

Every Vote Counts | Grade 6 Social Studies

This is a sample planner for one version of the [Every Vote Counts](#) project. As you plan this or any project for your own classroom, consider how you will make the project your own, as well as the formative assessments and scaffolds you will use to ensure growth for each of your students in relation to the project's learning goals.

Step 1: Project Idea

About This Section:

This section provides a “big picture” overview of the project idea aligned to specific learning goals for the focus grade level and content area. It also includes hyperlinks to key project documents that you can revise and share with students.

Make It Your Own:

- **Consider Your Content:** What content and skills do you need to teach in the coming months? How might you need to adjust the learning goals, driving question, and products so that the project can be a vehicle for students to learn this content and skills?
- **Consider Your Students:** What adjustments might you need to make to connect this project with your students' interests, identities, and passions?
- **Consider Your Context:** What resources and/or challenges in your own community might help to make this project more authentic for students?

Driving Question

How can we learn from existing government structures to create an effective and equitable student government?

Learning Goals

This sample project plan addresses learning goals aligned to the following standards. In some cases, a listed standard may be only partially addressed.

Common Core State Standards—ELA

- ❖ W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

C3 Framework for Social Studies

- ❖ D2.Civ.8.6-8 Analyze ideas and principles contained in the founding documents of the United States and explain how they influence the social and political system.
- ❖ D2.Civ.9.6-8 Compare deliberative processes used by a wide variety of groups in various settings.

	<ul style="list-style-type: none"> ❖ D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. ❖ D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings. ❖ D2.Civ.11.6-8 Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. <p>PBLWorks Success Skills—Complex Communication 6-12 (Rubric)</p> <ul style="list-style-type: none"> ❖ Integration and Sharing <ul style="list-style-type: none"> ➤ Share an analysis of a main message to interpret, synthesize and/or evaluate the meaning of what was read or heard and how the message was achieved (e.g., use of techniques, tone vocabulary, gestures). ➤ Draw a logical conclusion about a topic. ➤ Use precise and descriptive/ content-specific vocabulary to enhance a topic or message. 	
Project Summary	Students learn about branches and levels of government (federal, state, and local), voting rights, and voting systems to inform their design of a structure and electoral process for a new student government. Teams collaborate on research and create student government proposals and presentations, and individuals write persuasive/argumentative letters addressed to school leaders to show how the student government proposed would be effective and equitable.	
Major Product(s)	Individual Products	Team Products
	Letter to school leader(s)	Student government proposal slide deck
Making It Public	Send the letter to school leader(s) and present proposed government to classmates Optional: Hold election and establish Student Government	
Key Project Documents	<ul style="list-style-type: none"> • Rubric • Project Information Sheet 	

Step 2: Project Path Overview

<p>About This Section:</p> <ol style="list-style-type: none"> 1. The left-hand column outlines the major milestones that tell the “story” of the project across the four phases of the Project Path. 2. The middle column addresses the questions students will be engaged in answering during each milestone– many of these questions will be generated by students during the Project Launch. 3. The right-hand column outlines the learning experiences that students will engage in at each milestone as they answer each question and grow in relation to the project learning goals. These learning experiences are also noted in the Day-by-Day Calendar. 	<p>Make It Your Own:</p> <ul style="list-style-type: none"> • Consider Alignment: If you made changes to the learning goals, driving question, or products, how might you need to adjust the learning experiences to align with those changes? • Consider Your Students: What learning experiences and scaffolds will engage, challenge, and support your learners? • Consider Your Context: How can you connect the learning experiences in this project with resources and challenges in your own community? • Consider Your Content: What learner-centered instructional materials and practices do you already like to use to teach this content, and how might you incorporate those into your project?
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Project Launch (2 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences (Lessons, Activities, and Scaffolds)
<p>Entry Event: In-2-Out and exploration of decision-making scenarios.</p>	<p>What are the different ways that groups can make decisions?</p>	<ul style="list-style-type: none"> → Note to teacher: Before launching this project, check the school/district guidelines on student government to set appropriate parameters for student products. → As an entry event, engage in an In-2-Out protocol in which students explore decision making reflection questions. → Explore a series of decision-making scenarios. For each scenario: <ul style="list-style-type: none"> ◆ Discuss the scenario in groups of 3-4 and identify a proposed approach to making the decision in question. Note that students should not discuss or try to make the actual decision, but rather how the

		<p>decision should be approached (who should be involved, how they will decide, etc.).</p> <ul style="list-style-type: none"> ◆ Each group shares their approach with the whole class. ◆ As a class, identify the benefits and drawbacks of the deliberative approaches shared. <p>→ Introduce the project focus: students will learn about government structures and use this learning to create their own proposal for a new student government.</p> <p>→ Review the project information sheet, the rubric, and the driving question.</p> <p>→ Capture questions through the need to know process.</p> <p>→ Form teams, establish working agreements and create team contracts.</p>
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Build Knowledge and Develop & Critique (15-18 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences (Lessons, Activities, and Scaffolds)
<p>Research the three branches of government, and the roles and responsibilities of its members, then consider implications for a student government.</p>	<p>What are the roles and responsibilities of the United States federal government?</p>	<p>→ In project teams, begin researching the three branches of government. Use the Levels of Government Research Organizer to keep track of your notes. For this activity, only complete research for the federal government columns.</p> <p>→ As a whole class, use notes to create a shared chart poster with the roles and responsibilities of the federal government to reference, if needed.</p> <p>→ Continuing in teams, complete the Checks and Balances</p>

		<p>simulation to better understand the relationship of the three branches of government.</p> <ul style="list-style-type: none"> → In project groups, consider the three branches of government and their roles in governing the United States. Discuss connections to student government: <ul style="list-style-type: none"> ◆ What aspects of the three branches of government might we want to incorporate into our student government structure, and why? ◆ What aspects might not be appropriate for our student government, and why not? → Add to relevant sections of the Student Government Planning Guide.
<p>Learn about state and local governments, then consider implications for a student government.</p>	<p>What are the roles and responsibilities of state and local levels of government?</p>	<ul style="list-style-type: none"> → Complete a lesson on State Power, adding to the State Government column of the Levels of Government Research Organizer. → Continue research by adding more information on state governments to the Levels of Government Research Organizer. → As a class, create a list of questions to ask a local or state politician about their roles or responsibilities. → Interview a local or state politician to learn more about their roles and responsibilities, adding information to research organizers. → As a project team, reflect on the structure and functions of state and local governments. <ul style="list-style-type: none"> ◆ What aspects of State and Local government might we want to incorporate into our student government structure, and why? ◆ What aspects might not be appropriate for our student government, and why not? → Add to relevant sections of the Student Government Planning

[Guide.](#)

 **Reflection** Checkpoint:

- Revisit the Driving Question and update the [knows and need to know questions](#).
- Reflect on any information that was surprising or exciting.
- Consider learning strategies that have been working well, as well as areas of challenge, and identify next steps for learning.

Use research to determine effective and equitable voting processes, then consider implications for a student government.

What makes an effective and equitable election?

- Independently, [analyze selected amendments](#) in the Bill of Rights related to voting by answering the following questions:
 - ◆ What is the main idea of the amendment?
 - ◆ List two quotes (or words from the document) that help support the main idea.
- In random pairs, share understanding of the Amendments by using [Think, Pair, Share](#) to review analysis and the main idea of each amendment.
- Independently, complete an [exit ticket](#) by answering the following:
 - ◆ According to the Bill of Rights, how do the selected amendments intend to make voting equitable and effective for citizens?
 - ◆ Is there anything that can be taken from this document and applied to creating a student government?
- In a class lesson, learn about the history of [voting rights](#).
- Review who currently cannot vote in elections [here](#). Use the [Circle of Viewpoints thinking routine](#) from the perspectives of those who cannot vote to reflect on the implications.
- Research different [systems of voting](#), using the [Voting System Research Notes](#) to organize information.

		<ul style="list-style-type: none"> → Add to relevant sections of the Student Government Planning Guide. → As a class, brainstorm criteria for voting to be both effective and equitable using a T chart or other graphic organizer. Use the brainstormed list to determine final criteria that will be used to assess effectiveness and equitability for an election.
<p>Draft argumentative letters and develop team student government proposals.</p>	<p>How can we create and propose an effective and equitable student government election and structure?</p>	<ul style="list-style-type: none"> → In project teams, review notes and identify essential information from the research. Use give one, get one, move on to share and synthesize notes. → Revisit the questions generated from the QFT and identify what else the team needs to research about governments or voting. → In teams, develop a proposal for a student government. Proposals should include: <ul style="list-style-type: none"> ◆ <i>The branches of power that make up the government.</i> ◆ <i>The levels of the school that will be represented by the government.</i> ◆ <i>Roles and responsibilities for members at each level.</i> ◆ <i>A voting method for each position.</i> ◆ <i>Follows the class-created criteria</i> ◆ <i>An explanation of the connections and differences between the proposed student government and the US government.</i> → Engage in a class Gallery Walk to give and receive feedback on proposals. → Revise proposals based on the given feedback. → Use Claims, Evidence, and Reasoning to draft an argumentative/persuasive letter addressed to school leaders. The letter should include a claim that responds to the question,

“How is the student government structure you are proposing effective and equitable?” and use research as part of the evidence and reasoning that supports the claim.

- Conference with the teacher as needed, using the rubric and other success criteria.
- After creating a rough draft, use self and [peer feedback](#), guided by an [editing checklist](#), to make revisions.

 **Reflection Checkpoint:**

- Revisit the Driving Question and update the [knows and need to know questions](#).
- Return to team working agreements/contracts and check in on process.
- Consider learning strategies that have been working well, as well as areas of challenge, and identify next steps for learning.

Present Products (1 - 2 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences <i>(Lessons, Activities, and Scaffolds)</i>
Send letters to school leaders and present proposals school-wide.	How can we share proposals with stakeholders to choose an effective and equitable student government election and structure?	<ul style="list-style-type: none"> → Send argumentative/persuasive letters to school leaders. → Present proposals school-wide to help choose a student government structure. → Participate in a post-project reflection in journals using; <ul style="list-style-type: none"> ◆ My Thoughts About the Project ◆ or I Used to Think . . . , Now I Think

 **Reflect on the Project Experience:**

- Return to the Driving Question and the need-to-know questions.
- Use the [Self-Reflection on Project Work](#) to reflect on how the project went. Review reflection journal.
- Use a think-write-pair-share to discuss what students learned in relation to the driving question and how their thinking changed throughout the project.

Step 3: Day-by-Day Calendar

<p>About This Section: This calendar shows an alternate, day-by-day view of the learning experiences outlined in the Project Path Overview.</p>	<p>Make It Your Own:</p> <ul style="list-style-type: none"> ● Consider Alignment: If you made changes to the learning goals, driving question, or products, how might you need to adjust the learning experiences to align with those changes? ● Consider Your Students: What learning experiences and scaffolds will engage, challenge, and support your learners? ● Consider Your Context: How can you connect the learning experiences in this project with resources and challenges in your own community? What scheduling considerations do you need to incorporate into your plan? ● Consider Your Content: What learner-centered instructional materials and practices do you already like to use to teach this content, and how might you incorporate those into your project?
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Day 1	Day 2	Day 3	Day 4	Day 5
<p>As an entry event, engage in an In-2-Out protocol in which students explore decision making reflection questions.</p> <p>Explore a series of decision-making scenarios. For each scenario:</p> <ul style="list-style-type: none"> ◆ Discuss the scenario in groups of 3-4 and identify a proposed approach to making the decision in question. Note that students should not 	<p>Review the project information sheet, the rubric, and the driving question.</p> <p>Capture questions through the need to know process.</p> <p>Form teams, establish working agreements, and create team contracts.</p> <p>In project teams, begin researching the three branches of government.</p>	<p>Continue researching the three branches of government, using the Levels of Government Research Organizer to keep track of your notes.</p> <p>As a whole class, use notes to create a shared chart poster with the roles and responsibilities of the federal government to reference, if needed.</p>	<p>Continuing in teams, begin the Checks and Balances simulation to better understand the relationship of the three branches of government.</p>	<p>Complete the Checks and Balances simulation to better understand the relationship of the three branches of government.</p> <p>In project groups, consider the three branches of government and their roles in governing the United States. Discuss connections to student government:</p> <ul style="list-style-type: none"> ◆ What aspects of the three branches of government might we want to

<p>discuss or try to make the actual decision, but rather how the decision should be approached (who should be involved, how they will decide, etc.).</p> <ul style="list-style-type: none"> ◆ Each group shares their approach with the whole class. ◆ As a class, identify the benefits and drawbacks of the deliberative approaches shared. <p>Introduce the project focus: students will learn about government structures and use this learning to create their own proposal for a new student government.</p>	<p>Use the Levels of Government Research Organizer to keep track of your notes. For this activity, only complete research for the federal government columns.</p>			<p>incorporate into our student government structure, and why?</p> <ul style="list-style-type: none"> ◆ What aspects might not be appropriate for our student government, and why not? <p>Add to relevant sections of the Student Government Planning Guide.</p>
Day 6	Day 7	Day 8	Day 9	Day 10
<p>Complete a lesson on State Power, adding to the State Government column of the Levels of Government Research Organizer.</p>	<p>Continue research by adding more information on state governments to the Levels of Government Research Organizer.</p>	<p>Continue research by adding more information on state governments to the Levels of Government Research Organizer.</p> <p>As a class, create a list of questions to ask a local or state politician about their</p>	<p>Interview a local or state politician to learn more about their roles and responsibilities, adding information to research organizers.</p> <p>As a project team, reflect on the structure and functions of state and</p>	<p>Independently, analyze selected amendments in the Bill of Rights related to voting by answering the following questions:</p> <ul style="list-style-type: none"> ◆ What is the main idea of the amendment? ◆ List two quotes (or

		roles or responsibilities.	<p>local governments:</p> <ul style="list-style-type: none"> ◆ What aspects of State and Local government might we want to incorporate into our student government structure, and why? ◆ What aspects might not be appropriate for our student government, and why not? <p>Add to relevant sections of the Student Government Planning Guide.</p>	<p>words from the document) that help support the main idea.</p> <p>In random pairs, share understanding of the Amendments by using Think, Pair, Share to review analysis and the main idea of each amendment.</p> <p>Independently, complete an exit ticket by answering the following:</p> <ul style="list-style-type: none"> ◆ According to the Bill of Rights, how do the selected amendments intend to make voting equitable and effective for citizens? ◆ Is there anything that can be taken from this document and applied to creating a student government?
Day 11	Day 12	Day 13	Day 14	Day 15
In a class lesson, learn about the history of voting rights .	Review who currently cannot vote in elections here . Use the Circle of	Continue researching different systems of voting , using the Voting System Research Notes to organize information.	In project teams, review notes and identify essential information from the research. Use give one, get one, move on to	Continue to develop a team proposal for a student government.

	<p>Viewpoints thinking routine from the perspectives of those who cannot vote to reflect on the implications.</p> <p>Research different systems of voting, using the Voting System Research Notes to organize information.</p>	<p>Add to relevant sections of the Student Government Planning Guide.</p> <p>As a class, brainstorm criteria for voting to be both effective and equitable using a T chart or other graphic organizer. Use the brainstormed list to determine final criteria that will be used to assess effectiveness and equitability for an election.</p>	<p>share and synthesize notes.</p> <p>Revisit the questions generated from the QFT and identify what else the team needs to research about governments or voting.</p> <p>In teams, develop a proposal for a student government. Proposals should include:</p> <ul style="list-style-type: none"> ◆ <i>The branches of power that make up the government.</i> ◆ <i>The levels of the school that will be represented by the government.</i> ◆ <i>Roles and responsibilities for members at each level.</i> ◆ <i>A voting method for each position.</i> ◆ <i>Follows the class-created criteria</i> ◆ <i>An explanation of the connections and differences between the proposed student government and the US government.</i> 	
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Day 16	Day 17	Day 18	Day 19	Day 20
<p>Continue to develop a team proposal for a student government.</p> <p>Use Claims, Evidence, and Reasoning to draft an argumentative/persuasive letter addressed to school leaders. The letter should include a claim that responds to the question, “How is the student government structure you are proposing effective and equitable?” and use research as part of the evidence and reasoning that supports the claim.</p>	<p>Continue to develop a team proposal for a student government as needed.</p> <p>Continue using Claims, Evidence, and Reasoning to draft an argumentative/persuasive letter addressed to school leaders.</p> <p>Conference with the teacher as needed, using the rubric and other success criteria.</p>	<p>Engage in a class Gallery Walk to give and receive feedback on team proposals.</p> <p>Continue using Claims, Evidence, and Reasoning to draft an argumentative/persuasive letter addressed to school leaders.</p>	<p>Revise proposals based on the given feedback.</p> <p>After creating a rough draft, use self and peer feedback, guided by an editing checklist, to make revisions to writing.</p>	<p>Flex day: Complete Team Proposals, or argumentative letter as needed.</p>
Day 21	Day 22			
<p>Send argumentative/persuasive letters to school leaders.</p> <p>Present proposals school-wide to help choose a student government structure.</p>	<p>Participate in a post-project reflection in journals using;</p> <ul style="list-style-type: none"> ◆ My Thoughts About the Project ◆ I Used to Think Now I Think 			

Resources

In-2-Out Protocol Background	<p>About the Protocol</p> <p>The In2Out process is an equity-centered protocol that helps facilitate transformation from the “inside-out”.</p> <p>This protocol supports us to have deep and provocative discourse by scaffolding both structure and content from that of</p> <ul style="list-style-type: none">(In) individual reflection about personal experience(2) small team collaboration for meaning making(Out) large group discourse about larger connections/impact <p>Facilitating In2Out Questions</p> <p>Adapt as necessary to fit into your larger lesson plans. Total time can be as short at 18 minutes or as long as 30 minutes.</p> <ul style="list-style-type: none">(In) Written Reflection/Do Now (4-5 min)(2) Pair Share (4-6 min)(Out) table talk with report out (10 min plus 2 min per table to report out) OR Class discussion (10-20 min depending on size of class) <p>Holding Space</p> <p>Holding space is more than facilitating an agenda, even a good one. Personalized, healing, and authentic learning spaces require us to “hold” the big picture and goals of our agenda while also being responsive to learning opportunities and individual/group needs that arise as a result of the agenda. Almost any open-ended prompt, but in particular the questions on these prompts, will require teachers to “hold space” and be prepared to go with and follow up on issues that may arise with students.</p> <p>Source: San Francisco Coalition of Essential Small Schools</p>
Decision-Making Reflection Questions (for In-2-Out Protocol)	<ul style="list-style-type: none">(In) Individually, reflect on (and journal about) a time when a decision was made without your input that impacted you. How did it feel? What do you wish had been different?(2) In pairs, discuss “How can groups make decisions that equitably incorporate the voices and

	<p>needs of everyone in the group?”</p> <p>(Out) As a whole group (in a circle), discuss: “Does the size, structure, and purpose of the group matter when making decisions? How is making decisions for a family or classroom different from or similar to making decisions for a country?”</p>
Sample Decision-Making Scenarios	<p>Discuss how each of the following decisions should be made (e.g., who should be involved in the decision, what process they should use).</p> <ul style="list-style-type: none"> • What should our class do as a Friday activity? • Should school start an hour earlier? • Should all students in the country take the same standardized test? • How much tax money should each school get?
Branches of Government	<ul style="list-style-type: none"> • The Three Branches of Government • The Three Branches of Government Scholastic • The three branches of the U.S. government National Geographic Kids • What Are the Three Branches of U.S. Government and How Do They Work Together? HowStuffWorks • Three Branches of Government Learn about the executive, legislative, and judicial branches(Video)
State Government	<ul style="list-style-type: none"> • Government 101: State Governments • State government Britannica Kids • State and Local Government The White House
Voting	<ul style="list-style-type: none"> • Bill of Rights Institute Educator Resources - lesson plans and activities focused on voting rights • The 3 Main Types of Electoral Systems • Plurality Voting • Plurality system Britannica • Plurality and Majority Electoral Systems • Majority Voting Systems • Proportional Representation • Proportional representation - Ballotpedia • Ranked-choice voting (RCV) - Ballotpedia • The next round of counting begins in Alaska. Here's how ranked-choice voting works • Rank Your Choice (Infographic)

Primary Documents	<ul style="list-style-type: none">• Bill of Rights Amendment 15• Bill of Rights Amendment 19• Bill of Rights Amendment 24• Bill of Rights Amendment 26
Argumentative Writing Using Claims, Evidence, and Reasons	<ul style="list-style-type: none">• Claims, Evidence, and Reasoning• Argument: Claims, Reasons, Evidence

Every Vote Counts - Grade 6 Rubric

Note to Teacher. This sample rubric is aligned to the standards in this sample project (see Learning Goals section of planner). Before implementing the project in your classroom, be sure to review your state-specific grade-level standards and revise the rubric accordingly. You may also wish to leverage assessment tools you already use (e.g., writing or problem-solving rubrics) to support the learning experiences in this project. Throughout the project, [use the rubric](#) with students to capture evidence of their growth and needs related to each learning goal.

	Feedback <i>Record any additional feedback to help the team improve.</i>	Developing	At Standard	Advanced <i>If the product exceeds expectations, how does it do so?</i>
Powers and Limits of the Three Branches of Government D2.Civ.4.6-8		I can explain how groups of people make rules to create responsibilities and protect freedoms.	I can explain the powers and limits of the three branches of government and public officials... in the United States...	
Civic Virtues and Democratic Principles (C3 Framework) D2.Civ.7.6-8		I can apply civic virtues and democratic principles in school settings.	I can apply civic virtues and democratic principles in school and community settings.	
Founding Documents (C3) D2.Civ.8.6-8		I can read and understand US founding documents such as the Constitution and Bill of Rights.	I can analyze the meaning of US founding documents and the impact they have on our political system.	

<p>Deliberative Processes (C3) D2.Civ.9.6-8</p>		<p>I can describe different processes that groups use to deliberate and make decisions</p>	<p>I can compare deliberative processes used by a wide variety of groups in various settings.</p>	
<p>Decision Making Procedures (C3) D2.Civ.11.6-8</p>		<p>I can describe among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.</p>	<p>I can differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.</p>	
<p>Argumentative Writing W.6.1</p>		<p>I can develop a claim and provide reasons and evidence.</p>	<p>I can write arguments to support claims with clear reasons and relevant evidence.</p>	
<p>Integration and Sharing (PBLWorks Success Skills Complex Communication 6-12)</p>		<p>I can share an analysis of a main message to interpret the meaning of what was read or heard and how the message was achieved (e.g., use of techniques, vocabulary, tone, gestures).</p>	<p>I can share an analysis of a main message to interpret, synthesize and/or evaluate the meaning of what was read or heard and how the message was achieved (e.g., use of</p>	

		<p>I can draw a conclusion about a topic.</p> <p>I can use a combination of simplistic and descriptive/content-specific vocabulary to explain a topic or message.</p>	<p>techniques, tone vocabulary, gestures).</p> <p>I can draw a logical conclusion about a topic.</p> <p>I can use precise and descriptive/content-specific vocabulary to enhance a topic or message.</p>	
<p>Reflection (general)</p>		<p>I can describe my learning process and explain the decisions I made as I learned.</p> <p>I can describe the value of the content and skills I've learned during this project.</p> <p>I can describe how my skills and knowledge have grown during this project.</p>	<p>I can analyze my learning process, evaluating the decisions I made to consider how I can improve as a learner.</p> <p>I can evaluate the potential future applicability of what I learned during this project.</p> <p>I can clearly identify how my understanding of key concepts and skills has deepened during this project.</p>	

Every Vote Counts

Student governments have long held an important role in many school systems. They involve student voices in decisions about school events, how to raise and use funds, how to meet student needs, and much more. In this project, you will explore different levels of government, including roles and responsibilities of members, and use this information to create an equitable and effective student government. You will delve into various voting methods to determine the most equitable approach for your own student elections. To gain further insight, you will interview a state or local politician, to learn firsthand about the decision-making process and the impact of voting systems on real life elections. Using what you've learned, you will work in teams to craft a proposal for a student government, and work individually to draft an argumentative writing piece addressed to school leaders. Your teams will share your proposals school-wide, and implement a selected student government plan.

Driving Question

How can we learn from existing government structures to create an effective and equitable student government?

Major Products

Argumentative letter addressed to school leaders, team proposal and presentation of student government structure

Key Deliverables and Deadlines

- Proposal: [DATE]
- Draft of letter: [DATE]
- Final letter: [DATE]

Key Resources

- [Student Government Planning Guide](#)
- [Voting System Research Notes](#)
- [Levels of Government Research Organizer](#)
- [INCLUDE ADDITIONAL RESOURCES HERE]

Evaluation Criteria

- [Every Vote Counts - Rubric](#)

Levels of Government Research Notes

As you conduct research on the levels of government, fill in the table below.

	Federal Government- Executive Branch	Federal Government- Legislative Branch	Federal Government- Judicial Branch	State Government
Roles				
Responsibilities				
How members are elected				

Voting System Research Notes

As you learn about the various voting methods, fill in the table below.

	Definition	How It Works
Ranked Choice Voting		
Majority Voting		
Plurality Voting		
Proportional Representation Voting		

Student Government Planning Guide

Use this guide to keep track of your ideas for your student government.

Branches of Government

Will there be different branches in our student government? If so, what will be the focus of each branch?

Levels of Government

What are the different "levels" at our school? (Classroom, grade level, etc.) What levels will be represented in our student government? Why? Reflect on the following to help you organize your ideas:

- Will the government have multiple levels?
- Will each classroom or grade level have a representative?
- Are there any other categories that we need to consider in our school?

Roles/Decision-Making Processes

What kind of decisions should be made at each level and/or by each branch, and why?

Who will be the representative(s) that will make decisions at each level and/or branch? How many representatives will serve at each level/branch?

Elections/Voting

Considering that each representative will need to be elected, what voting system will be used during student elections for each position? Why?

Who will be eligible to vote for each position? Why?