

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.4 Students will understand the fundamental principles of American democracy and the United States Constitution and the inherent conflicts that may arise.	
Grade Level/Band Standard:	8.C.4.1 Describe the election process and the Electoral College.	
Student Friendly Language:	I can explain how elections work and the purpose of the electoral college.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> ● 5.C.2.2 Using research, show where the ideas come from that informed the Constitution <ul style="list-style-type: none"> ○ Understanding how states elected their representation to their own legislatures and how that then impacted how the Articles of Confederation and the Constitution utilized representation on a Federal level. ● 7.G.7.1 Evaluate how the relationship between physical and cultural characteristics of a place impacts economic activity <ul style="list-style-type: none"> ○ The physical / cultural characteristics of the United States impacted the economic activities - the Deep South will rely on enslaved labor, and they will want elections to be representative of their economy. This leads to the Three Fifths Compromise, since the states relying on enslaved labor want more electoral college votes for the Presidency. Later, amendments will change the electoral college system because of changes to the cultural characteristics of the United States. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> ● Why the Electoral College was established, along with describing how elected government officials obtain a job through the election process. 	<ul style="list-style-type: none"> ● How electing the President is a two-step process, along with recognizing why certain criteria must be met in order to vote. ● Why individuals must go through a process to be considered a viable candidate for public office. 	<ul style="list-style-type: none"> ● Compare and contrast the election of the President to the election of other elected officials (local and national). ● Illustrate the process for citizens to become a candidate for office. ● Evaluate and develop an argument over the usefulness of voter registration requirements.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> ● Caucus ● Nominating Convention ● Primary Election ● Popular Vote ● Electoral Vote ● Electoral College 	<ul style="list-style-type: none"> ● That people directly elect the President of the United States through popular sovereignty. 	
<p><i>OSEUS Connection</i></p>		
<p>Essential Understanding:</p>	<p>Descriptive Connection Between Social Studies and OSEU:</p>	
<p>OSEU 7</p>	<ul style="list-style-type: none"> ● The Oceti Sakowin have tribal councils and elections by districts and communities. In the past, the tribal councils used to select the tribal president. In other words, he was not directly chosen by the people. ● The Oceti Sakowin received the right to vote in 1924 with the Indian Citizenship Act. Tribal people were one of the last American citizen groups to receive the right to vote. 	
<p><i>Vertical Alignment</i></p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● See Prior Knowledge Section Above 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Students will explain how the president of the United States is elected to the Executive branch. ● ELA Connection: 8.W.3.C. Students write a narrative using a variety of transition words, phrases, and clauses to convey sequence. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● High School Civics Connection 9-12.C.3.3 Students will make arguments for and against the use of the Electoral College given its intended purpose ● High School Civics Connection 9-12.C.5.3 Students will explain how democracy relies upon responsible participation of its citizens and identify ways a citizen can effectively participate
<p><i>C3 Framework Relevant Skills and Applications</i></p>		

South Dakota Social Studies Unpacked Standards Template

Constructing Compelling Questions:

- D1.1.6-8. Explain how a question represents key ideas in the field.

Evaluating sources and using evidence:

- D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.

Developing Claims and Using Evidence:

- D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging with strengths and weaknesses of the explanations.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.5.6-8. Critique the structure of explanations.
- D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Example strategies to reach depth and intention of the standard

- Create a T-chart that compares and contrasts the election of the President to the election of other elected officials (local or national).
- Create a poster that shows how citizens become officials.
- Create a Venn Diagram that compares and contrasts popular vote vs. electoral college.

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Mock Election (Pair with Student Council or 8th grade council if possible) 	<ul style="list-style-type: none"> ● Students will create a list of issues and solutions to those issues that they would like a student representative to work for. Students will then form groups (political parties) around those issues. One way to do this is to tell students that their party may only choose a few issues to work toward. Another way is to ask parties to write the issues they think are the most important. A teacher may also create hypothetical parties to ensure different perspectives are being considered. The political parties will choose a candidate(s) that run for office(s).

South Dakota Social Studies Unpacked Standards Template

	<p>Students create a platform, campaign slogan and posters to represent their candidate. The teacher will introduce the two ways of voting for a presidential candidate, the popular vote and the electoral college. Students should read historical documents about the electoral college and modern day perspectives on whether or not it should stay. Electors from the school will be chosen, they will make up the electoral college. These people should represent different perspectives around the school (different grade levels, administrators, teachers, ect.) and will hold a popular vote. After the students campaign, both the electoral college and popular vote will be held. Before the results are announced, students will discuss whether or not the popular vote or the electoral college should be used to choose a leader. Students should also discuss how voting for a local representative (like their student representative) is different from electing a state or national leader. This project will work best if these elections are real and actually lead to student representatives.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------