

How Kids Voting Lessons Align with the Hawaii Standards for Grade 9

CONTENT AREA: Social Studies

STRAND: Political Science/Civics

STANDARD 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitution, democracy, and the similarities and differences in government across cultural perspectives.

Topic	Political Institutions: Governance, Power, and Authority
<p>Benchmark SS. 9PD.4.1</p> <p>Explain how governments derive authority</p>	<p>Kids Voting USA Curriculum Activities:</p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> • Voting and Local Government
<p>Sample Performance Assessment (SPA)</p> <p>The student: Chooses an example of government action and describes the basis of the government’s authority to act (e.g., Constitution, Divine law, international law, military strength, rule of law).</p>	<p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> • Democracy: What Is It Really • Democracy as Sport <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> • Experiencing America <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> • Register Your Opinion • Save Your Rights <p>Concept 4: Democracy in the World</p> <ul style="list-style-type: none"> • Global Neighbors • Athenian Democracy <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> • Supreme Court Voting Rights Cases • In the Right <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> • 1965 Alabama Literacy Test • We, The Women • Voting Rights Act of 1965 <p style="text-align: right;">Continued on next page</p>

Grade 9
STANDARD 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitution, democracy, and the similarities and differences in government across cultural perspectives.

Topic	Political Institutions: Governance, Power, and Authority
<p>Benchmark SS. 9PD.4.1</p> <p>Explain how governments derive authority</p>	<p>Kids Voting USA Curriculum Activities (continued): Theme: Suffrage and the Right to Vote Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> • The Power of One • Stop That Teenager Before He votes
<p>Sample Performance Assessment (SPA)</p> <p>The student: Chooses an example of government action and describes the basis of the government’s authority to act (e.g., Constitution, Divine law, international law, military strength, rule of law).</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the ways in which governments derive authority	Explain how governments derive authority	Name sources of government authority	Recognize that governments have authority

Grade 9: SOCIAL STUDIES

STANDARD 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitution, democracy, and the similarities and differences in government across cultural perspectives.

<p>Topic</p>	<p>Political Institutions: Governance, Power, and Authority</p>
<p>Benchmark SS.9Pd.4.2</p> <p>Describe how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government.</p>	<p>Kids Voting USA Curriculum Activities: Theme: American Democracy and Citizenship Concept 1: What Is Democracy? <ul style="list-style-type: none"> • Democracy: What Is It Really? • Democracy As Sport Concept 2: Democracy in America <ul style="list-style-type: none"> • Experiencing America Concept 3: A Citizen’s Rights and Responsibilities <ul style="list-style-type: none"> • Save Your Rights Concept 4: Democracy in the World <ul style="list-style-type: none"> • Global Neighbors • Athenian Democracy Theme: Suffrage and the Right to Vote Concept 1: What is Suffrage? <ul style="list-style-type: none"> • Supreme Court Voting Rights Cases • In The Right Concept 2: Expanding the Right to Vote <ul style="list-style-type: none"> • 1965 Alabama Literacy Test </p>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Chooses an example of government action and describes the basis of the government’s authority to act (e.g., Constitution, Divine law, international law, military strength, rule of law).</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Describe, with detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Describe, with minimal detail, how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government	Ineffectively describe how the American Constitution embodies the principles of rule of law, popular sovereignty, separation of powers, checks and balances, and limited government

Grade 9:

STANDARD 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitution, democracy, and the similarities and differences in government across cultural perspectives.

<p>Topic</p>	<p>Political Institutions: Governance, Power, and Authority</p>
<p>Benchmark SS.9PD.4.3</p> <p>Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized.</p>	<p>Kids Voting USA Curriculum Activities: Theme: Elections and the Voting Experience Concept 3: I Register and Vote</p> <ul style="list-style-type: none"> • Build Your Voter IQ <p>Theme: American Democracy and Citizenship Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> • Democracy: What Is It Really? • Democracy As Sport <p>Concept 2: Democracy In America</p> <ul style="list-style-type: none"> • Experiencing America <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> • Voter Survey • Register Your Opinion • Save Your Rights <p>Concept 4: Democracy in the World</p> <ul style="list-style-type: none"> • Global Neighbors • Athenian Democracy
<p>Sample Performance Assessment (SPA)</p> <p>The student: Assesses whether efforts to reduce discrepancies between American values and reality have been successful.</p>	<p>Theme: Suffrage and the Right to Vote Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> • Supreme Court Voting Rights Cases • In the Right <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> • 1965 Alabama Literacy Test • We, The Women • Voting Rights Act of 1965 <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> • Stop That Teenager Before He Votes <p style="text-align: center;">Continued on next page</p>

Grade 9: SOCIAL STUDIES

STANDARD 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION-Understand the purpose and historical impact of political institutions, the principles and values of American constitution, democracy, and the similarities and differences in government across cultural perspectives.

Topic	Political Institutions: Governance, Power, and Authority
<p>Benchmark SS.9PD.4.3</p> <p>Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized.</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"> • Choosing An Issue <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> • Letter To The Editor <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> • Creative Expressions
<p>Sample Performance Assessment (SPA)</p> <p>The student: Assesses whether efforts to reduce discrepancies between American values and reality have been successful.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized, taking a position or making a claim and defending it with explanations, reasons, or evidence	Assess the extent to which the American values of common good, equality of opportunity, and individual rights have been realized	Explain American values of common good, equality of opportunity, and individual rights	Recognize American values of common good, equality of opportunity, and individual rights

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CONTENT AREA: Social Studies

STRAND: Political Science and Civics

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

Topic	Rights and Responsibilities of Citizens
<p>Benchmark SS.9PD.5.1</p> <p>Explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them.</p>	<p>Kids Voting USA Curriculum Activities: Theme: Elections and the Voting Experience Concept 1: My Vote Gives Me Power <ul style="list-style-type: none"> • Election Judge Trainees Concept 2: I Study the Candidates and Issues <ul style="list-style-type: none"> • Leader or Politician Concept 3: I Register and Vote <ul style="list-style-type: none"> • Registration Simulation • Voting Simulation • Build Your Voter IQ Concept 4: I Continue to Make a Difference <ul style="list-style-type: none"> • An Hour or Two • Registering New Voters • Assisting People With Disabilities </p>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Describes how paying taxes, serving on a jury, and voting contribute to the common good.</p>	<p>Theme: American Democracy and Citizenship Concept 1: What is Democracy? <ul style="list-style-type: none"> • Democracy As Sport Concept 3: A Citizen’s Rights and Responsibilities <ul style="list-style-type: none"> • Voter Survey • Register Your Opinion • Save Your Rights Concept 4: Democracy In The World <ul style="list-style-type: none"> • Global Neighbors • Athenian Democracy <p style="text-align: right;">Continued on next page</p> </p>

Grade 9: SOCIAL STUDIES

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

Topic	Rights and Responsibilities of Citizens
<p>Benchmark SS.9PD.5.1</p> <p>Explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them.</p>	<p>Kids Voting USA Curriculum Activities (continued): Theme: Suffrage and the Right to Vote Concept 1: What is Suffrage? <ul style="list-style-type: none"> • Supreme Court Voting Rights Cases • In The Right Concept 2: Expanding the Right to Vote <ul style="list-style-type: none"> • 1965 Alabama Literacy Test • We, The Women • Voting Rights Act of 1965 Concept 3: Suffrage Today <ul style="list-style-type: none"> • The Power of One • Stop That Teenager Before He Votes Theme: Active Citizenship Concept 3: Working Together <ul style="list-style-type: none"> • Koosh Ball • Creative Expressions • Political Cartoons Concept 4: Having An Impact <ul style="list-style-type: none"> • My Turn: Targeting A Problem For Teens • Teaching An Elementary Lesson </p>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Describes how paying taxes, serving on a jury, and voting contribute to the common good.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the rights, duties, and responsibilities of citizens in a democracy and elaborate on the relationship between them	Explain, with detail, the rights, duties, and responsibilities of citizens in a democracy and the relationship between them	Explain, with minimal detail, the rights, duties, and responsibilities of citizens in a democracy and/or the relationship between them	Ineffectively explain the rights, duties, and responsibilities of citizens in a democracy and the relationship between them

Grade 9:

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

Topic	Citizenship Participation
<p>Benchmark SS.9PD.5.2</p> <p>Investigate how citizens can monitor and advocate for a local, state, or national issue.</p>	<p>Kids Voting USA Curriculum Activities:</p> <p>Theme: Elections and the Voting Experience Concept 4: I Continue to Make a Difference</p> <ul style="list-style-type: none"> • An Hour or Two <p>Theme: American Democracy and Citizenship Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> • Democracy As Sport • Experiencing America <p>Theme: Active Citizenship Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> • The Public Agenda • Choosing An Issue <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> • Letter To The Editor • Voicing Your Opinion • Debate The Issue <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> • Political Cartoons <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> • My Turn: Targeting A Problem For Teens • Teaching An Elementary Lesson • Helping An Organization
<p>Sample Performance Assessment (SPA)</p> <p>The student: Formulates a plan to advocate for (e.g., attend public hearings, write letters) and monitor (e.g., follow the issue in the media, track a bill as it goes through the legislative process) an issue of personal concern.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Investigate how citizens can monitor and advocate for a local, state, or national issue, extending investigation into relevant courses of practical action	Investigate how citizens can monitor and advocate for a local, state, or national issue	Investigate how citizens can monitor or advocate for a local, state, or national issue	Ineffectively investigate how citizens can monitor and/or advocate for a local, state, or national issue

Grade 9: SOCIAL STUDIES

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

Topic	Citizenship Participation
<p>Benchmark SS.9PD.5.3</p> <p>Compare the characteristics of major political parties based upon the philosophy, platform, and support base.</p>	<p>Kids Voting USA Curriculum Activities:</p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 2: I Study the Candidate and Issues</p> <ul style="list-style-type: none"> • Leader or Politician <p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> • Democracy As Sport <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> • It’s Party Time • Experiencing America <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> • Voter Survey <p>Theme: Active Citizenship</p> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> • The Election of 1800 <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> • Teaching An Elementary Lesson
<p>Sample Performance Assessment (SPA)</p> <p>The student: Compares the major political parties based upon the philosophy, platform, and support base.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the characteristics of major political parties based upon the philosophy, platform, and support base, making significant connections, insights, and generalizations	Compare the characteristics of major political parties based upon the philosophy, platform, and support base	Describe the characteristics of major political parties based upon the philosophy, platform, and/or support base	Ineffectively describe the characteristics of major political parties based upon the philosophy, platform, and/or support base

Grade 9: SOCIAL STUDIES

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

Topic	Citizenship Participation
<p>Benchmark SS.9PD.5.4</p> <p>Explain the role of a citizen in the electoral process.</p>	<p>Kids Voting USA Activities:</p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> • The Election Judge Trainees <p>Concept 2: I Study the Candidates and Issues</p> <ul style="list-style-type: none"> • Leader or Politician • Selling the Candidates <p>Concept 3: I Register and Vote</p> <ul style="list-style-type: none"> • Registration Simulation • Voting Simulation • Build Your Voter IQ <p>Concept 4: I Continue to Make a Difference</p> <ul style="list-style-type: none"> • An Hour or Two • Registering New Voters • Assisting People With Disabilities • Exit Polling
<p>Sample Performance Assessment (SPA)</p> <p>The student: Describes how a citizen can demonstrate his/her roles in the political process as a voter, a candidate, and/or a political party member.</p>	<p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy</p> <ul style="list-style-type: none"> • Democracy As Sport <p>Concept 3: Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> • Voter Survey • Register Your Opinion <p>Concept 4: Democracy in the World</p> <ul style="list-style-type: none"> • Global Neighbors • Athenian Democracy <p style="text-align: right;">Continued on next page</p>

Grade 9:

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

Topic	Citizenship Participation
<p>Benchmark SS.9PD.5.4</p> <p>Explain the role of a citizen in the electoral process.</p>	<p>Kids Voting USA Activities (continued): Theme: Suffrage and the Right to Vote Concept 1: What is Suffrage? <ul style="list-style-type: none"> • Supreme Court Voting Rights Cases • In The Right Concept 2: Expanding the Right to Vote <ul style="list-style-type: none"> • 1965 Alabama Literacy Test • We, The Women • Voting Rights Acts of 1965 Concept 3: Suffrage Today <ul style="list-style-type: none"> • The Power of One • Stop That Teenager Before He Votes Theme: Active Citizenship Concept 2: Communicating Your Position <ul style="list-style-type: none"> • Letter To The Editor • The Election of 1800 Concept 3: Working Together <ul style="list-style-type: none"> • Political Cartoon Concept 4: Having An Impact <ul style="list-style-type: none"> • Teaching An Elementary Lesson </p>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Describes how a citizen can demonstrate his/her roles in the political process as a voter, a candidate, and/or a political party member.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the role of a citizen in the electoral process	Explain, with detail, the role of a citizen in the electoral process	Explain, with minimal detail, the role of a citizen in the electoral process	Ineffectively explain the role of a citizen in the electoral process

Grade 9: SOCIAL STUDIES

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

Topic	Citizenship Participation
<p>Benchmark SS.9PD.5.5</p> <p>Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation</p>	<p>Kids Voting USA Activities:</p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 2: I Study the Candidates and Issues</p> <ul style="list-style-type: none"> • Campaign Issues <p>Concept 3: I Register and Vote</p> <ul style="list-style-type: none"> • Voting Simulation <p>Concept 4: I Continue to Make a Difference</p> <ul style="list-style-type: none"> • An Hour or Two • Registering New Voters • Assisting People With Disabilities • Exit Polling
<p>Sample Performance Assessment (SPA)</p> <p>The student: Evaluates the results of a civic action taken to address a school, local, state, national, or global issue/problem.</p>	<p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> • Democracy As Sport <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> • Experiencing America <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> • Register Your Opinion <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> • We, The Women • Voting Rights Act of 1965 <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> • Stop That Teenager Before He Votes <p style="text-align: right;">Continued on next page</p>

Grade 9: SOCIAL STUDIES

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

Topic	Citizenship Participation
<p>Benchmark SS.9PD.5.5</p> <p>Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation</p>	<p>Kids Voting USA Activities (continued) Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> • The Public Agenda • Choosing An Issue <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> • Letter To The Editor • Voicing Your Opinion • Debate This Issue <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> • Creative Expressions
<p>Sample Performance Assessment (SPA)</p> <p>The student: Evaluates the results of a civic action taken to address a school, local, state, national, or global issue/problem.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Demonstrate the role of a citizen in civic action by selecting a significant problem, gathering relevant information, proposing an insightful solution, creating a clear and detailed action plan, and showing substantial evidence of implementation	Demonstrate the role of a citizen in civic action, by selecting a problem, gathering information, proposing a solution, creating an action plan, and showing evidence of implementation	Demonstrate the role of a citizen in civic action by selecting a problem, gathering information, proposing a solution, and creating an action plan	Ineffectively demonstrate the role of a citizen in civic action, as multiple aspects of the process are missing