and economy
- Explain the functioning of the main bodies of the United Nations

Assessments

- Quiz covering relevant vocabulary and governing bodies of the United Nations
- Creation of roles to play for the rest of the year during the remainder of the units (security council, secretary general, etc.)
- Students create infographics on various bodies of the UN, including UN-supported NGOs
- Students write preliminary philosophies of Global Citizenship, responding to the question: what should an individual do to be a responsible member of the global community?
- Information from this unit will be included on a locally developed, mid-year or end of course

benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

- Students research current plans of action in various parts of the world to meet Sustainable Development Goals
- Research, then role-play national interests of several different member states of the UN
- Tour the UN building in Manhattan
- Jigsaw reading/research on parts of the United Nations
- Students collaborate to brainstorm a method to address one of the SDGs

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - Student choice of country
    - Visual/oral assessments of UN parts, SDGs

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: Sustainability, security, sanctions, proliferation, charter, resolution

Differentiation to extend learning for gifted students may include:

- Choice of region of the world, supplemental reading on UN history, leadership of model-UN-type class discussion

Integrated/Cross-Disciplinary Instruction

Social Studies: World War II, Cold War, international relations
Science: sustainable practices
ELA: close reading of a text
World Language: cultural differences

Resources

- SDGs: http://www.un.org/sustainabledevelopment/sustainable-development-goals/
- UN Charter Preamble: http://www.un.org/en/sections/un-charter/preamble/index.html
- Encyclopedia article on the United Nations: http://kids.britannica.com/comptons/article-9277510/United-Nations
- The United Nations: Leadership and Challenges in a Global World (set)
- General Global Citizenship Resources: http://www.greenschoolsireland.org/resources/global-citizenship.218.html
- http://www.eco-schools.org.uk/aboutecoschools/ninetopics/globalcitizenship
- http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides
- http://www.oxfam.org.uk/education

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.