|  |  |  |
| --- | --- | --- |
| **NYS Social Studies Learning Standards** | **Lenses** | **Questions** |
| **Standard 1: History of the United States and New York**  *Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.* | **Historical Lens:**   * What does a historian look for/notice? * What questions does a historian ask? | * How have things changed and how have they stayed the same? * How have people, events, or processes affected or been affected by other people, events or processes? * What else was going on at the same time as this event? What was life like? * How were things connected? |
| **Standard 2: World History**  *Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.* |
| **Standard 3: Geography**  *Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.* | **Geographic Lens**   * What does a geographer look for/notice? * What questions does a geographer ask? | * How and why have places changed? * How does geography impact people’s decisions? * How do people impact or change geography to make their lives easier? * How are people’s lives different in varied geographic regions? * How is this place unique? * How have people influenced this environment? |
| **Standard 4: Economics**  *Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.* | **Economic Lens**   * What does an economist look for/notice? * What questions does an economist ask? | * How do individuals and groups make decisions about the distribution of resources (e.g. labor, land, time, money)? * Who gets what resources? * How do people use the resources they have? |
| **Standard 5: Civics, Citizenship, and Government**  *Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.* | **Political Lens**   * What does a political scientist look for/notice? * What questions does a political scientist ask? | * Who has power and authority? * Who makes the rules and how are they enforced? * What is the relationship between power, authority, and political structure? |