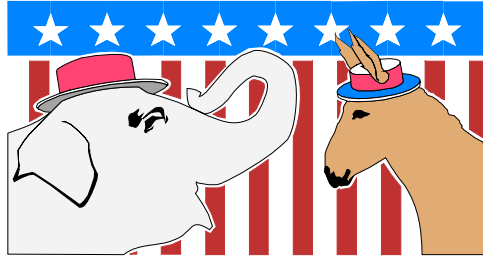


# Kids Voting Correlates to the North Carolina Standard Course of Study

## **FIFTH GRADE SOCIAL STUDIES**

*United States History, Canada, Mexico and Central America*



NC Standard Course of Study Competency Goals	Objective	Kids Voting Classroom Activities: 3-5
<p><b>Goal 1: The learner will apply key geographic concepts to the United States and other countries of North America.</b></p>	<p><b>1.01</b> Describe the absolute and relative location of major landforms, bodies of water, and natural resources in the United States and other countries of North America.</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 analyze political and social institutions in North America and examine how these institutions respond to human needs, structure society, and influence behavior.</b></p>	<p><b>1.01</b> Analyze major documents that formed the foundations of the American idea of constitutional government.</p> <p><b>2.02</b> Describe the similarities and differences among the local, state, and national levels of government in the United States and explain their legislative, executive, and judicial functions.</p> <p><b>2.03</b> Recognize how the United States government has changed over time.</p> <p><b>2.04</b> Compare and contrast the government of the United States with the governments of Canada, Mexico, and selected countries of Central America.</p> <p><b>2.05</b> Assess the role of political parties in society.</p> <p><b>2.06</b> Explain the role of public education</p>	<p><b><i>Elections and Voting</i></b></p> <ul style="list-style-type: none"> <li>• Voter Apathy Experience <b>2.02, 2.05, 2.06</b></li> <li>• Where Did You Hear That? <b>2.02, 2.05</b></li> <li>• The Name Game <b>2.05</b></li> <li>• Voting Simulation <b>2.05</b></li> <li>• Watching the Returns <b>2.05</b></li> <li>• The Wish Tree <b>2.05, 2.06</b></li> <li>• Promises to Keep <b>2.02, 2.03, 2.05</b></li> <li>• Literature: <u>The Vote: Making Your Voice Heard</u> <b>2.03, 2.04, 2.05</b></li> <li>• Culminating Activity: I Go To The Polls <b>2.05</b></li> </ul> <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>2.01, 2.02</b></li> <li>• Our Homes, Our Town, Our Country <b>2.03, 2.05</b></li> <li>• The President's Hats <b>2.01, 2.05</b></li> <li>• In Their Words <b>2.02, 2.03, 2.05</b></li> <li>• Our Town: A Role Play <b>2.02, 2.03,</b></li> </ul>

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	<p>in the United States.</p> <p><b>2.07</b> Compare and contrast the educational structure of the United States to those of Canada, Mexico, and selected countries of Central America.</p> <p><b>2.08</b> Describe the different types of families and compare and contrast the role the family plays in the societal structures of the United States, Canada, Mexico, and selected countries of Central America.</p>	<p><b>2.05</b></p> <ul style="list-style-type: none"> <li>• Democracy: Who? What? Where? <b>2.01, 2.04, 2.01, 2.08</b></li> <li>• Pen Pals <b>2.01, 2.04, 2.07, 2.08</b></li> <li>• Literature: <u>Ideas of the Modern World: Democracy</u> <b>2.01, 2.01</b></li> <li>• Culminating Activity: Go Ask City Hall! <b>2.02, 2.05</b></li> </ul> <p><i><b>The Right to Vote</b></i></p> <ul style="list-style-type: none"> <li>• Know the Vote <b>2.03, 2.05</b></li> <li>• Culminating Activity: Get Out The Vote! <b>2.05</b></li> </ul> <p><i><b>Active Citizenship</b></i></p> <ul style="list-style-type: none"> <li>• Bumper Stickers <b>2.05</b></li> <li>• Debates for Classroom Decisions <b>2.05</b></li> <li>• Things To Do On My First Day In Office <b>2.02, 2.03</b></li> <li>• Literature: <u>The Kid's Guide to Social Action</u> <b>2.06</b></li> <li>• Culminating Activity: Learn and Serve <b>2.02, 2.03, 2.05</b></li> </ul>
<p><b>Goal 3: The learner will examine the roles various ethnic groups have played in the development of the United States and its neighboring countries.</b></p>	<p><b>3.01</b> Locate and describe people of diverse ethnic and religious cultures, past and present, in the United States.</p> <p><b>3.02</b> Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.</p> <p><b>3.03</b> Identify examples of cultural interaction within and among the regions of the United States.</p> <p><b>3.04</b> Hypothesize how the differences and similarities among people have produced diverse American cultures.</p> <p><b>3.06</b> Compare and contrast the roles various religious and ethnic groups have played in the development of the United States with those of Canada, Mexico, and</p>	<p><i><b>The Right to Vote</b></i></p> <ul style="list-style-type: none"> <li>• Suffrage Timeline <b>3.01, 3.02, 3.03, 3.04</b></li> <li>• Around The World <b>3.06, 3.07</b></li> <li>• Literature: <u>The Day Gogo Went to Vote</u> <b>3.04</b></li> </ul>

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	<p>selected countries of Central America.</p> <p>3.07 Describe art, music, and craft forms in the US and compare them to various art forms in Canada, Mexico, and selected countries of Central America.</p>	
<p><b>Goal 4: The learner will trace key developments in United States history and describe their impact on the land and people of the nation and its neighboring countries.</b></p>	<p>4.03 Describe the contributions of people of diverse cultures throughout the history of the United States.</p> <p>4.05 Describe the impact of wars and conflicts on United States citizens, including but not limited to, the Civil War, World War I, World War II, the Korean War, the Vietnam War, Persian Gulf War, and the twenty-first century war on terrorism.</p> <p>4.06 Evaluate the effectiveness of civil rights and social movements throughout United States' history that reflect the struggle for equality and constitutional rights for all citizens.</p> <p>4.07 Compare and contrast changes in rural and urban settlement patterns in the United States, Canada, Mexico, and selected countries of Central America.</p> <p>4.08 Trace the development of the United States as a world leader and analyze the impact of its relationships with Canada, Mexico, and selected countries of Central America.</p>	<p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> <li>Freedom Connection 4.05, 4.06</li> </ul> <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> <li>Suffrage Timeline 4.03, 4.05, 4.06, 4.07</li> <li>Vote Quotes 4.06</li> <li>Around The World 4.07, 4.08</li> </ul>
<p><b>Goal 5: The learner will evaluate ways the United States and other countries of North America make decisions about the allocation and use of economic resources.</b></p>	<p>5.04 Describe the ways in which the economies of the United States and its neighbors are interdependent and assess the impact of increasing international economic interdependence.</p> <p>5.08 Cite examples of surplus and scarcity in the American market and explain the economic effects.</p>	<p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> <li>Dollars and Sense 5.04, 5.08</li> </ul>

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<p><b>Goal 6: The learner will recognize how technology has influenced change within the United States and other countries in North America.</b></p>	<p><b>6.03</b> Forecast how technology can be managed to have the greatest number of people enjoy the benefits.</p> <p><b>6.04</b> Determine how citizens in the United States and the other countries of North America can preserve fundamental values and beliefs in a world that is rapidly becoming more technologically oriented.</p>	<p><b>Active Citizenship</b></p> <ul style="list-style-type: none"> <li>• Using The World Wide Web <b>6.03</b></li> <li>• Email, Snail Mail <b>6.04</b></li> </ul>

