

How Kids Voting Lessons Align with the Hawaii Standards for Grade 2

CONTENT AREA: Social Studies

STRAND: Political Science/Civics

STANDARD 4: GOVERNANCE, DEMOCRACY, AND INTERACTION – Understand the purpose and historical impact of political institutions, the principles and values of American constitutional democracy and the similarities and differences in government across cultural perspectives.

<p>Topic</p>	<p>Governance, Power and Authority</p>
<p>Benchmark SS.2.4.1 Describe the different ways people gain authority and the limits of such authority</p>	<p>Kids Voting USA Curriculum Activities: Theme: Elections And Voting Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> • The Odd Vote • Voting Chain • Yes Or No Game <p>Concept 3: I Register and Vote</p> <ul style="list-style-type: none"> • Kids Voting Registration • Voting Simulation • Marking a Ballot <p>Theme: Active Citizenship Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> • Robots <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> • Zoo Animal Cages <p>Theme: Democracy and The People Concept 1: What Is A Democracy</p> <ul style="list-style-type: none"> • Who’s the Leader <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> • If I Were ...
<p>Sample Performance Assessment (SPA) The student: Explains different ways people can gain authority, including being appointed to a role of authority (e.g., line leader, appointed government official), being voted into authority (e.g., student council, mayor), and assuming authorities that come with a job (e.g., particular school committee job, principal), and explains the boundaries of such authority.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the different ways people gain authority and the limits of such authority	Describe the different ways people gain authority and the limits of such authority	Identify the different ways people gain authority	Recognize that there are people with authority

How Kids Voting Lessons Align with the Hawaii Standards for Grade 2

CONTENT AREA: Social Studies

STRAND: Political Science/Civic

STANDARD 5: PARTICIPATION AND CITIZENSHIP -- Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

Topic	Rights and Responsibilities
<p>Benchmark SS.2.5.1 Demonstrate own roles and responsibilities in caring for others and the environment</p>	<p>Kids Voting USA Curriculum Activities: Theme: Elections And Voting Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> • The Odd Vote • Voting Chain • Yes Or No Game <p>Concept 2: I Study the Candidates And Issues</p> <ul style="list-style-type: none"> • Three Changes • Election Bulletin Board <p>Concept 3: I Register and Vote</p> <ul style="list-style-type: none"> • Pencil Flags <p>Concept 4: I Continue To Make A Difference</p> <ul style="list-style-type: none"> • The Wish Tree <p>Theme: Democracy And The People Concept 2: Democracy in America</p> <ul style="list-style-type: none"> • The President’s Hats • If I Were . . . • What’s For Kids <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> • Car - Car <p style="text-align: right;">Continued on next page</p>
<p>Sample Performance Assessment (SPA) The student: Fulfills responsibilities in different classroom situations, such as showing respect to others or cleaning up work stations, and responds to feedback from others about the effects that his or her actions have on others and the classroom environment.</p>	

Grade 2

STANDARD 5: PARTICIPATION AND CITIZENSHIP -- Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action

Topic	Rights and Responsibilities
<p>Benchmark SS.2.5.1 Demonstrate own roles and responsibilities in caring for others and the environment</p>	<p>Kids Voting USA Curriculum Activities (continued)</p> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering And Weighing Information</p> <ul style="list-style-type: none"> • I Heard, I Think, I Know . . . • Making Inferences <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> • Robots <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> • Two On A Crayon • Match Community Helpers <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> • If Elected . . . • Postcards • Targeting Problems In My Community
<p>Sample Performance Assessment (SPA) The student: Fulfills responsibilities in different classroom situations, such as showing respect to others or cleaning up work stations, and responds to feedback from others about the effects that his or her actions have on others and the classroom environment.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently demonstrate own roles and responsibilities in caring for others and the environment	Usually demonstrate own roles and responsibilities in caring for others and the environment	Sometimes demonstrate own roles and responsibilities in caring for others and the environment	Rarely demonstrate own roles and responsibilities in caring for others and the environment