Grand Island Public Schools
2008-09 K-12 Social Studies Program Curriculum Framework

Strand 1: Processes		
K-12 Program Strands & Curriculum Standards	**K-12 Program Enduring Understandings**	**K-12 Program Essential Questions**
1.1 Researching, Analyzing and Synthesizing	• Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation • The quality of the history / research is grounded in the integrity of the question.	• How do I find what I'm looking for? • What makes a source trustworthy? • How do historians and social scientists handle different points of view? • When do I have enough information to draw a conclusion? • How can I avoid bias in my work?
1.2 Communicating	• Good communication must evolve through experience, feedback and adjustment. • Successful communication is measured by the degree by which it is understood by the audience. • Language and images have the power to inspire action. • A historian/social scientist effectively clarifies events while making their interpretation transparent to the audience. • The integrity of communication is dependent on both the way information is interpreted for and presented to an audience.	• What am I trying to say? Who is my audience? How does that affect what I say and how I say it? • What is the author trying to say? Who is / was the intended audience? How did that affect the way information and ideas were presented? • What makes some words / text and images instantly unforgettable?
1.3 Generalizing to Create Connections	• Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances.	• What are the lessons learned from this (i.e. event, biography, primary source, time period)? • Where have I seen this before? How can I use this connection to make predictions, investigate further and draw conclusions?
1.4 Distinguishing Relationships Between and Among Events	• One event has a ripple effect on other events. • Knowing the context of an event (what triggered it and what it triggers) deepens understanding of that event. • A timeline/chronology is a specific interpretation of what was most significant.	• How do we figure out what happened and when? • What is the cause and what is the effect of this historical event?
1.5 Using Tools to Develop Geographic Awareness	• Maps provide access to information that otherwise would be impossible to see. • Geographic location affects identity, events and decisions.	• How do I find the place I am looking for? • What does this place look like? • What are the boundaries of this space/ community/ nation? How does that shape the identity of the people who live there?

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Strands 2-9: Content

K-12 Program Strands & Curriculum Standards	K-12 Program Enduring Understandings	K-12 Program Essential Questions
2.0 Potential of the Individual	• The ideas, choices, and actions of a person can have significant ripple effects.	• How can one person make a difference? • How does someone else's life story affect me?
3.0 Power and Governance Relationship between government/ authority and the people as defined by the structure and system of rules/laws	• Government establishes rules that people are expected to live by. • The way a government enforces the laws reflects who and what they value.	• Who has the power in this government? • Why do people follow the rules/laws? *What is the reason behind the law? Does the law have the desired effect? • Does the intent of the law have the desired effect?
4.0 Groups and Institutions People (as representations of groups), their identity, and the institutions and belief systems that define them	• Group identity gives individuals a sense of belonging and empowerment. • Group identity shapes ideas, choices, and actions of individuals.	* How do groups shape who we are and how do we shape groups? *Why is the need to belong so important?
5.0 Reform and Change Strategy and struggle required for reform	• Removing a deep-rooted problem/ injustice requires strategic planning, perseverance, and relentless pressure.	*What does it take to plan for change? What does it take to make it happen? * How do we work together to overcome injustice?
6.0 Impact of Economic Systems Effect of economic structure and practices on people's lives	• Economic systems provide ways to produce and distribute goods and services. • Just because you want something does not mean you can afford it. • Everyone (from individuals to governments) must make economic choices because of limited resources. • Every economic system punishes some and rewards others. • Economics shape the ideas, choices and actions of individuals and groups.	* How do I get what I want? • Who should get what? Who should make what? How does that impact who we are? • Who has access to opportunities? • How do we make sense of the unfairness of the system?
7.0 Scientific and Technological Innovation Impact of science and technology on economic, political, and social structures	• Scientific and technological advancements lead to positive and negative consequences.	• How did this "thing" (invention/new system/ discovery) change people's lives?
8.0 Environmental Influences Effect of the environment on identity and opportunity	• The natural resources and location of a place significantly affect the livelihood, politics, and opportunities of the people living there.	• How does where you live affect how you live? • What does this place look like? • What are the boundaries of this space /community/ nation? How does that shape the identity of the people who live there?
9.0 Conflict and Consequences Causes and outcomes of conflict	• Some conflicts leave no room for a compromise. • Conflict can have significant costs/ benefits for both winners & losers. • Sometimes conflict is necessary.	• What are people fighting for or over? • What will it take to end the conflict? • How do conflicts change how we see others and ourselves?

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