

How Kids Voting Lessons Align with the Hawaii Standards for Grade 3

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.3.4.1 Explain the purpose of rules and laws and the difference between them.</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"> • Voter Apathy Experience • Voting Graphs <p>Theme: Democracy & the People Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> • Democracy: What is it and What Does it Have to Do with Me? <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> • The President’s Hats • In Their Words • My Life • Our Town: A Role Play <p>Concept 4: Democracy in the World</p> <ul style="list-style-type: none"> • Democracy: Who? What? Where • Pen Pals
<p>Sample Performance Assessment (SPA) The student: Explains why we have rules and laws, describes how they differ, and gives examples of each</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the purpose of rules and laws and elaborate on the differences between them	Explain, with detail, the purpose of rules and laws and the differences between them	Explain, with minimal detail, the purpose of rules and laws and the differences between them	Ineffectively explain the purpose of rules of laws and the differences between them

Grade 3

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.

Topic	American Democracy		
<p>Benchmark SS.3.4.2 Describe ways in which people exercise power without authority</p>	<p>Kids Voting USA Curriculum Activities: Theme: The Right to Vote 3-5 Concept 1: What is Suffrage? <ul style="list-style-type: none"> • Nonvoter Simulation • Suffrage Timeline Concept 2: Suffrage Today <ul style="list-style-type: none"> • Know The Vote Theme: Elections & Voting 3-5 Concept 4: I Continue to Make a Difference <ul style="list-style-type: none"> • Promises To Keep </p>		
<p>Sample Performance Assessment (SPA) The student: Identifies roles (e.g., active, informed participant), rights, (e.g., freedom of speech, freedom of religion) and responsibilities (e.g. paying taxes, voting) and fulfills own responsibilities within the classroom.</p>			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare ways in which people exercise power without authority	Describe ways in which people exercise power without authority	Identify ways in which people exercise power without authority	Recognize ways in which people exercise power without authority

How Kids Voting Lessons Align with the Hawaii Standards for Grade 3

CONTENT AREA: Social Studies

STRAND: Political Science/Civics

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.3.5.1 Describe roles and rights of citizenship and demonstrate responsibilities of citizenship</p>	<p>Kids Voting USA Curriculum Activities: Theme: Active Citizenship Concept 1: Gathering and Weighing Information <ul style="list-style-type: none"> • Using the World Wide Web Concept 2: Communicating Your Position <ul style="list-style-type: none"> • Bumper Stickers • Spokespeople For Kids Voting USA Concept 3: Working Together <ul style="list-style-type: none"> • Ice Cream in a Bag • Building a Story Concept 4: Having an Impact <ul style="list-style-type: none"> • Things To Do On My First Day in Office • E-mail, Snail Mail </p>
<p>Sample Performance Assessment (SPA) The student: Identifies roles (e.g., active, informed participant), rights, (e.g., freedom of speech, freedom of religion) and responsibilities (e.g., paying taxes, voting) and fulfills own responsibilities within the classroom.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe roles and rights of citizenship and consistently demonstrate responsibilities of citizenship	Describe roles and rights of citizenship and usually demonstrate responsibilities of citizenship	Describe roles and rights of citizenship or demonstrate responsibilities of citizenship	Ineffectively describe roles and rights of citizenship and rarely demonstrate responsibilities of citizenship