

Kids Voting Correlates to the North Carolina Standard Course of Study

SECOND GRADE SOCIAL STUDIES

Regional Studies: Local, State, United States, and World



NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: K-2
<p>Goal 1: The learner will identify and exhibit qualities of responsible citizenship in the classroom, school, and other social environments.</p>	<p>1.01 Identify and describe attributes of responsible citizenship.</p> <p>1.02 Demonstrate responsible citizenship in the school, community, and other social environments.</p> <p>1.03 Analyze and evaluate the effects of responsible citizenship in the school, community, and other social environments.</p> <p>1.04 Identify responsible courses of action in given situations and assess the consequences of irresponsible behavior.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • The Odd Vote 1.01 • Which Hand? 1.01, 1.03 • The Wish Tree 1.03, 1.04 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Car-Car 1.02, 1.03 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • I Heard, I Think, I Know 1.02, 1.04 • Making Inferences 1.03, 1.04 • Robots 1.01 • Spokespeople for Kids Voting USA 1.02, 1.02, 1.03, 1.04 • Zoo Animal Cages 1.01 • Two On A Crayon 1.01, • Literature: <u>Miss Rumphius</u> 1.03, 1.04 • Culminating Activity: What's The Problem? 1.01, 1.02, 1.03, 1.04
<p>Goal 2: The learner will evaluate relationships between people and their governments.</p>	<p>2.01 Identify and explain the functions of local governmental bodies and elected officials.</p> <p>2.02 Recognize and demonstrate examples of the elective process.</p> <p>2.03 Describe the interdependence among individuals, families, and the community.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Voting Chain 2.02, 2.04 • Yes or No Game 2.01, 2.02 • Kids Voting Registration 2.01, 2.02 • Voting Simulation 2.01, 2.02, 2.04 • Marking a Ballot 2.01, 2.02 • Pencil Flags 2.01, 2.02 • Marking the Winner 2.01, 2.02 • Literature: <u>Duck For President</u> 2.02, 2.05

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	<p>2.04 Evaluate rules and laws and suggest appropriate consequences for noncompliance.</p> <p>2.05 Identify examples of responsible citizen participation in society and social environments.</p>	<ul style="list-style-type: none"> • Culminating Activity: I Go To The Polls 2.01, 2.02 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Pinwheels 2.01, 2.02 • Who’s the Leader? 2.01, 2.02, 2.05 • The President’s Hats 2.01, 2.03 • If I Were 2.04, 2.05 • What’s For Kids? 2.01, 2.04 • Literature: <u>D is for Democracy: A Citizen’s Alphabet</u> 2.03, 2.04, 2.05 • Culminating Activity: Democracy and Me 2.03, 2.04, 2.05 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Spokespeople for Kids Voting 2.01, 2.05 • Match Community Helpers 2.03 • If Elected 2.04, 2.05 • Postcards 2.01, 2.04, 2.05 • Targeting Problems In My Community 2.03, 2.04, 2.05 • Literature: <u>Miss Rumphius</u> 2.03, 2.04, 2.05 • Culminating Activity: What’s The Problem? 2.03, 2.04, 2.05
<p>Goal 3: The learner will analyze how individuals, families and communities are alike and different.</p>	<p>3.01 Compare similarities and differences between oneself and others.</p> <p>3.02 Describe similarities and differences among families in different communities.</p> <p>3.03 Compare similarities and differences among cultures in various communities.</p> <p>3.06 Identify individuals of diverse cultures and describe on their contributions to society.</p>	<p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Friends Afar 3.01, 3.02, 3.03, 3.06
<p>Goal 4: The learner will exhibit an understanding of change in communities over time.</p>	<p>4.01 Analyze the effects of change in communities and predict future changes.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Three Changes 4.01

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<p>Goal 8: The learner will recognize how technology is used at home, school, and in the community.</p>	<p>8.01 Identify uses of technology in communities.</p> <p>8.02 Explain how technology has affected the world in which we live.</p> <p>8.03 Interpret data on charts and graphs</p>	<p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • I Heard, I Think, I Know 8.01, 8.02 • Spokespeople for Kids Voting 8.01, 8.02, 8.03

