

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.3 Students will explain how the Constitution organizes the government of the United States.	
Grade Level/Band Standard:	9-12.C.3.3 Make arguments for and against the use of the Electoral College given its intended purpose.	
Student Friendly Language:	I can explain the pros and cons of using the Electoral College.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • The institution is expressed in the Constitution and elects the President. • The election process. 		
Students Will Know (Factual Knowledge)...	Students will Understand (Historical Inquiry)...	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • The purpose of the Electoral College system and understand the pros and cons of the institution. 	<ul style="list-style-type: none"> • Votes cast by the general public do not directly elect the president and vice president. • The Electoral College is a controversial system for electing presidents and is continuously debated. 	<ul style="list-style-type: none"> • Describe the electoral college and explain the reason for its inception. • Explain the process of how the president and vice president are chosen. • Describe the effect of the Twelfth Amendment on the Electoral College process. • Create arguments for or against the use of the Electoral College.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • Plurality • Faithless elector • Elector • Bush v. Gore • Winner-take-all • Popular vote • Swing states 	<ul style="list-style-type: none"> • The winner of the popular vote becomes president. • That the American people directly elect the American President. • The electoral college casts their ballots in December of the election year which provides for a period of time between the election and the electoral college date. 	

South Dakota Social Studies Unpacked Standards Template

<ul style="list-style-type: none"> ● “Red State” ● “Blue State” ● “Purple state” 		
<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● 8.C.4.1 Describe the election process and the Electoral College. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Understand how the Electoral College works and know its pros and cons. ● During election years, watch the process. ● Draw connections to novels or readings that are being addressed in other courses. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Real-life Application. ● Vote.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Constructing Compelling Questions:</p> <ul style="list-style-type: none"> ● D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. <p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> ● D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. <p>Evaluating Sources and Using Evidence:</p> <ul style="list-style-type: none"> ● D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. <p>Developing Claims and Using Evidence:</p>		

South Dakota Social Studies Unpacked Standards Template

- D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Communicating Conclusions:

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Example strategies to reach depth and intention of the standard

- Hold a debate that presents arguments for and against the electoral college.
- Examine historical elections of 1800, 2000, and 2016 and the influence the Electoral College had on the process.

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"> ● Write a newspaper editorial ● Start a social media campaign ● Create a Facebook or Web page on an issue ● Make and circulate a video ● Create short public service announcements ● Write a letter to a government official ● Write an article for the school newspaper ● Create a class position statement 	<ul style="list-style-type: none"> ● Civic engagement activities are a natural fit to American Government. The activities to the left are possible suggestions. They are inherently rooted in many of our standards. ● Your class could extend the learning by advocating for the current system or for changing it. This can take the form of developing awareness in society through editorials, social media platforms, audio/visual creations, or reaching out to elected officials. This would allow for the student to advocate for their position and utilize the research they gained while learning about the Electoral College.

South Dakota Social Studies Unpacked Standards Template