

## How Kids Voting Lessons Align with the Hawaii Standards for Grade 12

CONTENT AREA: Language Arts

STRAND: Reading

STANDARD 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes.

<p>Topic</p>	<p>Locating Sources/Gathering Information</p>
<p>Benchmark LA.12.1.2</p> <p>Use primary and secondary sources to develop and modify a research plan in response to problems and opportunities encountered in accessing print and online resources to resolve conflicting information.</p>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: American Democracy and Citizenship</p> <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes in the Election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• 1965 Alabama Literacy Test</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• The Power of One</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• The Public Agenda</li> <li>• Choosing An Issue</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Engages in standard research practices to locate and read a wide variety of materials that will help with grasping the scope of the topic (e.g., reading summaries of research data written for lay audiences, cross checking bibliographies of the better known books on a research subject, using available technology to locate and gather information).</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Evaluate substantive primary and secondary sources to develop and modify a research plan, in a highly effective way	Use relevant primary and secondary sources to develop and modify a research plan	Use superficial or trivial primary and secondary sources to develop and modify a research plan, in a limited way	Use irrelevant primary or secondary sources or use only secondary sources

## How Kids Voting Lessons Align with the Hawaii Standards for Grade 12

CONTENT AREA: Language Arts

STRAND: Reading

STANDARD 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts.

Topic	Construct Meaning
<p>Benchmark LA.12.2.1</p> <p>Use a variety of criteria (e.g., effectiveness of organization, logic, propaganda techniques, authenticity, appeal to audience) to evaluate information.</p>	<p><b>Kids Voting USA Curriculum Activities:</b></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"> <li>• Selling the Candidates</li> </ul> <p>Theme: American Democracy and Citizenship</p> <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> <li>• It’s Party Time</li> <li>• Experiencing America</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• 1965 Alabama Literacy Test</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• The Power of One</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• In The News: Fact or Fiction</li> <li>• The Public Agenda</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Evaluates information from texts by applying various criteria: Is it effectively organized. Is the argument logical? Are propaganda techniques employed effectively: Does the information come from authentic sources: Is the information written to appeal to the intended audience?</p>	This content is already included in the cell above for alignment

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use an extensive variety of criteria to thoroughly evaluate information	Use a variety of criteria to evaluate information	Use some criteria to superficially evaluate information	Use very little criteria to ineffectively evaluate information

## How Kids Voting Lessons Align with the Hawaii Standards for Grade 12

CONTENT AREA: Language Arts

STRAND: Reading

STANDARD 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical

Topic	Critical Stance
<p>Benchmark LA.12.3.1</p> <p>Evaluate how an author’s purpose and message are supported by his/her construction of text and use of literary devices.</p>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• In The News: Fact or Fiction</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Uses literary terminology in writing and in discussions to support an opinion about the effectiveness of a text’s structure and language (e.g., the use of the ghost in the delineation of Hamlet’s character and inaction</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Thoroughly evaluate, using clear and specific textual evidence, how an author’s purpose and message are supported by his/her construction of a text and use of complex literary devices	Evaluate how an author’s purpose and message are supported by his/her construction of text and use of literary devices	Describe how an author’s purpose and message are supported by his/her construction of text and use of literary devices	Identify an author’s purpose and message, the construction of text, and/or use of literary devices

Grade 12: Language Arts

STANDARD 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical

Topic	Critical Stance
<p>Benchmark LA.12.3.2</p> <p>Identify the social or political assumptions in a literary text</p>	<p><b>Kids Voting Curriculum Activities:</b></p> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1. What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> <li>• It’s Party Time</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• We, The Women</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• The Power of One</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Reads a text (e.g., <i>Jane Eyre</i>) and discusses or writes about the social or political assumptions in the novel (e.g., the limited opportunities for women in society, especially those who are educated but without means).</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze the social or political assumptions in a literary text	Identify the social or political assumptions in a literary text	Identify some of the social or political assumptions in a literary text	Identify very few of the social or political assumptions in a literary text

## How Kids Voting Lessons Align with the Hawaii Standards for Grade 12

CONTENT AREA: Language Arts

STRAND: Writing

STANDARD 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Topic	Range of Writing
<p>Benchmark LA.12.4.1</p> <p>Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <ul style="list-style-type: none"> <li>• Narratives or scripts with a theme and details that contribute to a mood or tone</li> <li>• Poems using a range of poetic techniques and figurative language in a variety of forms</li> <li>• Literary, persuasive, and personal essays that demonstrate a comprehensive understanding of the topic</li> <li>• Research papers that include two or more relevant perspectives and take into consideration the validity and reliability of sources</li> <li>• Functional writing including college and job applications</li> <li>• Reflections that draw comparisons between specific incidents and boarder themes.</li> </ul>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy As Sport</li> </ul> <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul> <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Register Your Opinion</li> </ul> <p>Concept 4: Democracy in the World</p> <ul style="list-style-type: none"> <li>• Global Neighbors</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights of 1965</li> <li>• We, The Women</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• In The News: Fact or Fiction</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Letter To The Editor</li> <li>• Voicing Your Opinion</li> <li>• Debate The Issue</li> </ul> <p style="text-align: center;"><b>Continued on next page</b></p>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Writes grade-appropriate narratives and scripts that align theme and details with mood or tone; poems with a range of techniques and in a variety of forms; essays, which are grounded in an understanding of the topic and which 1) respond to literature, 2) persuade the reader, or 3) explain a personal idea or point of view, research papers built around a thesis and upon research consciously selected for validity and reliability; functional writing like applications; and reflections that connect individual experiences with larger issues.</p>	

Grade 12: Language Arts

STANDARD 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

<p>Topic</p>	<p>Range of Writing</p>
<p>Benchmark LA.12.4.1</p> <p>Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as:</p> <ul style="list-style-type: none"> <li>• Narratives or scripts with a theme and details that contribute to a mood or tone</li> <li>• Poems using a range of poetic techniques and figurative language in a variety of forms</li> <li>• Literary, persuasive, and personal essays that demonstrate a comprehensive understanding of the topic</li> <li>• Research papers that include two or more relevant perspectives and take into consideration the validity and reliability of sources</li> <li>• Functional writing including college and job applications</li> <li>• Reflections that draw comparisons between specific incidents and boarder themes.</li> </ul>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> <li>• Teaching An Elementary Lesson</li> <li>• Helping An Organization</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Writes grade-appropriate narratives and scripts that align theme and details with mood or tone; poems with a range of techniques and in a variety of forms; essays, which are grounded in an understanding of the topic and which 1) respond to literature, 2) persuade the reader, or 3) explain a personal idea or point of view, research papers built around a thesis and upon research consciously selected for validity and reliability; functional writing like applications; and reflections that connect individual experiences with larger issues.</p>	

<p><b>Rubric</b></p>			
<p><b>Advanced</b></p>	<p><b>Proficient</b></p>	<p><b>Partially Proficient</b></p>	<p><b>Novice</b></p>
<p>Insightfully adapt writing to grade- appropriate formats for a variety of purposes and audiences</p>	<p>Adapt writing to grade-appropriate formats for a variety of purposes and audiences</p>	<p>Write with some adaptation to grade-appropriate formats for a variety of purposes and audiences</p>	<p>Write with little adaptation to grade-appropriate formats for a variety of purposes and audiences</p>

Grade 12: Language Arts

STANDARD 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Topic	Grammar and Mechanics
<p>Benchmark LA.12.4.2</p> <p>Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English.</p>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> <li>• Voting And Local Government</li> </ul> <p>Concept 2: I Study the Candidate and Issues</p> <ul style="list-style-type: none"> <li>• Campaign Issues</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Edits writing for conventions through individual analysis with the aid of a grammar handbook, through feedback from teacher conferences, or by using grammar and spell check on the computer.</p>	<p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> <li>• Democracy As Sport</li> </ul> <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul> <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Register Your Opinion</li> </ul> <p>Concept 4: Democracy in the World</p> <ul style="list-style-type: none"> <li>• Global Neighbors</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> <li>• 1965 Alabama Literacy Test</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> </ul> <p style="text-align: right;"><b>Continued on next page</b></p>

Grade 12: Language Arts

**STANDARD 4: Writing: CONVENTIONS AND SKILLS:** Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

<p>Topic</p>	<p>Grammar and Mechanics</p>
<p>Use knowledge of sentence structure, grammar, punctuation, capitalization, and spelling to produce grade-appropriate writing in standard English.</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• In The News: Fact or Fiction</li> <li>• Choosing An Issue</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Letter To The Editor</li> <li>• Voicing Your Opinion</li> <li>• Debate The Issue</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> <li>• Teaching an Elementary Lesson</li> <li>• Helping An Organization</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Edits writing for conventions through individual analysis with the aid of a grammar handbook, through feedback from teacher conferences, or by using grammar and spell check on the computer.</p>	

<p><b>Rubric</b></p>			
<p><b>Advanced</b></p>	<p><b>Proficient</b></p>	<p><b>Partially Proficient</b></p>	<p><b>Novice</b></p>
<p>Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with accuracy</p>	<p>Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with no significant errors</p>	<p>Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with a few significant and/or many minor errors</p>	<p>Write and edit for grade-appropriate sentence structure, grammar, punctuation, capitalization, and spelling, with many significant errors</p>

Grade 12: Language Arts

STANDARD 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Topic	Citing Sources
<p>Benchmark LA.12.4.3</p> <p>Synthesize and cite information from multiple sources (e.g., works of art, works cited within other works, a work appearing in an anthology, an unpublished manuscript) while maintaining the flow of ideas.</p>	<p><b>Kids Voting USA Curriculum Activities:</b></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"> <li>• Campaign Issues</li> </ul> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1. What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy As Sport</li> </ul> <p>Concept 2: Democracy In America</p> <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> <li>• Nelson Mandela Votes In The Election of 1994</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> </ul> <p style="text-align: center;"><b>Continued on next page</b></p>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Knows information from references well enough to synthesize it with prior knowledge while respecting the perspectives expressed in the varied references; cites sources in an established and responsible academic manner</p>	

Grade 12: Language Arts

STANDARD 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

<p>Topic</p>	<p>Citing Sources</p>
<p>Benchmark LA.12.4.3</p> <p>Synthesize and cite information from multiple sources (e.g., works of art, works cited within other works, a work appearing in an anthology, an unpublished manuscript) while maintaining the flow of ideas.</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• Choosing An Issue</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• Debate The Issue</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Knows information from references well enough to synthesize it with prior knowledge while respecting the perspectives expressed in the varied references; cites sources in an established and responsible academic manner</p>	

<p><b>Rubric</b></p>			
<p><b>Advanced</b></p>	<p><b>Proficient</b></p>	<p><b>Partially Proficient</b></p>	<p><b>Novice</b></p>
<p>Synthesize and cite information, with accuracy and completeness, from an extensive variety of sources while maintaining a smooth flow of ideas</p>	<p>Synthesize and cite information, with no significant errors, from multiple sources while maintaining the flow of ideas</p>	<p>Cite information, with a few significant and/or many minor errors, and/or synthesize information from few sources or synthesize information in a way that maintains a limited flow of ideas</p>	<p>Cite information, with many significant errors, and/or synthesize information from a limited number of sources or synthesize information in a way that does not maintain the flow of ideas</p>

Grade 12: Language Arts

STANDARD 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Topic	Citing Sources
<p>Benchmark LA.12.4.4</p> <p>Use grade-appropriate conventions for documentation in text, notes, and bibliographies.</p>	<p><b>Kids Voting USA Curriculum Activities:</b></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"> <li>• Campaign Issues</li> </ul> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy As Sport</li> </ul> <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• Choosing An Issue</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Uses a process for documenting idea and language that are not original by following guidelines (<i>MLA, APA, Chicago Manual of Style</i>) for in-text citations, bibliographies, and page formatting (e.g., margins, title page, spacing).</p>	<p style="text-align: center;"><b>Continued on next page</b></p>

Grade 12: Language Arts

STANDARD 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms.

Topic	Citing Sources
<p>Benchmark LA.12.4.4</p> <p>Use grade-appropriate conventions for documentation in text, notes, and bibliographies.</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• Debate the Issues</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Uses a process for documenting idea and language that are not original by following guidelines (<i>MLA, APA, Chicago Manual of Style</i>) for in-text citations, bibliographies, and page formatting (e.g., margins, title page, spacing).</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with accuracy and completeness	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with no significant errors	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with a few significant and/or many minor errors	Use grade-appropriate conventions for documentation in text, notes, and bibliographies, with many significant errors

## How Kids Voting Lessons Align with the Hawaii Standards for Grade 12

CONTENT AREA: Language Arts

STRAND: Writing

STANDARD 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose.

Topic	Meaning
<p>Benchmark LA.12.5.1</p> <p>Develop ideas and details in writing to enlarge the effect or scope of the piece while addressing a specific purpose and audience.</p>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> <li>• Election Judge Trainees</li> </ul> <p>Concept 4: I Continue to Make a Difference</p> <ul style="list-style-type: none"> <li>• Registering New Voters</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Uses ideas and details when writing informally (e.g., free writes, journal, notes) or formally (e.g., essays, reports, poems,) that connect the topic or story to broader implications about culture, society, or politics.</p>	<p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> <li>• Democracy As Sport</li> </ul> <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul> <p>Concept 3: Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Register Your Opinion</li> </ul> <p>Concept 4: Democracy in the World</p> <ul style="list-style-type: none"> <li>• Global Neighbors</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> <li>• 1965 Alabama Literacy Test</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> </ul> <p style="text-align: center;"><b>Continued on next page</b></p>

Grade 12: Language Arts

STANDARD 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose.

<p>Topic</p>	<p>Meaning</p>
<p>Benchmark LA.12.5.1</p> <p>Develop ideas and details in writing to enlarge the effect or scope of the piece while addressing a specific purpose and audience.</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• In The News: Fact or Fiction</li> <li>• Choosing An Issue</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• Debate The Issue</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> <li>• Helping An Organization</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Uses ideas and details when writing informally (e.g., free writes, journal, notes) or formally (e.g., essays, reports, poems,) that connect the topic or story to broader implications about culture, society, or politics.</p>	

<p><b>Rubric</b></p>			
<p><b>Advanced</b></p>	<p><b>Proficient</b></p>	<p><b>Partially Proficient</b></p>	<p><b>Novice</b></p>
<p>Develop creative ideas and insightful details in writing to enlarge the effect or scope of the piece while clearly addressing a specific purpose and audience</p>	<p>Develop ideas and details in writing to enlarge the effect or scope of the piece while addressing a specific purpose and audience</p>	<p>Use some obvious ideas or trivial details in writing that have a limited effect on enlarging the scope of the piece or addressing a specific purpose and audience</p>	<p>Use vague ideas or irrelevant details in writing that do not enlarge the effect or scope of the piece while addressing a specific purpose and audience</p>

Grade 12: Language Arts

STANDARD 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose.

Topic	Clarity
<p>Benchmark LA.12.5.2</p> <p>Use a variety of sentence structures and grade-appropriate vocabulary to achieve intended message.</p>	<p><b>Kids Vote USA Curriculum Activities:</b></p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 4: I continue to Make a Difference</p> <ul style="list-style-type: none"> <li>• Registering New Voters</li> </ul> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> <li>• Democracy As Sport</li> </ul> <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul> <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Register Your Opinion</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Uses understanding of the power of language to connote meaning, to carry subtle messages, and to include and exclude readers by drafting and revising writing to use connotative words and phrases and to vary sentence structure to better support the intended meaning and tone.</p>	<p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> <li>• 1965 Alabama Literacy Test</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• In The News: Fact or Fiction</li> <li>• Choosing An Issue</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• Debate The Issue</li> </ul> <p style="text-align: center;"><b>Continued on next page</b></p>

Grade 12: Language Arts

STANDARD 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose.

Topic	Clarity
<p>Benchmark LA.12.5.2</p> <p>Use a variety of sentence structures and grade-appropriate vocabulary to achieve intended message.</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> <li>• Helping An Organization</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Uses understanding of the power of language to connote meaning, to carry subtle messages, and to include and exclude readers by drafting and revising writing to use connotative words and phrases and to vary sentence structure to better support the intended meaning and tone.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Insightfully use a variety of complex sentence structures and grade-appropriate vocabulary to achieve the intended message	Use a variety of sentence structures and grade-appropriate vocabulary to achieve the intended message	Use some variation in sentence structure and some grade-appropriate vocabulary to partially achieve the intended message	Use little variation in sentence structures and few grade-appropriate words so that very little of the intended message is achieved

## How Kids Voting Lessons Align with the Hawaii Standards for Grade 12

CONTENT AREA: Language Arts

STRAND: Oral Communication

STANDARD 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

Topic	Discussion and Presentation
<p>Benchmark LA.12.6.1</p> <p>Participate in a small group (e.g., organize session and information, complete a grade-appropriate task, evaluate the group’s accomplishments)</p>	<p><b>Kids Voting USA Curriculum Activities:</b>            Theme: Elections and the Voting Experience            Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> <li>• Election Judge Trainee</li> <li>• Voting And Local Government</li> </ul> <p>Concept 2: I Study the Candidates and Issues</p> <ul style="list-style-type: none"> <li>• Leader or Politician</li> </ul> <p>Concept 3: I Register and Vote</p> <ul style="list-style-type: none"> <li>• Build Your Voter IQ</li> </ul> <p>Concept 4: I Continue to Make a Difference</p> <ul style="list-style-type: none"> <li>• Assisting People With Disabilities</li> <li>• Exit Polling</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Cooperates with peers to put together a group; establishes roles, responsibilities, ground rules, and schedule in relation to task; follows through on assignments; evaluates the work of the group based on criteria.</p>	<p>Theme: American Democracy and Citizenship            Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> </ul> <p>Concept 2: Democracy in America</p> <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul> <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Register Your Opinion</li> <li>• Save Your Rights</li> </ul> <p>Concept 4: Democracy in the World</p> <ul style="list-style-type: none"> <li>• Athenian Democracy</li> </ul> <p style="text-align: right;"><b>Continued on next page</b></p>

Grade 12: Language Arts

STANDARD 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

<p>Topic</p>	<p>Discussion and Presentation</p>		
<p>Benchmark LA.12.6.1</p> <p>Participate in a small group (e.g., organize session and information, complete a grade-appropriate task, evaluate the group’s accomplishments)</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• Supreme Court Voting Rights Cases</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> <li>• The Power of One</li> </ul>		
<p>Sample Performance Assessment (SPA)</p> <p>The student: Cooperates with peers to put together a group; establishes roles, responsibilities, ground rules, and schedule in relation to task; follows through on assignments; evaluates the work of the group based on criteria.</p>	<p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• In The News: Fact or Fiction</li> <li>• The Public Agenda</li> <li>• Choosing An Issue</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• The Election of 1800</li> <li>• Debate The Issue</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> </ul>		
<p><b>Rubric</b></p>			
<p><b>Advanced</b></p>	<p><b>Proficient</b></p>	<p><b>Partially Proficient</b></p>	<p><b>Novice</b></p>
<p>Make significant contributions in a small group</p>	<p>Make useful contributions to the efforts of a small group</p>	<p>Make some contribution in a small group</p>	<p>Make limited contribution in a small group</p>

Grade 12: Language Arts

STANDARD 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

Topic	Discussion and Presentation
<p>Benchmark LA.12.6.2</p> <p>Give a planned oral presentation to support a position on a specified topic and respond to questions from the audience</p>	<p><b>Kids Voting USA Curriculum Activities:</b>            Theme: Elections and the Voting Experience            Concept 1: My Vote Gives Me Power  <ul style="list-style-type: none"> <li>• Voting And Local Government</li> </ul>           Concept 2: I Study the Candidates and Issues  <ul style="list-style-type: none"> <li>• Leader or Politician</li> </ul>           Concept 4: I Continue to Make a Difference  <ul style="list-style-type: none"> <li>• Exit Polling</li> </ul> </p>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Plans and presents a speech to support a position on a specified topic; anticipates and prepares for questions from the audience.</p>	<p>Theme: American Democracy and Citizenship            Concept 1: What is Democracy?  <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> </ul>           Concept 2: Democracy in America  <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul>           Concept 3: A Citizen’s Rights and Responsibilities  <ul style="list-style-type: none"> <li>• Register Your Opinion</li> <li>• Save Your Rights</li> </ul>           Concept 4: Democracy in the World  <ul style="list-style-type: none"> <li>• Athenian Democracy</li> </ul>             Theme: Suffrage and the Right to Vote            Concept 1: What is Suffrage?  <ul style="list-style-type: none"> <li>• In The Right</li> <li>• Supreme Court Voting Rights Cases</li> </ul>           Concept 2: Expanding the Right to Vote  <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> </ul> <p style="text-align: center;"><b>Continued on next page</b></p> </p>

Grade 12: Language Arts

STANDARD 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

Topic	Discussion and Presentation
<p>Benchmark LA.12.6.2</p> <p>Give a planned oral presentation to support a position on a specified topic and respond to questions from the audience</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Suffrage and the Right to Vote            Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> <li>• The Power of One</li> </ul> <p>Theme: Active Citizenship            Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• The Public Agenda</li> <li>• Choosing An Issue</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• Debate The Issue</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Plans and presents a speech to support a position on a specified topic; anticipates and prepares for questions from the audience.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Give a creative, planned oral presentation to thoroughly support a position on a specified topic and respond to questions from the audience, in a highly effective way	Give a planned oral presentation to support a position on a specified topic and respond to questions from the audience	Give a weakly planned oral presentation to support a position on a specified topic, in a limited way, and respond to some questions from the audience	Give an oral presentation that shows little evidence of advance planning

Grade 12: Language Arts

STANDARD 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

Topic	Critical Listening
<p>Benchmark LA.12.6.3</p> <p>Listen to determine the evidence for and against a given position or argument</p>	<p><b>Kids Voting USA Curriculum Activities:</b>            Theme: Elections and the Voting Experience            Concept 2: I Study the Candidates and Issues</p> <ul style="list-style-type: none"> <li>• Leader or Politician</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Listens to a presentation and, taking notes as needed, identifies the position taken and evidence in support of that position.</p>	<p>Theme: American Democracy and Citizenship            Concept 1: What is Democracy?  <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> </ul>           Concept 2: Democracy in America  <ul style="list-style-type: none"> <li>• Experiencing America</li> </ul>           Concept 3: A Citizen’s Rights and Responsibilities  <ul style="list-style-type: none"> <li>• Register Your Opinion</li> <li>• Save Your Rights</li> </ul>           Concept 4: Democracy in the World  <ul style="list-style-type: none"> <li>• Athenian Democracy</li> </ul>             Theme: Suffrage and the Right to Vote            Concept 1: What is Suffrage?  <ul style="list-style-type: none"> <li>• Supreme Court Voting Rights Cases</li> </ul>           Concept 2: Expanding the Right to Vote  <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> </ul>           Concept 3: Suffrage Today  <ul style="list-style-type: none"> <li>• Stop That teenager Before He Votes</li> </ul>             Theme: Active Citizenship            Concept 1: Gathering and Weighing Information  <ul style="list-style-type: none"> <li>• The Public Agenda</li> <li>• Choosing An Issue</li> </ul> <p style="text-align: center;"><b>Continued on next page</b></p> </p>

Grade 12: Language Arts

STANDARD 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

Topic	Critical Listening		
<p>Benchmark LA.12.6.3</p> <p>Listen to determine the evidence for and against a given position or argument</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• Debate the Issue</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expression</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> </ul>		
<p>Sample Performance Assessment (SPA)</p> <p>The student: Listens to a presentation and, taking notes as needed, identifies the position taken and evidence in support of that position.</p>			
<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Determine, with clarity and specific details, the evidence for and against a given position or argument by listening	Determine the evidence for and against a given position or argument by listening	Make a determination about a given position or argument that is partially supported by the evidence	Make a determination about a given position or argument that is not supported by the evidence

Grade 12: Language Arts

STANDARD 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

Topic	Delivery
<p>Benchmark LA.12.6.4</p> <p>Adjust dialect (e.g., standard English, Hawaiian Creole, colloquialisms) to grade-appropriate audience, purpose, and situation</p>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> </ul> <p>Theme: Suffrage and the Right to Vote</p> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• The Election of 1800</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Adjusts use of verbal language to reach audience, address purpose, and accommodate situation.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Adjust speaking to grade-appropriate audience, purpose, and situation, in a highly effective way	Adjust dialect to grade-appropriate audience, purpose, and situation	Speak with some adaptation in dialect for grade-appropriate audience, purpose, and situation	Speak with little adaptation in dialect for grade-appropriate audience, purpose, and situation

Grade 12: Language Arts

STANDARD 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes.

Topic	Media Comprehension and Interpretation
Benchmark LA.12.6.5  Describe how the media affect audiences with different backgrounds	<b>Kids Voting USA Curriculum Activities:</b> Theme: Elections and the Voting Experience Concept 1: My Vote Gives Me Power <ul style="list-style-type: none"> <li>• Election Judge Trainee</li> </ul> Concept 2: I Study the Candidates and Issues <ul style="list-style-type: none"> <li>• Selling The Candidates</li> </ul> Theme: Active Citizenship Concept 2: Communicating Your Position <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• The Election of 1800</li> </ul>
Sample Performance Assessment (SPA)  The student: Predicts the effects of a media message on audiences of different backgrounds. Establishes demographic groups. Conducts research involving primary and secondary sources to gauge the effects. Relates findings to prediction.	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, in clear and precise detail, how the media affect audiences with different backgrounds	Describe, in detail, how the media affect audiences with different backgrounds	Describe, with a mixture of relevant and irrelevant detail, how the media affect audiences with different backgrounds	Identify the effects of media on audiences with different backgrounds

## How Kids Voting Lessons Align with the Hawaii Standards for Grade 12

CONTENT AREA: Language Arts

STRAND: Oral Communication

STANDARD 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation

Topic	Meaning
<p>Benchmark LA.12.7.1</p> <p>Use relevant evidence and rhetorical devices to advocate and defend a position</p>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> <li>• Election Judge Trainee</li> </ul> <p>Concept 4: I Continue to Make a Difference</p> <ul style="list-style-type: none"> <li>• Assisting People With Disabilities</li> </ul> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> </ul> <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Register Your Opinion</li> <li>• Save Your Rights</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Advocates and defends a position by organizing specific, relevant evidence in support of the position and employing knowledge of rhetorical devices (e.g., rhetorical questions; appeals to logic, ethics, emotion; innuendoes; hyperbole).</p>	<p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> </ul> <p style="text-align: center;"><b>Continued on next page</b></p>

Grade 12: Language Arts

STANDARD 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation

Topic	Meaning
<p>Benchmark LA.12.7.1</p> <p>Use relevant evidence and rhetorical devices to advocate and defend a position</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• The Public Agenda</li> <li>• Choosing An Issue</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• The Election of 1800</li> <li>• Debate The Issue</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Advocates and defends a position by organizing specific, relevant evidence in support of the position and employing knowledge of rhetorical devices (e.g., rhetorical questions; appeals to logic, ethics, emotion; innuendoes; hyperbole).</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use insightful and relevant evidence and rhetorical devices to advocate and defend a position, in a highly effective way	Use relevant evidence and rhetorical devices to advocate and defend a position	Use obvious evidence and common rhetorical devices to advocate and defend a position, in a limited way	Use irrelevant evidence and unclear rhetorical devices that do very little to advocate and defend a position

Grade 12: Language Arts

STANDARD 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation

Topic	Design
<p>Benchmark LA.12.7.2</p> <p>Organize points so as to lead the audience to seriously consider an argument or stance</p>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: Elections and the Voting Experience</p> <p>Concept 1: My Vote Gives Me Power</p> <ul style="list-style-type: none"> <li>• Election Judge Trainee</li> </ul> <p>Concept 4: I Continue to Make a Difference</p> <ul style="list-style-type: none"> <li>• Assisting People With Disabilities</li> </ul> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> </ul> <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Register Your Opinion</li> <li>• Save Your Rights</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Revises the organization of the speech after considering the needs of the audience, deleting, adding, or rewording parts to increase the possibility of serious consideration of the argument or stance.</p>	<p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• Stop That Teenager Before He Votes</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• The Public Agenda</li> <li>• Choosing An Issue</li> </ul> <p style="text-align: center;"><b>Continued on next page</b></p>

Grade 12: Language Arts

STANDARD 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation

Topic	Design
<p>Benchmark LA.12.7.2</p> <p>Organize points so as to lead the audience to seriously consider an argument or stance</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• Debate The Issue</li> </ul> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Revises the organization of the speech after considering the needs of the audience, deleting, adding, or rewording parts to increase the possibility of serious consideration of the argument or stance.</p>	

<b>Rubric</b>			
<b>Advanced</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Novice</b>
Insightfully organize points so as to lead the audience to consider an argument or stance, in a highly effective way	Organize points so as to lead the audience to seriously consider an argument or stance	Organize points so as to lead the audience to understand and follow an argument or stance	Organize points in a manner that may be confusing or difficult to follow

Grade 12: Language Arts

STANDARD 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation

Topic	Clarity
<p>Benchmark LA.12.7.3</p> <p>Use language that shows authority, conviction, and knowledge of topic</p>	<p><b>Kids Voting USA Curriculum Activities:</b></p> <p>Theme: Democracy and the Voting Experience</p> <p>Concept 4: I Continue to Make a Difference</p> <ul style="list-style-type: none"> <li>• Assisting People With Disabilities</li> </ul> <p>Theme: American Democracy and Citizenship</p> <p>Concept 1: What is Democracy?</p> <ul style="list-style-type: none"> <li>• Democracy: What Is It Really?</li> </ul> <p>Concept 3: A Citizen’s Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>• Register Your Opinion</li> <li>• Save Your Rights</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Consciously adds figurative language, relevant and engaging details, specific words with appropriate connotations, and rhetorical devices to convince the audience of own authority conviction and knowledge.</p>	<p>Theme: Suffrage and the Right to Vote</p> <p>Concept 1: What is Suffrage?</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Concept 2: Expanding the Right to Vote</p> <ul style="list-style-type: none"> <li>• Nelson Mandela Votes In The Election of 1994</li> <li>• Voting Rights Act of 1965</li> <li>• We, The Women</li> </ul> <p>Concept 3: Suffrage Today</p> <ul style="list-style-type: none"> <li>• In The Right</li> </ul> <p>Theme: Active Citizenship</p> <p>Concept 1: Gathering and Weighing Information</p> <ul style="list-style-type: none"> <li>• The Public Agenda</li> </ul> <p>Concept 2: Communicating Your Position</p> <ul style="list-style-type: none"> <li>• Voicing Your Opinion</li> <li>• Debate The Issue</li> </ul> <p style="text-align: right;"><b>Continued on next page</b></p>

Grade 12: Language Arts

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Topic	Clarity
<p>Benchmark LA.12.7.3</p> <p>Use language that shows authority, conviction, and knowledge of topic</p>	<p><b>Kids Voting USA Curriculum Activities (continued):</b></p> <p>Theme: Active Citizenship</p> <p>Concept 3: Working Together</p> <ul style="list-style-type: none"> <li>• Creative Expressions</li> </ul> <p>Concept 4: Having An Impact</p> <ul style="list-style-type: none"> <li>• My Turn: Targeting A Problem For Teens</li> </ul>
<p>Sample Performance Assessment (SPA)</p> <p>The student: Consciously adds figurative language, relevant and engaging details, specific words with appropriate connotations, and rhetorical devices to convince the audience of own authority conviction and knowledge.</p>	

Rubric			
Advanced	Proficient	Partially Proficient	Novice
Use creative and specific language to show strong authority, conviction, and knowledge of topic	Use language that shows authority, conviction, and knowledge of topic	Use language that shows some authority, conviction, or knowledge of topic	Use language that shows little authority, conviction, or knowledge of topic