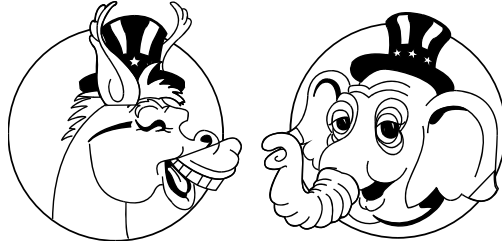


Kids Voting Correlates to the North Carolina Standard Course of Study

# **FOURTH GRADE SOCIAL STUDIES**

*North Carolina: Geography and History*



NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 3-5
<p><b>Goal 1: The learner will apply the five themes of geography to North Carolina and its people.</b></p>	<p><b>1.01</b> Locate, in absolute and relative terms, major landforms, bodies of water and natural resources in North Carolina.</p>	<p><b><i>Elections and Voting</i></b></p> <ul style="list-style-type: none"> <li>• Polling Place Mural <b>1.01</b></li> </ul>
<p><b>Goal 2: The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.</b></p>	<p><b>2.03</b> Describe the similarities and differences among people of North Carolina, past and present.</p> <p><b>2.04</b> Describe how different ethnic groups have influenced culture, customs and history of North Carolina.</p>	<p><b><i>The Right to Vote</i></b></p> <ul style="list-style-type: none"> <li>• Suffrage Timeline <b>2.03, 2.04</b></li> </ul>
<p><b>Goal 4: The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and respond to human needs.</b></p>	<p><b>4.01</b> Assess and evaluate the importance of regional diversity on the development of economic, social, and political institutions in North Carolina.</p> <p><b>4.02</b> Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.</p> <p><b>4.03</b> Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.</p> <p><b>4.04</b> Examine ways North Carolinians govern themselves and identify major</p>	<p><b><i>Elections and Voting</i></b></p> <ul style="list-style-type: none"> <li>• Voter Apathy Experience <b>4.01, 4.03, 4.04</b></li> <li>• Where Did You Hear That? <b>4.01, 4.02, 4.03, 4.04, 4.05</b></li> <li>• The Name Game <b>4.03</b></li> <li>• Voting Simulation <b>4.03</b></li> <li>• Watching the Returns <b>4.01, 4.03, 4.04</b></li> <li>• The Wish Tree <b>4.03</b></li> <li>• Promises To Keep <b>4.03</b></li> <li>• Literature: <u>The Vote: Making Your Voice Heard</u> <b>4.01, 4.03, 4.04</b></li> <li>• Culminating Activity: I Go To The</li> </ul>

NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 3-5
	<p>government authorities at the local and state level.</p> <p><b>4.05</b> Identify and assess the role of prominent persons in North Carolina, past and present.</p>	<p>Polls <b>4.01, 4.03</b></p> <p><b><i>Democracy and The People</i></b></p> <ul style="list-style-type: none"> <li>• Democracy: What Is It And What Does It Have To Do With Me? <b>4.01, 4.03, 4.04</b></li> <li>• Our Homes, Our Town, Our Country <b>4.01, 4.03, 4.04</b></li> <li>• In Their Words <b>4.01, 4.03, 4.04</b></li> <li>• My Life <b>4.03</b></li> <li>• Our Town: A Role Play <b>4.03, 4.04</b></li> <li>• Democracy: Who? What? Where? <b>4.03</b></li> <li>• Literature: <u>Ideas of the Modern World: Democracy</u> <b>4.03, 4.04</b></li> <li>• Culminating Activity: Go Ask City Hall! <b>4.03, 4.04</b></li> </ul> <p><b><i>The Right to Vote</i></b></p> <ul style="list-style-type: none"> <li>• Nonvoter Simulation <b>4.03</b></li> <li>• Know the Vote <b>4.03</b></li> <li>• Culminating Activity: Get Out the Vote! <b>4.03</b></li> </ul> <p><b><i>Active Citizenship</i></b></p> <ul style="list-style-type: none"> <li>• Student Reporters <b>4.03, 4.05</b></li> <li>• Bumper Stickers <b>4.01, 4.03</b></li> <li>• Debates for Classroom Decisions <b>4.03</b></li> <li>• Things To Do On My First Day In Office <b>4.04</b></li> <li>• E-mail, Snail Mail <b>4.03</b></li> <li>• Dollars and Sense <b>4.01, 4.03</b></li> <li>• Literature: <u>The Kid's Guide to Social Action</u> <b>4.03</b></li> <li>• Culminating Activity: Learn And Serve <b>4.03</b></li> </ul>
<p><b>Goal 5: The learner will examine the impact of various cultural groups on North</b></p>	<p><b>5.01</b> Explain different celebrated holidays, special days, and cultural</p>	<p><b><i>The Right to Vote</i></b></p> <ul style="list-style-type: none"> <li>• Suffrage Timeline <b>5.01</b></li> </ul>

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Carolina.	traditions in NC communities.	
<b>Goal 6: The learner will evaluate how North Carolinians apply basic economic principles within the community, state, and nation.</b>	<p><b>6.02</b> Analyze the choices and opportunity cost involved in economic decisions.</p> <p><b>6.04</b> Assess how the state's natural resources are being used.</p> <p><b>6.06</b> Analyze the relationship between government services and taxes.</p> <p><b>6.07</b> Describe the ways North Carolina specializes in economic activity and the relationship between specialization and interdependence.</p>	<p><b>Active Citizenship</b></p> <ul style="list-style-type: none"> <li>• Dollars and Sense (all)</li> </ul>
<b>Goal 7: The learner will recognize how technology influences change within North Carolina.</b>	<p><b>7.02</b> Analyze the effect of technology on North Carolina's citizens, past and present.</p> <p><b>7.04</b> Analyze the effect of technology on North Carolina citizens today.</p>	<p><b>Elections and Voting</b></p> <ul style="list-style-type: none"> <li>• Where Did You Hear That? 7.02, 7.04</li> </ul> <p><b>Active Citizenship</b></p> <ul style="list-style-type: none"> <li>• Using the World Wide Web 7.02, 7.04</li> <li>• E-mail, Snail Mail 7.02, 7.04</li> </ul>

