

Kids Voting Correlates to the North Carolina Standard Course of Study

SEVENTH GRADE LANGUAGE ARTS

NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 6-8
<p>Goal 1: The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.</p>	<p>1.01 Narrate a fictional or autobiographical account.</p> <p>1.02 Explore expressive materials that are read, heard, and viewed.</p> <p>1.03 Interact appropriately in group settings.</p> <p>1.04 Reflect on learning experiences.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Apathy Cartoon Analysis 1.02, 1.03 • Solutions 1.04 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Political History Interview 1.01 • The "Right" Way 1.02, 1.03, 1.04 • A Declaration 1.04 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Debate the Issue 1.03 • Complaints and Solutions 1.02 • Student Interviews 1.04
<p>Goal 2: The learner will synthesize and use information from a variety of sources.</p>	<p>2.01 Explore informational materials that are read, heard, and/ or viewed.</p> <p>2.02 Use multiple sources or print and non-print information in developing informational materials such as brochures, newsletters, and infomercials</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Apathy Cartoon Analysis 2.02 • Solutions 2.02 • Rate the Candidates 2.02 • Party Planks 2.02 • Watching the Returns 2.01 • Election Accountability 2.02 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • A Body of Information 2.02 • Citizen's Jeopardy 2.01 • The "Right" Way 2.01 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Historical Debate 2.01 • The Long Journey 2.01, 2.02 • 1965 Alabama Literacy Test 2.02 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Evaluate A Website 2.02 • The Decision-Making Chart 2.02 • Judging Propaganda 2.02 • Newspaper Scavenger Hunt 2.01

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<p>Goal 3: The learner will refine the understanding and use of argument.</p>	<p>3.01 Respond to public documents such as editorials and school or community policies that establish a position.</p> <p>3.02 Explore the problem solution process.</p> <p>3.03 Study and create arguments that evaluate by:</p> <ul style="list-style-type: none"> • understanding the importance of establishing a firm judgment • justifying the judgment with logical, relevant reasons, clear examples, and supporting details • creating an organizing structure appropriate to purpose, audience, and context 	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Party Planks 3.01 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • If Elected 3.02 • The "Right" Way 3.02 • A Declaration 3.01 • Democracy: Who, What, Where? 3.01 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Historical Debate 3.02, 3.03 • Part of the Franchise 3.03 • Who has the Power? 3.02 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Debate the Issue 3.02 • Complaints and Solutions 3.02, 3.03
<p>Goal 4: The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.</p>	<p>4.01 Determine the purpose of the author or creator.</p> <p>4.02 Develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication.</p> <p>4.03 Recognize and develop a stance of a critic.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Apathy Cartoon Analysis 4.01 • Solutions 4.02 • Rate the Candidates 4.03 • Party Planks 4.02 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Democracy: Who, What, Where? 4.02 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Part of the Franchise 4.03 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Evaluate a Website 4.03 • The Decision-Making Chart 4.02, 4.03 • Judging Propaganda 4.03
<p>Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.</p>	<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program</p> <p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry)</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Apathy Cartoon Analysis 5.01 • Rate the Candidates 5.01 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Democracy: Who, What, Where? 5.01

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		<p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Newspaper Scavenger Hunt 5.02 • Literature Connection: <u>Fight On! Mary Church Terrell's Battle for Integration</u> 5.01, 5.02
<p>Goal 6: The learner will apply conventions of grammar and language usage.</p>	<p>6.01 Demonstrate an understanding of conventional written and spoken expression.</p> <p>6.02 Identify and edit errors in spoken and written English.</p>	<p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Political History Interview 6.02 • If Elected 6.01 • A Declaration 6.01 • Democracy: Who, What, Where? 6.02 • Pen Pals 6.01, 6.02 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Complaints and Solutions 6.01 • Student Interviews 6.02 • Design a Sign 6.01, 6.02 • It's Official 6.01, 6.02