



Grades 6-8 Correlations Ohio Social Studies Academic Content Standards Correlated to Kids Voting USA Curriculum Lessons

Note: Bolded lesson(s) denote strongest correlation

Standard	Elections and Voting	Democracy & The People	The Right to Vote	Active Citizenship
<p>History:</p> <p>A. Interpret relationships between events shown on multiple-tier time lines.</p>			<ul style="list-style-type: none"> • Suffrage Sequence Cards (p.2) 	
<p>B. Describe the political and social characteristics of early civilizations and their enduring impact on later civilization</p>		<ul style="list-style-type: none"> • Citizen's Jeopardy (p.8) 		
<p>E. Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives</p>		<ul style="list-style-type: none"> • A Declaration (p.13) 		
<p>F. Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the United States Constitution</p>		<ul style="list-style-type: none"> • The "Right" Way (p.11) 	<ul style="list-style-type: none"> • Suffrage Sequence Cards (p.2) 	
<p>G. Analyze the causes and consequences of the American Civil War.</p>			<ul style="list-style-type: none"> • Suffrage Sequence Cards (p.2) • Who Has The Power? (p.16) 	
<p>People in Societies:</p> <p>B. Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict.</p>	<ul style="list-style-type: none"> • Registration Simulation (p.16) 	<ul style="list-style-type: none"> • Pen Pals (p.17) • A Message from Nelson Mandela (p.18) 	<ul style="list-style-type: none"> • Who Has The Power? (p.16) 	
<p>Geography:</p> <p>A. Identify on a map the location of major physical and human features of each continent.</p>	<ul style="list-style-type: none"> • Watching the Returns (p.26) 	<ul style="list-style-type: none"> • Pen Pals (p.17) 		
<p>Economics:</p> <p>C. Identify connections between government policies and the economy</p>		<ul style="list-style-type: none"> • <u>Government: How Local, State, and Federal Government Works (p.23)</u> 		<ul style="list-style-type: none"> • Complaints and Solutions (p.12)
<p>Government:</p> <p>A. Explain why people institute governments, how they influence governments, and how governments interact with each other</p>		<ul style="list-style-type: none"> • Body of Information (p.4) • Citizen's Jeopardy (p.8) • <u>How Local, State, and Federal Government Works (p.23)</u> 		<ul style="list-style-type: none"> • Complaints and Solutions (p.12)



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C. Compare the defining characteristics of democracies, monarchies and dictatorships		<ul style="list-style-type: none"> Types of Government (p.2) The "Right" Way (p.11) 		
<u>Citizenship Rights & Responsibilities:</u> A. Show the relationship between civic participation and attainment of civic and public goals.	<ul style="list-style-type: none"> Poll on Apathy (p.2) Apathy Cartoon Analysis (p.4) Solutions (p.8) Polling Places (p.20) Our National Symbol (p.22) Voting Simulation (p.26) Election Accountability (p.28) Watching the Returns <u>Landslide: A Kids Guide to Elections</u> (p.30) 	<ul style="list-style-type: none"> Democracy, Taking a Stand (p.24) 	<ul style="list-style-type: none"> Vote Quotes (p.5) 1965 Alabama Literacy Test (p.10) Part of the Franchise (p.15) 	<ul style="list-style-type: none"> How're We Doin'? (p.25) Student Interviews (p.15) It's Official (p.21) Targeting Problems in My Community (p.22) <u>Fight On!</u> (p.28)
B. Identify historical origins that influenced the rights United States citizens have today	<ul style="list-style-type: none"> Poll on Apathy (p.2) Party Planks (p.14) Registration Simulation (p.16) Polling Places (p.20) 	<ul style="list-style-type: none"> The "Right" Way (p.11) Democracy (p.15) A Declaration (p.13) 	<ul style="list-style-type: none"> Suffrage Sequence Cards (p.2) Historical Debate: Women's Suffrage (p.7) Who Has The Power? (p.16) The Long Journey (p.8) <u>A Time For Courage (p.22)</u> Use It or Lose It! (p.23) 	<ul style="list-style-type: none"> Complaints & Solutions (p.12) <u>Fight On!</u> (p.28)
<u>Social Studies Skills & Methods:</u> A. Analyze different perspectives on a topic obtained from a variety of sources	<ul style="list-style-type: none"> Voter Apathy (p.2) Apathy Cartoon Analysis (p.4) Solutions (p.8) Party Planks (p.14) 		<ul style="list-style-type: none"> Historical Debate: Women's Suffrage (p.7) 	<ul style="list-style-type: none"> Evaluating A Web Site (p.2) Judging Propaganda (p.7) Newspaper Scavenger Hunt (p.9) Complaints & Solutions (p.12) Targeting Problems in My Community (p.22) How're We Doin'? (p.25)
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<p>B. Organize historical information in text or graphic format and analyze the information in order to draw conclusions</p>	<ul style="list-style-type: none"> • Poll on Apathy (p.2) • Rate the Candidates (p.10) 	<ul style="list-style-type: none"> • Political History Interview (p.6) 	<ul style="list-style-type: none"> • Who Has The Power? (p.16) 	<ul style="list-style-type: none"> • Decision Making Chart (p.5) • Debate the Issue (p.10) • How're We Doin'? (p.25) • Toward a More Perfect Society (p.29)
<p>C. Present a position and support it with evidence and citation of sources.</p>	<ul style="list-style-type: none"> • Solutions (p.8) • Rate the Candidates (p.10) 	<ul style="list-style-type: none"> • If Elected ... (p.10) 		<ul style="list-style-type: none"> • Evaluate a Website (p.2) • Decision Making Chart (p.5) • It's Official (p.21) • Toward a More Perfect Society (p.29)
<p>D. Work effectively in a group</p>	<ul style="list-style-type: none"> • Apathy Cartoon Analysis (p.4) 	<ul style="list-style-type: none"> • A Body of Information (p.4) 	<ul style="list-style-type: none"> • Who Has The Power? (p.16) • Voting Barriers (p.20) 	<ul style="list-style-type: none"> • Decision Making Chart (p.5) • Newspaper Scav. Hunt (p.9) • Student Interviews (p.15) • You Can Vote (p.16) • Design a Sign (p.18) • Targeting Problems in My Community (p.22) • How're We Doin'? (p.25)