

A Correlation of

★ ★ ★ **SCOTT FORESMAN** ★ ★ ★
SOCIAL STUDIES

to the

**New York City
Social Studies
Scope & Sequence**

Grades 3 – 5



O/SS-20

Scott Foresman Social Studies

This document demonstrates the high degree of success students will achieve when using **Scott Foresman Social Studies** in meeting the *New York City Social Studies Scope & Sequence*. Correlation page references are to the Student Edition (SE) and Teacher's Edition (TE).

Pearson is pleased to introduce **Scott Foresman Social Studies**, – the social studies program that helps every child become an active, involved, and informed citizen.

Content

Scott Foresman Social Studies content covers the key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. **Scott Foresman Social Studies** content is organized for a flexible teaching plan. If time is short, teachers may use the Quick Teaching Plan to cover the core content and skills or to add depth, teachers may use the wealth of information in each unit.

Accessibility

Scott Foresman Social Studies provides systematic instruction to improve comprehension and to reach out to all learners. In every unit, reading skills are developed through built-in lessons. Target comprehension skills are pre-taught and then applied throughout the unit for sustained practice. Graphic organizers provide support for every skill.

Motivation

Scott Foresman Social Studies is filled with compelling visuals, intriguing facts, and exciting real-world learning. Smithsonian Visual Lessons were developed exclusively for Scott Foresman in cooperation with the Smithsonian Institution. Dorling Kindersley Visual Lessons provide bold, large-as-life photographs with interesting, easy-to-read expository captions. Music lessons introduce or reinforce important concepts and vocabulary. Discovery Channel school projects provide exclusive, hands-on unit projects which synthesize and enhance learning. A special feature entitled You Are There, provides captivating suspense-packed reading that builds excitement and lets students experience the event from a personal perspective. A Web-Based Information Center continually updates information, maps, and biographies.

Accountability

Scott Foresman Social Studies provides built-in skill lessons in every unit and multiple assessment tools to develop thinking citizens. Informal assessment opportunities monitor children's learning and provide If/then guidelines with specific reteaching strategies and effective practice. Formal assessment opportunities assess children's learning and provide practice for key test-taking skills. Test-taking strategy lessons provide test preparation for national and state tests.

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**Scott Foresman Social Studies:
Communities and Passports–World Communities
to the
New York City Social Studies Scope & Sequence**

Grade Three

New York City Social Studies Scope & Sequence	Scott Foresman Social Studies
UNIT 1 INTRODUCTION TO WORLD GEOGRAPHY AND WORLD COMMUNITIES	
<i>Essential Question: What are the important features of communities throughout the world?</i>	
World Geography:	
<ul style="list-style-type: none"> • Hemispheres, continents and countries can be located on world maps and globes 3.1b, 3.1c, 3.2a 	<p>Communities SE/TE: Map Adventure, 51, 80, 174, 245, 320, 369; Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398; Map and Globe Skills, 32, 98, 110, 222, 388; Atlas, R2-R13</p> <p>Passports–World Communities SE: Maps, 3, 5, 7, 16, 18, 20, 30, 31, 32, 45, 46, 48, 56, 58, 59, 60, 68, 72, 73, 74</p>
<ul style="list-style-type: none"> • Different kinds of maps are created to provide specific information 3.1b, 3.1c, 3.2a 	<p>Communities SE/TE: Map Adventure, 51, 80, 174, 245, 320, 369; Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398; Map and Globe Skills, 32, 98, 110, 222, 388; Atlas, R2-R13</p> <p>Passports–World Communities SE: Maps, 3, 5, 7, 16, 18, 20, 30, 31, 32, 45, 46, 48, 56, 58, 59, 60, 68, 72, 73, 74</p>
<ul style="list-style-type: none"> • Continents and countries have geographic features such as oceans, rivers, mountains, etc. 3.1b, 3.1c, 3.2a 	<p>Communities SE/TE: Maps, 10, 20, 21, 22, 26, 32, 38, 42, 48, 51, 74, 75, 80, 84, 90, 98, 104, 111, 114, 120, 142, 148, 152, 153, 172, 174, 178, 182, 186, 191, 208, 210, 214, 220, 222, 224, 230, 245, 252, 257, 258, 266, 317, 318, 320, 328, 338, 340, 369, 390, 398; Map and Globe Skills, 32, 98, 110, 222, 388; Atlas, R2-R13</p> <p>Passports–World Communities SE: Maps, 3, 5, 7, 16, 18, 20, 30, 31, 32, 45,</p>

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	46, 48, 56, 58, 59, 60, 68, 72, 73, 74
<ul style="list-style-type: none"> • Places can be located using cardinal and intermediate directions 3.1c 	Communities SE/TE: Map and Globe Skills: Use Intermediate Directions, 98–99
<ul style="list-style-type: none"> • Places be located relative to distance from Equator and Prime Meridian (scale, latitude, and longitude) 3.1c 	Communities SE/TE: Map and Globe Skills: Use Latitude and Longitude, 388–389 Passports–World Communities SE: Use Latitude and Longitude, 20-21;
<ul style="list-style-type: none"> • People adapt to the environment 3.1e 	Communities SE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; Here and There: Another Big City-Tokyo, Japan, 54–55; Review, 58–59; A Mountain Community, 172–173; A Water Community, 178–179; Here and There: World Climate Regions, 180–181; A Crossroads Community, 186–189; What Is Your Community’s Environment, 142–147 Passports–World Communities SE: Welcome to, 2-3, 16-17, 30-31, 44-45, 58-59, 72-73; Geography, 4-5, 18-19, 32-33, 46-47, 60-61, 74-75; History, 6-7, 22-23, 36-37, 50-51, 62-63, 78-79
<ul style="list-style-type: none"> • Communities use human and natural resources in different ways 2.3c, 3.1d, 4.1d 	Communities SE/TE: Using Resources, 318–323 Passports–World Communities SE: Use of Natural Resources, 12-13, 26-27, 40-41, 54-55, 68-69, 82-83
Culture, Civilization, and Historical Time	
<ul style="list-style-type: none"> • All countries and civilizations have culture 2.1c 	Communities SE/TE: Cultures, 68-69, 70-71, 78-81, 86-89, 93, 96-97, 100-101, 104-109, 112-113, 114-117, 118-119, 120-123, 124-125, 126-127 Passports–World Communities SE: Welcome to, 2-3, 16-17, 30-31, 44-45, 58-59, 72-73; History, 6-7, 22-23, 36-37, 50-51, 62-63, 78-79; Touring Projects, 14-15, 28-29, 42-43, 56-57, 70-71, 84-85
<ul style="list-style-type: none"> • Culture encompasses all that people do, create, value, and believe 2.1c 	Communities SE/TE: Cultures, 68-69, 70-71, 78-81, 86-89, 93, 96-97, 100-101, 104-109, 112-113, 114-117, 118-119, 120-123, 124-125, 126-127 Passports–World Communities SE: History, 6-7, 22-23, 36-37, 50-51, 62-63, 78-79; Touring Projects, 14-15, 28-29, 42-43, 56-57, 70-71, 84-85
<ul style="list-style-type: none"> • Cultures and civilizations develop and change over time 2.1c, 2.2d 	Communities SE/TE: Cultures, 68-69, 70-71, 78-81, 86-89, 93, 96-97, 100-101, 104-109, 112-113, 114-117, 118-119, 120-123, 124-125, 126-127 Passports–World Communities

New York City Social Studies Scope & Sequence	Scott Foresman Social Studies
	SE: History, 6-7, 22-23, 36-37, 50-51, 62-63, 78-79; Touring Projects, 14-15, 28-29, 42-43, 56-57, 70-71, 84-85
<ul style="list-style-type: none"> Countries and civilizations have cultural landscapes (pyramids, silos, windmills, skyscrapers) that include old and new features 2.2d 	<p>Communities SE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; An Urban Community, 48–50; Map Adventure: Chicago, 51–53; Here and There: Another Big City–Tokyo, Japan, 54–55; Review, 58–59</p> <p>Passports–World Communities SE: Welcome to, 2-3, 16-17, 30-31, 44-45, 58-59, 72-73; Geography, 4-5, 18-19, 32-33, 46-47, 60-61, 74-75; History, 6-7, 22-23, 36-37, 50-51, 62-63, 78-79; Touring Projects, 14-15, 28-29, 42-43, 56-57, 70-71, 84-85</p>
<ul style="list-style-type: none"> Historical time can be measured and represented by timelines (eras [BCE/CE], millennia, centuries, decades) 2.2a, 2.2b, 2.2c 	<p>Communities SE/TE: Time Lines, 248–249, 275, 339</p> <p>Passports–World Communities SE: Timelines, 8-9, 22-23, 40-41, 50-51, 62-63; Make a Calendar, 15</p>
<ul style="list-style-type: none"> Changes can be observed in a person’s way of life (transportation) 4.1, 5.1 	<p>Communities SE/TE: Transportation Over Time, 242–247; Communication Over Time, 250–255; Inventions Over Time, 258-263; Medicine Improves Over Time, 266-269</p> <p>Passports–World Communities SE: History, 6-7, 22-23, 36-37, 50-51, 62-63, 78-79</p>
<ul style="list-style-type: none"> All peoples have rich cultural traditions that are passed down from generation to generation in a variety of ways 2.1 	<p>Communities SE/TE: Cultures, 68-69, 70-71, 78-81, 86-89, 93, 96-97, 100-101, 104-109, 112-113, 114-117, 118-119, 120-123, 124-125, 126-127</p> <p>Passports–World Communities SE: History, 6-7, 22-23, 36-37, 50-51, 62-63, 78-79; Touring Projects, 14-15, 28-29, 42-43, 56-57, 70-71, 84-85</p>
<ul style="list-style-type: none"> All peoples have beliefs, religion, traditions 2.1a, 2.1c 	<p>Communities SE/TE: Social Institutions, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 92, 104, 105, 106, 107, 108, 109, 296, 297, 310, 311, 321, 322, 323, 335, 336, 339, 358, 359, 360, 361, 368, 370, 371, 384–387, 390–395</p> <p>Passports–World Communities History, 6-7, 22-23, 36-37, 50-51, 62-63, 78-79; Touring Projects, 14-15, 28-29, 42-43, 56-57, 70-71, 84-85</p>
<ul style="list-style-type: none"> All peoples provide for their needs in a variety of ways (food, clothing) 2.1c, 2.3c, 4.1a 	<p>Communities SE/TE: A Rural Community, 38–39; A Suburban Community, 42–43; Earning, Spending, and Saving, 290–295; Choosing Wisely, 300–303; Make a Decision, 304–305; A Community Business, 306–308; Supply and Demand, 311; Using Resources, 318–323;</p>

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	Depending on Others, 328–333; World Trade, 334–337, 338–339 Passports–World Communities SE: Economics, 12-13, 26-27, 40-41, 54-55, 68-69, 82-83
UNIT 2–7 CASE STUDIES OF A COMMUNITY IN AFRICA, ASIA, SOUTH AMERICA, THE CARIBBEAN, MIDDLE EAST, EUROPE, SOUTHEAST ASIA, OR AUSTRALIA TEACHER SHOULD SELECT 3–6 WORLD COMMUNITIES TO STUDY THAT REFLECT DIVERSE REGIONS OF THE WORLD	
Essential Question: How do culture, history, geography, people, and government shape the development of a community?	
Example 1: Africa	
– large and diverse continent 3.1c	Communities SE/TE: World Communities, 26-29; People in Africa, 30-31 Passports–World Communities SE: The Geography of Zambia, 18-19; Traveling the World, 29; TE: 12-15
– located and identified by geographical features 3.1b, 3.1c, 3.1d	Communities SE/TE: For related information see: World Communities, 26-29; People in Africa, 30-31 Passports–World Communities SE: The Geography of Zambia, 18-19; TE: 12-15
– many unique features (Sahara Desert, savannah, rainforest, Great Rift Valley, rivers, mountains, etc.) 3.2a	Communities SE/TE: World Communities, 26-29; People in Africa, 30-31 Passports–World Communities SE: The Geography of Zambia, 18-19; TE: 12-15
– variety of climates (arid, semi-arid, tropical, etc.) 3.2a	Communities SE/TE: For related information see: World Communities, 26-29; People in Africa, 30-31 Passports–World Communities SE: The Geography of Zambia, 18-19; TE: 12-15
– described by regions (North, Sub-Saharan, and South Africa, etc.) 3.2a	Communities SE/TE: For related information see: World Communities, 26-29; People in Africa, 30-31 Passports–World Communities SE: For related information see: The Geography of Zambia, 18-19; TE: 12-15
– contains many different countries 3.2a	Communities SE/TE: World Communities, 26-29; People in Africa, 30-31 Passports–World Communities SE: For related information see: Welcome to Zambia! 16-29; TE: 12-15

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– connected and separated by rivers and waterways and other geographic features (Nile River, Lake Victoria, Suez Canal) 3.2a	Communities SE/TE: For related information see: World Communities, 26-29; People in Africa, 30-31 Passports–World Communities SE: For related information see: The Geography of Zambia, 18-19; Traveling the World, 29; TE: 12-15
– natural resources (diamonds, gold, oil, ebony) 3.1d, 3.1e	Communities SE/TE: For related information see: Communities and Resources, 150-165 Passports–World Communities SE: The Geography of Zambia, 18-19; The Economy of Zambia, 26-27; TE: 12-15
– vegetation and wildlife (lions, zebras, rhinoceros, gorillas, etc.)3.1d	Communities SE/TE: For related information see: World Communities, 26-29; People in Africa, 30-31 Passports–World Communities SE: For related information see: Welcome to Zambia! 16-29; TE: 12-15
Example 2: Asia	
– large and diverse continent 3.1c	Communities SE/TE: For related information see: World Communities, 26-29 Passports–World Communities SE: For related information see: Welcome to Japan! 2-13; Touring Asia, 14-15; TE: 8-11
– located and identified by geographical features 3.1b, 3.1c, 3.1d	Communities SE/TE: For related information see: Community Environments, 140-169 Passports–World Communities SE: The Geography of Japan, 4-5; TE: 8-11
– many unique features (Gobi Desert, Himalayas, volcanoes) 3.2a	Communities SE/TE: For related information see: Community Environments, 140-169; Places Where Communities Start, 170-193 Passports–World Communities SE: For related information see: The Geography of Japan, 4-5; TE: 8-11
– variety of climates (tropical, sub-tropical, etc.) 3.2a	Communities SE/TE: For related information see: Living in Different Climates, 150-155 Passports–World Communities SE: For related information see: The Geography of Japan, 4-5; Touring Asia, 14-15; TE: 8-11

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– described by regions (East Asia, Central Asia, South Asia, Southeast Asia) 3.2a	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165; Places Where Communities Start, 170-193 Passports–World Communities SE: For related information see: The Geography of Japan, 4-5; Touring Asia, 14-15; TE: 8-11
– contains many different countries 3.2a	Communities SE/TE: For related information see: World Communities, 26-29 Passports–World Communities SE: For related information see: Welcome to Japan! 2-13; Touring Asia, 14-15; TE: 8-11
– connected and separated by rivers and waterways and other geographic features (Ganges, Yangtze, Himalayas) 3.2a	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: For related information see: The Geography of Japan, 4-5; Touring Asia, 14-15; TE: 8-11
– natural resources (petroleum, forests) 3.1d, 3.1e	Communities SE/TE: For related information see: Communities and Resources, 150-165 Passports–World Communities SE: For related information see: The Geography of Japan, 4-5; The Economy of Japan, 12-13; Touring Asia, 14-15; TE: 8-11
– vegetation and wildlife (tigers, pandas, orangutans, Asian elephants) 3.1d	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: For related information see: The Geography of Japan, 4-5; Touring Asia, 14-15; TE: 8-11
Example 3: Europe	
– diverse continent 3.1c	Communities SE/TE: For related information see: World Communities, 26-29 Passports–World Communities SE: Welcome to Spain, 44-45; The Geography of Spain, 46-47; Draw a Map, 56; TE: 20-23
– located and identified by geographical features 3.1b, 3.1c, 3.1d	Communities SE/TE: For related information see: Community Environments, 140-169 Passports–World Communities SE: Welcome to Spain, 44-45; The Geography of Spain, 46-47; Draw a Map, 56; Greetings, 57; TE: 20-23

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– many unique features (the Alps, pine forests, fjords) 3.2a	Communities SE/TE: For related information see: Community Environments, 140-169; Places Where Communities Start, 170-193 Passports–World Communities SE: Welcome to Spain, 44-45; The Geography of Spain, 46-47; TE: 20-23
– variety of climates (frigid, mild, etc.) 3.2a	Communities SE/TE: For related information see: Living in Different Climates, 150-155 Passports–World Communities SE: Welcome to Spain, 44-45; The Geography of Spain, 46-47; TE: 20-23
– described by regions (Eastern Europe, Western Europe) 3.2a	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165; Places Where Communities Start, 170-193 Passports–World Communities SE: Welcome to Spain, 44-45; The Geography of Spain, 46-47; TE: 20-23
– many islands and peninsulas (Greece) 3.2a	Passports–World Communities SE: Welcome to Spain, 44-45; The Geography of Spain, 46-47; TE: 20-23
– contains many different countries 3.2a	Communities SE/TE: For related information see: World Communities, 26-29 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The Geography of Spain, 46-47; TE: 20-23
– connected and separated by rivers and waterways (Siene, Thames, Rhine, Mediterranean Sea) and other geographic features 3.2a	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The Geography of Spain, 46-47; TE: 20-23
– natural resources (olives, grapes, fish, coal, forests) 3.1d, 3.1e	Communities SE/TE: For related information see: Communities and Resources, 150-165 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The Geography of Spain, 46-47; The Economy of Spain, 54-55; Made in Europe, 57; TE: 20-23
– vegetation and wildlife (wolves, sheep, red squirrels, reindeer)3.1d	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: For related information see: Welcome to

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	Spain, 44-45; The Geography of Spain, 46-47; TE: 20-23
Example 4: South America	
– large and diverse continent 3.1c3.1d	Communities SE/TE: For related information see: World Communities, 26-29 Passports–World Communities SE: Welcome to Brazil! 30-31; The Geography of Brazil, 32-33; Chart It, 42; TE: 16-19
– located and identified by geographical features 3.1b, 3.1c, 3.1d	Communities SE/TE: For related information see: Community Environments, 140-169 Passports–World Communities SE: The Geography of Brazil, 32-33; Chart It, 42; TE: 16-19
– many unique features (rain forest, islands, mountains, glaciers) 3.2a	Communities SE/TE: For related information see: Community Environments, 140-169; Places Where Communities Start, 170-193 Passports–World Communities SE: The Geography of Brazil, 32-33; Chart It, 42; TE: 16-19
– variety of climates 3.2a	Communities SE/TE: For related information see: Living in Different Climates, 150-155 Passports–World Communities SE: The Geography of Brazil, 32-33; Chart It, 42; TE: 16-19
– contains many different countries 3.2a	Communities SE/TE: For related information see: World Communities, 26-29 Passports–World Communities SE: For related information see: Welcome to Brazil! 30-43; TE: 16-19
– many islands (Galapagos) 3.2a	Passports–World Communities SE: For related information see: Welcome to Brazil! 30-43; TE: 16-19
– connected and separated by rivers and waterways and other geographic features (Amazon, Panama Canal, Strait of Magellan) 3.2a	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: For related information see: The Geography of Brazil, 32-33; Chart It, 42; TE: 16-19
– natural resources (minerals, oil) 3.1d, 3.1e	Communities SE/TE: For related information see: Communities and Resources, 150-165 Passports–World Communities SE: For related information see: The Geography of Brazil, 32-33; The Economy of Brazil, 40-41; TE: 16-19

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– vegetation and wildlife (capybara, llama, jaguar, macaw, vampire bat) 3.1d	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: For related information see: The Geography of Brazil, 32-33; Chart It, 42; Dear Journal, 42-43; TE: 16-19
UNIT 2 CASE STUDIES OF A COMMUNITY IN: AFRICA, ASIA, SOUTH AMERICA, THE CARIBBEAN, MIDDLE EAST, EUROPE, SOUTHEAST ASIA, OR AUSTRALIA TEACHER SHOULD SELECT 3–6 WORLD COMMUNITIES TO STUDY THAT REFLECT DIVERSE REGIONS OF THE WORLD	
<i>Essential Question: How do culture, history, geography, people, and government shape the development of a community?</i>	
FOCUS: Case study of an African community (Nigeria, South Africa, Zimbabwe, etc.)	
– location and key geographical features 3.1c	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: The Geography of Zambia, 18-19; Traveling the World, 29; TE: 12-15
– impact of geography and climate 3.1e, 3.2a	Communities SE/TE: For related information see: Living in Different Climates, 150-153; Homes on the Pueblo, 154-155 Passports–World Communities SE: The Geography of Zambia, 18-19; Traveling the World, 29; TE: 12-15
– people and groups then and now (issues of diversity/homogeneity) 2.3a, 2.3b	Communities SE/TE: For related information see: People Move From Place to Place, 72-101; Celebrations, 102-127; Communities and Their History, 206-239 Passports–World Communities SE: Welcome to Zambia! 16-17; The History of Zambia, 22-23; Issues and Viewpoints, 25; Who's Who in Africa? 28; TE: 12-15
– economic systems and trade (marketplace) 4.1e, 4.1f, 4.2	Communities SE/TE: For related information see: Economics Lessons, 290-299, 300-305, 306-308, 318-327, 328-333, 334-341 Passports–World Communities SE: The Economy of Zambia, 26-27; TE: 12-15
– important contributions (inventions, folk tales, resources, etc.) 2.1c	Communities SE/TE: For related information see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402

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	<p>Passports–World Communities SE: The History of Zambia, 22-23; Issues and Viewpoints, 25; Civilization in the Desert, 28; Who’s Who in Africa? 28; TE: 12-15</p>
<p>– the legacy of traditional culture (arts, music, dance, literature) 2.1a, 2.1c, 2.2d</p>	<p>Communities SE/TE: For related information see: Celebrations, 102-127; Celebrate! 132 Passports–World Communities SE: Welcome to Zambia! 16-17; The History of Zambia, 22-23; Civilization in the Desert, 28; Who’s Who in Africa? 28; Tell a Story, 29; TE: 12-15</p>
<p>– celebrations and important events 2.4c</p>	<p>Communities SE/TE: For related information see: Celebrations, 102-125 Passports–World Communities SE: Welcome to Zambia! 16-17; The History of Zambia, 22-23; Civilization in the Desert, 28; Who’s Who in Africa? 28; Tell a Story, 29; TE: 12-15</p>
<p>– family structures, religion, school, work and leisure time 2.1c, 2.4b</p>	<p>Passports–World Communities SE: Welcome to Zambia! 16-17; The History of Zambia, 22-23; Civilization in the Desert, 28; TE: 12-15</p>
<p>– differences between urban and rural communities 2.1a, 2.4b, 2.4c, 3.1d, 3.1e</p>	<p>Communities SE/TE: For related information see: A Rural Community, 38-41; A Suburban Community, 42-45; An Urban Community, 48-53 Passports–World Communities SE: For related information see: Welcome to Zambia! 16-17; The History of Zambia, 22-23; The Economy of Zambia, 26-27; TE: 12-15</p>
<p>– development of government 5.1a, 5.1c, 5.1e</p>	<p>Communities SE/TE: For related information see: Government, 356-381, 382-405 Passports–World Communities SE: The Government of Zambia, 24; Issues and Viewpoints, 25; TE: 12-15</p>
<p>– symbols and national holidays 5.3a</p>	<p>Communities SE/TE: For related information see: Celebrations, 102-125 Passports–World Communities SE: For related information see: The History of Zambia, 22-23; TE: 12-15</p>
<p>– changes over time (family structure, economic system, political system, trade) 4.1e, 4.1f, 4.2</p>	<p>Communities SE/TE: For related information see: Fact File, 87, 262, 337, 392; Then and Now, 44, 154, 331, 360 Passports–World Communities SE: For related information see: Welcome to Zambia! 16-29; TE: 12-15</p>

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– key events and people in history 2.3b, 2.4a	Communities SE/TE: For related information see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402 Passports–World Communities SE: The History of Zambia, 22-23; Issues and Viewpoints, 25; Who’s Who in Africa? 28; TE: 12-15
– challenges of current issues and problems 2.2a	Communities SE/TE: For related information see: Issues and Viewpoints, 166-167, 228-229; Citizen Heroes, 16, 82, 190, 256, 298, 396 Passports–World Communities SE: For related information see: Welcome to Zambia! 16-29; TE: 12-15
FOCUS: Case study of an Asian community (China, Japan, Vietnam, etc.)	
– location and key geographical features 3.1c	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: The Geography of Japan, 4-5; TE: 8-11
– impact of geography and climate 3.1e, 3.2a	Communities SE/TE: For related information see: Living in Different Climates, 150-153; Homes on the Pueblo, 154-155 Passports–World Communities SE: The Geography of Japan, 4-5; TE: 8-11
– people and groups then and now (issues of diversity/homogeneity) 2.3a, 2.3b	Communities SE/TE: For related information see: People Move From Place to Place, 72-101; Celebrations, 102-127; Communities and Their History, 206-239 Passports–World Communities SE: The History of Japan, 6-7; Touring Asia, 14-15; TE: 8-11
– economic systems and trade 4.1e, 4.1f, 4.2	Communities SE/TE: For related information see: Economics Lessons, 290-299, 300-305, 306-308, 318-327, 328-333, 334-341 Passports–World Communities SE: The Economy of Japan, 12-13; TE: 8-11
– important contributions (inventions, folk tales, resources, etc.) 2.1c	Communities SE/TE: For related information see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402 Passports–World Communities SE: The History of Japan, 6-7; The Economy of Japan, 12-13; Touring Asia, 14-15; TE: 8-11
– the legacy of traditional culture (arts, music, dance, literature) 2.1a, 2.1c, 2.2d	Communities SE/TE: For related information see: Celebrations, 102-127; Celebrate! 132

New York City Social Studies Scope & Sequence	Scott Foresman Social Studies
	Passports–World Communities SE: The History of Japan, 6-7; Asian Animal Cards, 14; A Calendar of Asian Festivals, 15; Asian Legends, 15; TE: 8-11
– celebrations and important events 2.4c	Communities SE/TE: For related information see: Celebrations, 102-125 Passports–World Communities SE: The History of Japan, 6-7; Asian Animal Cards, 14; A Calendar of Asian Festivals, 15; Asian Legends, 15; TE: 8-11
– family structures, religion, school, work and leisure time 2.1c, 2.4b	Passports–World Communities SE: The History of Japan, 6-7; Asian Animal Cards, 14; A Calendar of Asian Festivals, 15; Asian Legends, 15; TE: 8-11
– differences between urban and rural communities 2.1a, 2.4b, 2.4c, 3.1d, 3.1e	Communities SE/TE: For related information see: A Rural Community, 38-41; A Suburban Community, 42-45; An Urban Community, 48-53 Passports–World Communities SE: For related information see: The History of Japan, 6-7; Touring Asia, 14-15; TE: 8-11
– development of government 5.1a, 5.1c, 5.1e	Communities SE/TE: For related information see: Government, 356-381, 382-405 Passports–World Communities SE: The Government of Japan, 10-11; TE: 8-11
– symbols and national holidays 5.3a	Communities SE/TE: For related information see: Celebrations, 102-125 Passports–World Communities SE: The History of Japan, 6-7; Asian Animal Cards, 14; A Calendar of Asian Festivals, 15; Asian Legends, 15; TE: 8-11
– changes over time (family structure, economic system, political system, trade) 4.1e, 4.1f, 4.2	Communities SE/TE: For related information see: Fact File, 87, 262, 337, 392; Then and Now, 44, 154, 331, 360 Passports–World Communities SE: The History of Japan, 6-7; TE: 8-11
– key events and people in history 2.3b, 2.4a	Communities SE/TE: For related information see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402 Passports–World Communities SE: The History of Japan, 6-7; TE: 8-11
– challenges of current issues and problems 2.2a	Communities SE/TE: For related information see: Issues and Viewpoints, 166-167, 228-229; Citizen Heroes, 16, 82, 190, 256, 298, 396 Passports–World Communities SE: For related information see: Welcome to

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	Japan! 2-13; Touring Asia, 14-15; TE: 8-11
FOCUS: Case study of a European community (England, Italy, Sweden, Romania, etc.)	
– location and key geographical features 3.1c	<p>Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: Welcome to Spain, 44-45; The Geography of Spain, 46-47; Draw a Map, 56; TE: 20-23</p>
– impact of geography and climate 3.1e, 3.2a	<p>Communities SE/TE: For related information see: Living in Different Climates, 150-153; Homes on the Pueblo, 154-155 Passports–World Communities SE: Welcome to Spain, 44-45; The Geography of Spain, 46-47; Draw a Map, 56; TE: 20-23</p>
– people and groups then and now (issues of diversity/homogeneity) 2.3a, 2.3b	<p>Communities SE/TE: For related information see: People Move From Place to Place, 72-101; Celebrations, 102-127; Communities and Their History, 206-239 Passports–World Communities SE: Welcome to Spain, 44-45; The History of Spain, 50-51; TE: 20-23</p>
– economic systems and trade 4.1e, 4.1f, 4.2	<p>Communities SE/TE: For related information see: Economics Lessons, 290-299, 300-305, 306-308, 318-327, 328-333, 334-341 Passports–World Communities SE: The Economy of Spain, 54-55; Made in Europe, 57; TE: 20-23</p>
– important contributions (inventions, folk tales, resources, etc.) 2.1c	<p>Communities SE/TE: For related information see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The Geography of Spain, 46-47; The History of Spain, 50-51; The Government of Spain, 52-53; The Economy of Spain, 54-55; TE: 20-23</p>
– the legacy of traditional culture (arts, music, dance, literature) 2.1a, 2.1c, 2.2d	<p>Communities SE/TE: For related information see: Celebrations, 102-127; Celebrate! 132 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The Geography of Spain, 46-47; The History of Spain, 50-51; The Government of Spain, 52-53; The Economy of Spain, 54-55; Touring Europe, 56-57; TE: 20-23</p>

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– celebrations and important events 2.4c	Communities SE/TE: For related information see: Celebrations, 102-125 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The History of Spain, 50-51; Touring Europe, 56-57; TE: 20-23
– family structures, religion, school, work and leisure time 2.1c, 2.4b	Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The History of Spain, 50-51; Touring Europe, 56-57; TE: 20-23
– differences between urban and rural communities 2.1a, 2.4b, 2.4c, 3.1d, 3.1e	Communities SE/TE: For related information see: A Rural Community, 38-41; A Suburban Community, 42-45; An Urban Community, 48-53 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The Geography of Spain, 46-47; Touring Europe, 56-57; TE: 20-23
– development of government 5.1a, 5.1c, 5.1e	Communities SE/TE: For related information see: Government, 356-381, 382-405 Passports–World Communities SE: The Government of Spain, 52-53; TE: 20-23
– symbols and national holidays 5.3a	Communities SE/TE: For related information see: Celebrations, 102-125 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The Government of Spain, 52-53; Touring Europe, 56-57; TE: 20-23
– changes over time (family structure, economic system, political system, trade) 4.1e, 4.1f, 4.2	Communities SE/TE: For related information see: Fact File, 87, 262, 337, 392; Then and Now, 44, 154, 331, 360 Passports–World Communities SE: For related information see: Welcome to Spain, 44-45; The Geography of Spain, 46-47; The History of Spain, 50-51; The Government of Spain, 52-53; The Economy of Spain, 54-55; Touring Europe, 56-57; TE: 20-23
– key events and people in history 2.3b, 2.4a	Communities SE/TE: For related information see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402 Passports–World Communities SE: The History of Spain, 50-51; TE: 20-23
– challenges of current issues and problems 2.2a	Communities SE/TE: For related information see: Issues and Viewpoints, 166-167, 228-229; Citizen Heroes, 16, 82, 190, 256, 298, 396 Passports–World Communities

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	SE: For related information see: Welcome to Spain, 44-45; The Government of Spain, 52-53; The Economy of Spain, 54-55; Touring Europe, 56-57; TE: 20-23
FOCUS: Case study of a South American community (Brazil, Peru, Argentina, etc.)	
– location and key geographical features 3.1c	Communities SE/TE: For related information see: Community Environments, 142-147, 150-155, 160-165 Passports–World Communities SE: Welcome to Brazil! 30-31; The Geography of Brazil, 32-33; Chart It, 42; Use a Pie Chart, 34-35; TE: 16-19
– impact of geography and climate 3.1e, 3.2a	Communities SE/TE: For related information see: Living in Different Climates, 150-153; Homes on the Pueblo, 154-155 Passports–World Communities SE: Welcome to Brazil! 30-31; The Geography of Brazil, 32-33; Chart It, 42; TE: 16-19
– people and groups then and now (issues of diversity/homogeneity) 2.3a, 2.3b	Communities SE/TE: For related information see: People Move From Place to Place, 72-101; Celebrations, 102-127; Communities and Their History, 206-239 Passports–World Communities SE: Welcome to Brazil! 30-31; The History of Brazil, 36-37; The Government of Brazil, 38-39; Touring South America, 42-43; TE: 16-19
– economic systems and trade 4.1e, 4.1f, 4.2	Communities SE/TE: For related information see: Economics Lessons, 290-299, 300-305, 306-308, 318-327, 328-333, 334-341 Passports–World Communities SE: The Economy of Brazil, 40-41; Use a Pie Chart, 34-35; TE: 16-19
– important contributions (inventions, folk tales, resources, etc.) 2.1c	Communities SE/TE: For related information see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402 Passports–World Communities SE: Welcome to Brazil! 30-31; The Geography of Brazil, 32-33; The History of Brazil, 36-37; The Government of Brazil, 38-39; The Economy of Brazil, 40-41; Touring South America, 42-43; TE: 16-19
– the legacy of traditional culture (arts, music, dance, literature) 2.1a, 2.1c, 2.2d	Communities SE/TE: For related information see: Celebrations, 102-127; Celebrate! 132 Passports–World Communities SE: Welcome to Brazil! 30-31; The History of Brazil, 36-37; Touring South America, 42-43;

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	TE: 16-19
– celebrations and important events 2.4c	Communities SE/TE: For related information see: Celebrations, 102-125 Passports–World Communities SE: Welcome to Brazil! 30-31; The History of Brazil, 36-37; Touring South America, 42-43; TE: 16-19
– family structures, religion, school, work and leisure time 2.1c, 2.4b	Passports–World Communities SE: Welcome to Brazil! 30-31; The History of Brazil, 36-37; Touring South America, 42-43; TE: 16-19
– differences between urban and rural communities 2.1a, 2.4b, 2.4c, 3.1d, 3.1e	Communities SE/TE: For related information see: A Rural Community, 38-41; A Suburban Community, 42-45; An Urban Community, 48-53 Passports–World Communities SE: The Geography of Brazil, 32-33; The History of Brazil, 36-37; Brasilia, 39; The Economy of Brazil, 40-41; Touring South America, 42-43; TE: 16-19
– development of government 5.1a, 5.1c, 5.1e	Communities SE/TE: For related information see: Government, 356-381, 382-405 Passports–World Communities SE: The Government of Brazil, 38-39; TE: 16-19
– symbols and national holidays 5.3a	Communities SE/TE: For related information see: Celebrations, 102-125 Passports–World Communities SE: Welcome to Brazil! 30-31; The History of Brazil, 36-37; Touring South America, 42-43; TE: 16-19
– changes over time (family structure, economic system, political system, trade) 4.1e, 4.1f, 4.2	Communities SE/TE: For related information see: Fact File, 87, 262, 337, 392; Then and Now, 44, 154, 331, 360 Passports–World Communities SE: Welcome to Brazil! 30-31; The Geography of Brazil, 32-33; The History of Brazil, 36-37; The Government of Brazil, 38-39; The Economy of Brazil, 40-41; Touring South America, 42-43; TE: 16-19
– key events and people in history 2.3b, 2.4a	Communities SE/TE: For related information see: Biography, 24, 46, 96, 118, 156, 176, 236, 272, 312, 326, 364, 402 Passports–World Communities SE: The History of Brazil, 36-37; TE: 16-19
– challenges of current issues and problems 2.2a	Communities SE/TE: For related information see: Issues and Viewpoints, 166-167, 228-229; Citizen Heroes,

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	16, 82, 190, 256, 298, 396 Passports–World Communities SE: Welcome to Brazil! 30-31; The History of Brazil, 36-37; The Government of Brazil, 38-39; The Economy of Brazil, 40-41; Touring South America, 42-43; TE: 16-19

**Scott Foresman Social Studies: *New York*
to the
New York City Social Studies Scope & Sequence**

Grade Four

New York City Social Studies Scope & Sequence	Scott Foresman Social Studies
UNIT 1 NATIVE AMERICANS: FIRST INHABITANTS OF NEW YORK STATE	
<i>Essential Question: How did Native Americans influence the development of New York?</i>	
Geography:	
• Location of New York State in relation to other states (countries/world/bodies of water) 3.1b, 3.1c, 3.1d, 3.2a	SE/TE: Where Is New York, 28–34; Chapter Review, 36–37; Map and Globe skills, 110–111
• Geographic features of New York State and New York City 3.1a, 3.1c, 3.1d, 3.2a	SE/TE: Geography of New York, 8–35; Chapter Review, 36–37; The Environment of New York, 38–61; Chapter Review, 62–63
• Important bodies of water, landforms, mountains, etc., of New York 3.1a, 3.1c, 3.1d, 3.1e, 3.2a	SE/TE: Exploring New York, 18–24; Waterfalls, 26–27
• Location of the Iroquois/Algonquian territories of New York 1.1a, 3.1d, 3.1e, 3.2a	SE/TE: Iroquois/Algonquian Lands, 89
First Native Inhabitants of New York State:	
• Algonquians, Iroquois 1.1a, 1.3a, 5.1d	SE/TE: Comparing Early Native Americans, 75; Algonquian People, 88–92; The Iroquois League, 94–99; Chapter Review, 100–101
• Role of climate, environment, animals, natural resources in the location and development of Native American cultures in New York State 3.1a, 3.1d, 3.1e	SE/TE: Early People of New York, 78–83; Iroquois/Algonquian Lands, 89; also see: Weather and Climate, 40–44; New York’s Wildlife, 54–58
FOCUS: Case study of a New York State Native American culture	
Example: The Lenape	
– belonged to the Algonquian group and populated the lower New York area 1.1a, 1.3a	SE/TE: For related information see: Early People of New York, 78–83; Algonquian People, 88–92; The Iroquois League, 94–99; Chapter Review, 100–101; also see: Lenni Lenape, 105, 107, 115
– villages were usually built on high ground near a river or stream 1.3a, 3.1e	SE/TE: For related information see: Early People of New York, 78–83; Algonquian People, 88–92; The Iroquois League, 94–99
– lived in longhouses 3.1e	SE/TE: People of the Longhouse, 97
– fished, harvested crops and hunted 1.1a, 1.3b, 3.1a, 3.1e	SE/TE: For related information see: Changing Ways of Life, 82; Building Villages, 83; Native Americans of New York, 89
– Used slash-and-burn methods to cultivate soil 1.3b, 3.1e	SE/TE: For related information see: Changing Ways of Life, 82; Building Villages, 83
– families were grouped into clans descending from the matrilineal side 1.1a, 1.2b, 1.3a	SE/TE: For related information see: People of the Longhouse, 97

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– identified combinations of two or more clans with animal signs 1.1a, 1.4c	SE/TE: For related information see: Early People of New York, 78–83; Algonquian People, 88–92; The Iroquois League, 94–99; Chapter Review, 100–101
– assigned land to clans for their use, not ownership 1.1a, 1.2b, 1.3a	SE/TE: For related information see: Early People of New York, 78–83; Algonquian People, 88–92; The Iroquois League, 94–99; Chapter Review, 100–101
– defined division of labor for men and women 1.1c, 1.2b, 1.3a	SE/TE: For related information see: People of the Longhouse, 97
– treatment of elders 1.1c, 1.2b, 1.3a	SE/TE: For related information see: People of the Longhouse, 97
– leaders (sachems) and ceremonies 1.1a, 1.2a, 1.3a, 1.3c	SE/TE: Celebrations and Stories, 98
– myths and legends 1.1a, 1.4c	SE/TE: Celebrations and Stories, 98
UNIT 2 THREE WORLDS MEET	
Essential Question: How did three diverse cultures interact and affect each other?	
Exploration:	
• Reasons for European exploration of the western hemisphere (gold, alternate route to China, spices) 4.1c, 4.1f, 4.2c	SE/TE: Exploring the Americas, 105; Fact File: Exploring New York, 106
• Major explorers of New York State interact with native populations (Henry Hudson, Giovanni da Verrazano, and Samuel de Champlain) 1.1a, 1.3a, 1.4a, 1.4c, 2.1a, 2.1c, 2.3a, 2.4a, 2.4c	SE/TE: Exploring the Americas, 105; Fact File: Exploring New York, 106
• Three worlds interact: European, African and Native Americans 1.1a, 1.4a, 1.4c, 2.1a, 2.1c, 2.3a, 2.4a, 2.4c	SE/TE: European Explorers, 104–108; Dutch Colonies, 112–117; An English Colony, 122–127
FOCUS: Case study of early New Amsterdam/ New York:	
– Dutch, English and French influences in New York State 1.1a, 2.1c, 2.3a, 3.1a, 3.1e	SE/TE: European Explorers, 104–108; Dutch Colonies, 112–117; An English Colony, 122–127
– the establishment of New Amsterdam by the Dutch West India Company 3.1a, 4.1a, 4.1d	SE/TE: New Netherland, 113
– growth of lower Manhattan 1.1a, 1.3b, 2.3a, 3.1a, 4.1f	SE/TE: Claiming Land, 107; New Amsterdam and Jamestown, 118–119; New York Takes Shape, 124; Wall Street, 125
– The Dutch West India Company brings enslaved Africans to New Netherlands 1.1a, 1.3b, 1.4a, 2.3a, 2.4a, 4.1f	SE/TE: New Amsterdam, 113
– key people in early New York City development (Peter Minuet, Peter Stuyvesant) 1.1a, 1.3a	SE/TE: Claiming Land, 107; Ruling the Colony, 115; Henry Hudson, 109; Citizen Heroes, 120–121; Colonial Government, 142; John Peter Zenger, 143
– the British in New York 1.1a, 1.3a, 1.4a, 2.1c, 2.4b	SE/TE: An English Colony, 122–127; Coming to New York, 132–137
– differences between British rule of New York and Dutch rule 2.1c, 2.4b	SE/TE: Dutch Colonies, 112–117; An English Colony, 122–127

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– the British expand the slave trade in New York 1.1a, 1.4c, 2.1a, 2.4b, 4.2	SE/TE: New Amsterdam, 113; Slavery in New York, 136; Escaping Slavery, 137
– interaction between Native Americans, Africans and Europeans 1.4a, 3.2a, 4.1d	SE/TE: Trading with Native Americans, 114; Slavery in New York, 136; Escaping Slavery, 137
– forced migration 1.1a, 1.4a, 1.4c, 2.1a, 2.4b	SE/TE: Coming to New York, 132–137
UNIT 3 COLONIAL AND REVOLUTIONARY PERIODS	
Essential Question: How did the American Revolution affect lives in New York?	
The 13 Colonies:	
• The role of geography in the establishment of colonies 3.1a, 3.1b, 3.1c, 3.2a	SE/TE: For related information see: An English Colony, 127–127; also see: Where Is New York, 28–34
• Colonists come to the Americas for a variety of economic, political, and religious reasons 1.1a, 3.2a, 4.1e, 5.1d	SE/TE: Coming to New York, 132–137
• The New England, Middle, and Southern colonies have distinct characteristics (social/cultural, political, economic, scientific/technological, religious) 1.1a, 1.1c, 1.2a, 1.2b, 1.3a, 1.3b, 1.4b, 1.4c	SE/TE: For related information see: Coming to New York, 132–137; Cities and Farms, 138–142; Growing Up in New York, 146–151; Chapter Review, 152–153; The American Revolution Begins, 168–173; Declaring Independence, 176–180
• The 13 colonies and mercantilism theory 4.1a, 4.1d, 4.1e, 4.1f	SE/TE: For related information see: New York’s Economy Grows, 126–127; Goods and Services, 139; Working in the City, 140
• Colonies furnish England with raw materials 4.1a, 4.1c, 4.1e, 4.1f	SE/TE: For related information see: New York’s Economy Grows, 126–127; Goods and Services, 139; Working in the City, 140
Life in the New York Colony:	
• Diversity in early New York (ethnic and religious, e.g., Jewish, Swedish, Scottish, German) 1.1a, 1.1c, 1.3a	SE/TE: Coming to New York, 132–137
• Role of enslaved Africans in growth and development of New York 1.1a, 1.3a, 1.4a, 2.4a	SE/TE: Slavery in New York, 136; Escaping Slavery, 137
• Colonial life in New York before the Revolutionary War 1.1a, 1.3b, 2.2b	SE/TE: Coming to New York, 132–137; Cities and Farms, 138–142; Growing Up in New York, 146–151; Chapter Review, 152–153
• Social, economic, and political conditions of diverse New York communities (Africans, Native Americans, and women) before the war 1.3a, 1.4a, 1.4b, 1.4c, 2.3a, 4.1a, 4.1d, 5.1d	SE/TE: Coming to New York, 132–137; Cities and Farms, 138–142; Growing Up in New York, 146–151; Chapter Review, 152–153
• Important accomplishments of individuals and groups living in New York 1.1a, 1.3a, 1.3c	SE/TE: Coming to New York, 132–137; Cities and Farms, 138–142; Growing Up in New York, 146–151; Chapter Review, 152–153; The American Revolution Begins, 168–173; Declaring Independence, 176–180
The American Revolution in New York City and New York State:	

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<ul style="list-style-type: none"> The colonists resist British Parliament's revenues (Sugar Act, Stamp Act, Townsend Acts, Tea Act) 1.1a, 1.4a, 4.1a, 4.1d, 4.1f, 5.1a 	SE/TE: The American Revolution Begins, 168–173; Declaring Independence, 176–180; Chapter Review, 194–195
<ul style="list-style-type: none"> The Declaration of Independence as key document of the American Revolution 1.1b, 5.1a, 5.2b 	SE/TE: Declaring Independence, 176–180; Chapter Review, 194–195
<ul style="list-style-type: none"> Strategic role of New York City and New York State in the Revolutionary War (geography, battles, key figures, role of Africans, Native Americans, and women) 1.1a, 1.4a, 1.3c, 3.2a, 3.2c 	SE/TE: Meet the People, 162–163; The American Revolution Begins, 168–173; Declaring Independence, 176–180; Victory and Independence, 182–188; Biography, 181, 189; Chapter Review, 194–195
<ul style="list-style-type: none"> The role of the Battle of Saratoga 1.4a, 3.1b, 3.2a 	SE/TE: Battle of Saratoga, 183; Victory in New York, 184
<ul style="list-style-type: none"> Key New York City and New York State leaders and events of American Revolution 1.1a, 1.3a, 1.4a 	SE/TE: Meet the People, 162–163; The American Revolution Begins, 168–173; Declaring Independence, 176–180; Victory and Independence, 182–188; Biography, 181, 189; Chapter Review, 194–195
<ul style="list-style-type: none"> Impact of the war on New York City and New York State 3.1d, 4.1d 	SE/TE: The American Revolution Begins, 168–173; Declaring Independence, 176–180; Victory and Independence, 182–188
UNIT 4 THE NEW NATION	
Essential Question: What does it mean to be free?	
The Challenge of Independence:	
<ul style="list-style-type: none"> Role of New York in the development of the new nation 1.1a, 3.2a, 3.2b, 3.2c 	SE/TE: New Ways to Travel, 234–238; Canals and Railroads, 240–245; The Industrial Revolution, 250–255; Chapter Review, 256–257; Working for Change, 260–266
Ideas/Ideals About Freedom:	
<ul style="list-style-type: none"> Foundations for a new government/ ideals of American democracy (Mayflower Compact, Declaration of Independence, the United States and New York State Constitutions) 1.1b, 1.3c, 1.4a, 1.4b, 1.4c, 5.2a, 5.2b, 5.2c, 5.2d 	SE/TE: Mayflower Compact, 374; Declaring Independence, 176–180; New Constitution, 198–204; U.S. Constitution, 205, 209, 329, 373–374, 391; New York and the National Government, 390–394; New York State Constitution, 318, 373, 381
The Development of the Constitution:	
<ul style="list-style-type: none"> The Constitution as a framework 1.1b, 5.2a, 5.2c 	SE/TE: A New Constitution, 198–204; U.S. Constitution, 205, 209, 329, 373–374, 391; New York and the National Government, 390–394
<ul style="list-style-type: none"> The Bill of Rights and individual liberties 1.1b, 5.2a 	SE/TE: Bill of Rights, 202
<ul style="list-style-type: none"> Impact of Peter Zenger decision 1.3c, 1.4a, 1.4b, 1.4c 	SE/TE: Peter Zenger Trial and Decision, 73, 142, 143
<ul style="list-style-type: none"> Lack of inclusiveness (Africans, women, the poor) 1.1a, 1.4b, 2.4a 	SE/TE: A New Constitution, 198–204; U.S. Constitution, 205, 209, 329, 373–374, 391;
<ul style="list-style-type: none"> Key individuals/groups from New York who helped strengthen democracy in the U.S. 1.3c, 5.2e 	SE/TE: Working for Change, 260–266; Elizabeth Cady Stanton, 267; Speaking the Truth (Sojourner Truth), 268–269; Frederick Douglass, 279; Shirley Chisolm, 347; Fiorello La Guardia, 377; Eleanor Roosevelt, 395;

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	Oscar Garcia Rivera, 409; Theodore Roosevelt, 25; Citizen Heroes, 52, 120, 192, 268, 354, 416; Meet the People, 228–229
• Individuals and groups protected by rights and freedom 1.1a, 1.4b, 2.4a, 5.1c	SE/TE: A New Constitution, 198–204; U.S. Constitution, 205, 209, 329, 373–374, 391
• Individuals and groups not protected by rights and freedoms 1.1a, 1.4b, 2.4a, 5.1c	SE/TE: A New Constitution, 198–204; U.S. Constitution, 205, 209, 329, 373–374, 391; Working for Change, 260–266
• Values, practices, and traditions that unite all Americans 1.1a, 1.1c, 5.3a	SE/TE: A New Constitution, 198–204; U.S. Constitution, 205, 209, 329, 373–374, 391; Citizens and Local Government, 372–376; New York and the National Government, 390–394; The People of New York, 402–408; I Love New York, 410–415; Independence Day, 206–207; Lasting Landmarks, 312–313
UNIT 5 GROWTH AND EXPANSION	
<i>Essential Question: What was the effect of industrial growth and increased immigration on New York?</i>	
Industrialization and New York:	
• Emergence of New York as an economic power 4.1d, 4.2b, 4.2c	SE/TE: New Ways to Travel, 234–238; Canals and Railroads, 240–245; The Industrial Revolution, 250–255; Chapter Review, 256–257; Robert Fulton, 239
Improvements and inventions in transportation and communication:	
• The development of steamboat, telegraph 1.1a, 4.1e	SE/TE: New Ways to Travel, 234–238; Canals and Railroads, 240–245
• The Erie Canal joins the Hudson River and Lake Erie 1.3a, 3.1a, 3.1e, 4.1e	SE/TE: Plans for a Canal, 238; Building the Erie Canal, 241; “Wedding of the Waters, 242–243
• Provides transportation route through New York State and to the West 1.3a, 1.3b, 3.1a, 3.1e	SE/TE: New Ways to Travel, 234–238; Canals and Railroads, 240–245
• Lower shipping costs 4.1d, 4.1e	SE/TE: Plans for a Canal, 238; Building the Erie Canal, 241; “Wedding of the Waters, 242–243
• Effect of geography on industrialization 3.1e, 4.1e	SE/TE: The Industrial Revolution, 250–255; Chapter Review, 256–257
Changes in New York:	
• Gradual Emancipation Laws 1.1a, 1.1b, 1.1c, 1.3a, 1.4a, 2.4a, 5.1a, 5.1b	SE/TE: Emancipation Proclamation, 275
• Seneca Falls and the suffrage movement 1.1a, 1.1b, 1.1c, 1.3a, 1.4a, 2.4a, 5.1a, 5.1b	SE/TE: The Seneca Falls Convention, 261; Stanton and Anthony, 262; Elizabeth Cady Stanton, 267
• Role of New York City and New York State during the Civil War 1.1a, 1.1b	SE/TE: War Divides the Country, 272–278
• The Draft Riots 1.1a, 1.1b	SE/TE: Draft Riots, 275
• Migration of freed slaves following the Civil War 1.1a, 1.1b, 1.1c, 1.3a, 1.3c, 1.4a, 4.1a, 4.1c., 5.1b	SE/TE: For related information see: Emancipation Proclamation, 275; The Great Migration, 330

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FOCUS: Case study of immigration/migration in New York City	
– “The Melting Pot” metaphor 1.1a, 1.4a, 1.4b, 1.4c	SE/TE: New People Come to New York, 295; Immigrants in New York, 306–311
– reasons for immigration to New York 1.1a, 1.2b, 1.4b, 1.4c, 2.3a, 2.4a	SE/TE: New People Come to New York, 295; Immigrants in New York, 306–311
– better living conditions 1.3a, 1.4b	SE/TE: New People Come to New York, 295; Immigrants in New York, 306–311
– The Great Irish Potato Famine 1.1a, 1.2b, 1.4b, 1.4c, 2.3a, 2.4a	SE/TE: Why The Came, 307
– land acquisition 1.3a, 1.4b	SE/TE: Why The Came, 307
– financial gain 1.3a, 1.4b	SE/TE: Why The Came, 307
– forced migration 1.2a, 1.3a, 1.4b	SE/TE: Why The Came, 307
– war, politics, religion etc. 1.1a, 1.2a, 1.2b, 1.4a, 1.4b	SE/TE: Why The Came, 307
– immigrant experiences in New York (during travel, Ellis Island, life in America) 1.1a, 1.2a, 1.2b, 1.4a, 1.4b	SE/TE: Ellis Island, 308; Settling in New York City, 309; Finding Work, 310
– contributions of immigrants (culture, recreation, food, language, skills) 1.1a, 1.2b, 1.3a, 1.4a, 2.4a, 4.1b	SE/TE: Meet the People, 292–293; A Bridge and a Subway, 315; New Buildings, 316; also see: Immigrants in New York, 306–311
Effects of immigration/ migration on New York City growth:	
• Development of new buildings 1.1a, 1.3a, 4.1e	SE/TE: New Buildings, 316
• Mass transportation 1.1a, 1.3a, 4.1e	SE/TE: A Bridge and a Subway, 315; New York Speeds Up, 317; Chart and Graph Skills, 320–321
• Building codes 5.1c, 5.2e, 5.3e	SE/TE: For related information see: New Buildings, 316
• Public health laws 5.1c, 5.2e, 5.3e	SE/TE: For related information see: Immigrants in New York, 306–311; Building New York, 314–319
• Modern sewer and water systems 1.3a	SE/TE: For related information see: Immigrants in New York, 306–311; Building New York, 314–319
• Professional fire department 1.1a, 1.3a	SE/TE: For related information see: Immigrants in New York, 306–311; Building New York, 314–319
• Social impact of immigration/migration (labor movement and child labor) 1.1a, 1.4a, 1.4b	SE/TE: Workers and Unions, 302; Children at Work, 303
• New York City neighborhoods as ethnic enclaves 1.2a, 1.2b	SE/TE: For related information see: Immigrants in New York, 306–311
UNIT 6 LOCAL AND STATE GOVERNMENT	
Essential Question: What is the relationship between governments and individuals?	
New York Government:	
• The branches of New York State and local government (checks and balances, parallels to	SE/TE: Citizens and Local Government, 373–376; New York State Government, 380–385;

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federal system) 5.1a, 5.2d, 5.2e	Chapter Review, 398–399
<ul style="list-style-type: none"> The process for electing or appointing government officials 5.2d, 5.2e, 5.2f, 5.4 	SE/TE: Citizens and Local Government, 373–376; New York State Government, 380–385; New York and the National Government, 390–394; Chapter Review, 398–399
The Constitution:	
<ul style="list-style-type: none"> A plan for organizing government 1.1b, 5.1a, 5.1c, 5.2a, 5.2c, 5.2d 	SE/TE: A New Constitution, 198–204; New York and the National Government, 390–394
<ul style="list-style-type: none"> Safeguarding individual liberties 1.1b, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d 	SE/TE: A New Constitution, 198–204; New York and the National Government, 390–394
<ul style="list-style-type: none"> A living document 1.1b, 5.1d, 5.2a, 5.2c, 5.2d 	SE/TE: A New Constitution, 198–204; New York and the National Government, 390–394
<ul style="list-style-type: none"> Changes and amendments 1.1b, 5.2c, 5.2a 	SE/TE: A New Constitution, 198–204; U.S. Constitution, 205, 209, 329, 373–374, 391; New York and the National Government, 390–394
<ul style="list-style-type: none"> Consequences of the absence of government 5.1a, 5.1b, 5.1c 	SE/TE: For related information see: A New Constitution, 198–204; New York and the National Government, 390–394
<ul style="list-style-type: none"> Basic rights/responsibilities of citizens to participate in U.S., New York State, and local government (voting, jury duty, community service) 5.1a, 5.1c, 5.1e, 5.3e, 5.3f, 5.4 	SE/TE: Citizens and Local Government, 373–376; New York State Government, 380–385; Chapter Review, 298–299
<ul style="list-style-type: none"> Symbols and their meanings (eagle, flag) 5.3a 	SE/TE: New York State Symbols, 56; Flag of the United States, R18–R19; New York State Flag, R16; Lasting Landmarks, 312–313
<ul style="list-style-type: none"> New York City has a mayor–council form of government 5.2d, 5.2e, 5.2f 	SE/TE: For related information see: Local Government, 375
<ul style="list-style-type: none"> The mayor is the city’s chief executive 5.2e, 5.2f 	SE/TE: For related information see: Local Government, 375
<ul style="list-style-type: none"> The City Council is the city’s legislative body, making laws for the city 5.2e, 5.2f 	SE/TE: For related information see: Local Government, 375
New York City officials	
<ul style="list-style-type: none"> The members of the City Council 5.2e, 5.2f 	SE/TE: For related information see: Local Government, 375
<ul style="list-style-type: none"> The public advocate 5.2e, 5.2f 	SE/TE: For related information see: Local Government, 375
<ul style="list-style-type: none"> The comptroller 4.1e, 4.1f, 5.2e, 5.2f 	SE/TE: For related information see: Local Government, 375
<ul style="list-style-type: none"> The presidents of the five boroughs 5.2e, 5.2f 	SE/TE: For related information see: Local Government, 375

**Scott Foresman Social Studies:
The United States and Passports – Latin America and Canada
to the
New York City Social Studies Scope & Sequence**

Grade Five

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UNIT 1 GEOGRAPHY AND EARLY PEOPLES OF THE WESTERN HEMISPHERE	
<i>Essential Question: How did geography influence the development of the Western Hemisphere?</i>	
Geography of the Western Hemisphere:	
<ul style="list-style-type: none"> The Western Hemisphere can be located and represented using maps, globes, aerial and satellite photographs, and computer models 3.1c, 3.2a, 3.2b 	<p>The United States SE/TE: Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12, R14; Mexico, 682–683; The Countries of Central America, 686–687; The Countries of the Caribbean Region, 688–689; The Countries of South America, 690–691 Passport to Latin America and Canada SE: Maps, 7, 10, 16, 19, 32, 39, 41, 44, 45, 51, 63, 64, 80, 87, 92, R2–R7</p>
<ul style="list-style-type: none"> Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind, and water) 3.1d, 3.2b 	<p>The United States SE/TE: Geography Skills, H10; Regions, 24–27; Landforms, 28; Weather, 29; Elevation Map, 32–33; Everglades, 39; Dust Bowl, 621 Passport to Latin America and Canada SE: For related information see: Ice Age, 3</p>

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<ul style="list-style-type: none"> The Western Hemisphere has a long geologic history (plate tectonics) 3.1c, 3.1d 	<p>The United States SE/TE: For related information see: Land and Regions, 24–25, 26–27; Land bridge, 51, 55</p>
<ul style="list-style-type: none"> The Western Hemisphere is divided into countries and regions 3.1c, 3.2b 	<p>The United States SE/TE: Maps of United States, 361, 380, 402, 403, 435, 463, 486, 537, 542, 581, 601, 640; Mexico, 682–683; The Countries of Central America, 686–687; The Countries of the Caribbean Region, 688–689; The Countries of South America, 690–691 Passport to Latin America and Canada SE: The Land of Canada, 3; The Land of Latin America, 7; South America Breaks Free, 63; Central America and Mexico, 64</p>
<ul style="list-style-type: none"> Continents, countries, and regions of the Western Hemisphere can be organized by physical, political, economic, or cultural features 2.3c, 3.1d, 3.2a 	<p>The United States SE/TE: Map and Globe Skills, 32, 140, 244, 378, 512, 542, 656; Map Adventure, 114, 159, 248, 278, 365, 412, 507, 550, 604; Maps, H10–H22, 24, 26, 29, 32, 33, 34, 53, 54, 55, 60, 62, 63, 66, 68, 75, 76, 77, 82, 84, 88, 89, 94, 95, 101, 102, 103, 106, 107, 110, 111, 114, 133, 134, 137, 140, 141, 142, 146, 147, 148, 153, 155, 156, 159, 164, 166, 168, 171, 176, 177, 201, 202, 205, 26, 210, 216, 224, 226, 231, 232, 234, 235, 240, 242, 244, 245, 246, 248, 250, 267, 268, 271, 276, 278, 286, 288, 290, 295, 296, 302, 305, 314, 317, 337, 338, 341, 342, 344, 352, 361, 362, 365, 370, 375, 378, 379, 380, 387, 401, 402, 403, 405, 408, 412, 416, 429, 430, 435, 438, 440, 442, 463, 464, 470, 473, 476, 477, 479, 484, 486, 491, 492, 498, 500, 506, 507, 509, 513, 516, 537, 538, 540, 542, 546, 550, 554, 556, 561, 562, 568, 569, 578, 581, 601, 602, 604, 608, 616, 621, 624, 626, 629, 635, 636, 638, 640, 642, 650, 652, 656, 657, 658, 661, 669, 675, 676, 680, 684, 686, 688, R4, R6, R7, R8, R9, R10, R12; also see: Mexico, 682–683; The Countries of Central America, 686–687; The Countries of the Caribbean Region, 688–689; The Countries of South America, 690–691 Passport to Latin America and Canada SE: The Land of Canada, 3; The Land of Latin America, 7; South America Breaks Free, 63; Central America and Mexico, 64</p>
<ul style="list-style-type: none"> Political boundaries of the hemisphere change over time and place 3.1a, 5.1a 	<p>The United States SE/TE: Maps of United States, 361, 380, 402, 403, 435, 463, 486, 537, 542, 581, 601, 640; Mexico, 682–683; The Countries of Central America, 686–687; The Countries of the Caribbean Region, 688–689; The Countries of South America, 690–691 Passport to Latin America and Canada</p>

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	SE: The Land of Canada, 3; The Land of Latin America, 7; South America Breaks Free, 63; Central America and Mexico, 64
<ul style="list-style-type: none"> The physical environment of the hemisphere is modified by human actions 3.1a, 3.1c, 4.1a, 4.1b, 5.1a 	The United States SE/TE: Land and Regions, 24–30; Resources and the Environment, 34–38; Protecting the Land, 40–41; People Interacting with the Environment: Paleolithic, 56–57; Native Americans, 61–64, 68–69, 78, 83–85, 89–90, 95; New Spain, 144; Jamestown, 160, 161; Colonial America, 177–181, 204, 212–214; Westward Expansion, 374; Mining, 444; North and South, 465; Farmers and Cowboys, 547, 548, 550–552; Panama Canal, 604; Dust Bowl, 621
<ul style="list-style-type: none"> Culture and experience influence people’s perceptions of places and regions in the Western Hemisphere 3.1d, 3.2c 	The United States SE/TE: Native Americans of North America, 74–75; The Eastern Woodlands, 76–81; The Great Plains, 82–87; The Southwest Desert, 88–93; The Northwest Coast, 94–97; Chapter Review, 98–99; European Explorers, 110–115; Spain Builds an Empire, 132–153; The Struggle to Find Colonies, 154–187; Life in the English Colonies, 200–229; The Fight for a Continent, 230–253; The Struggle Over Slavery, 476–483; Native Americans, 405, 406, 438–441, 554–557, 558–559; New Americans, 568–577 Passport to Latin America and Canada SE: Colonial Canada, 26-29; Colonial Latin America, 30-33; Life in Canada, 50-53; Life in Latin America, 54-58; Changes in Latin America, 90-94; Canada and the World, 98-101; Latin America and the World, 102-105
<ul style="list-style-type: none"> The interconnectedness of nations affects individual cultures 3.1a, 3.1d, 3.1e 	The United States SE/TE: Trading with the World, 20; Scarcity, 22; Regions Work Together, 30; Protecting the Environment, 38, 39; Protecting the Land, 40–41; A Dangerous World, 636–641; Struggle for Equal Rights, 642–648; The Cold War Continues, 650–655; Looking Toward the Future, 658–667; Racing to the Rescue, 668–669 Passport to Latin America and Canada SE: Expansion of Trade, 92; Results of War, 93; Canada and the World, 98-101; Latin America and the World, 102-105
Early Civilization:	
<ul style="list-style-type: none"> The Ice Age and settlement of the Western Hemisphere 2.2a, 2.2b, 3.1b, 3.1d, 3.1e 	The United States SE/TE: Migration to the Americas, 54–57 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; TE: 10–11

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<ul style="list-style-type: none"> Land Bridge – Bering Strait Theories of early peoples and settlements 2.2d, 3.1b, 3.1c, 3.1e, 3.2a 	<p>The United States SE/TE: Moving Into the Americas, 55</p>
<ul style="list-style-type: none"> Early groups respond to challenges of the environment 2.3b, 3.1e, 3.2a 	<p>The United States SE/TE: Moving Into the Americas, 55; Ways of Life, 56; Changing Ways of Life, 57 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; TE: 10–11</p>
<ul style="list-style-type: none"> Native civilizations develop over wide areas 2.1c, 2.3b, 2.4b, 2.4c, 3.1a, 3.1d, 3.1e 	<p>The United States SE/TE: Moving Into the Americas, 55; Early American Cultures, 60–64 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; TE: 10–11</p>
<ul style="list-style-type: none"> Transition from hunting and gathering to farming 2.1a, 2.1b, 2.1c, 2.2a 	<p>The United States SE/TE: Ways of Life, 56; Changing Ways of Life, 57 Passport to Latin America and Canada SE: Early Peoples, 8; TE: 10–11</p>
<ul style="list-style-type: none"> Native societies and their social, economic and political structures 2.1c, 2.3b, 2.4b, 2.4c, 3.1a, 3.1d, 3.1e 	<p>The United States SE/TE: Early American Cultures, 60–64; The Rise of Empires, 66–69; Aztec, Maya, and Inca, 70–71; The Eastern Woodlands, 76–80; The Great Plains, 82–85; The Southwest Desert, 88–91; The Northwest Coast, 94–97 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; TE: 10–11</p>
European Exploration:	
<ul style="list-style-type: none"> European explorers in search of new trade routes 1.1a, 2.1c, 2.3a, 2.3b, 2.4a, 4.1a, 4.1b, 4.1c 	<p>The United States SE/TE: European Explorers, 110–115; The Voyages of Columbus, 134–138; European Exploration, 139 Passport to Latin America and Canada SE: Pizarro Conquers the Inca, 15; The Portuguese in Brazil, 16; TE: 16–17</p>
<ul style="list-style-type: none"> Line of Demarcation and Treaty of Tordesillas 2.1c, 2.3a, 2.4a, 3.1c, 3.1d, 3.2a 	<p>The United States SE/TE: For related information see: The Voyages of Columbus, 134–138; European Exploration, 139; Using Latitude and Longitude, 140–141 Passport to Latin America and Canada SE: Line of Demarcation, 16; TE: 16–17</p>
<ul style="list-style-type: none"> Spain and Portugal explore the southern areas of the Americas (Christopher Columbus, Juan Ponce de Leon, Pedro Álvares Cabral, etc.) 1.1a, 2.3a, 2.4a, 3.1c, 4.1d 	<p>The United States SE/TE: European Explorers, 114–115; The Voyages of Columbus, 134–138; European Exploration, 139; Different Worlds Collide, 142–145; Life in New Spain, 146–150; Review, 152–153 Passport to Latin America and Canada SE: Pizarro Conquers the Inca, 15; The Portuguese in Brazil, 16; TE: 16–17</p>

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<ul style="list-style-type: none"> • England and the Netherlands explore the Atlantic coastline and waterways (Henry Hudson and Sir Francis Drake) 1.1a, 2.3a, 2.4a, 3.1c, 4.1d 	<p>The United States SE/TE: The Struggle to Found Colonies, 154, 155, 156–162; John Smith, 163; The First Colonies, 168–173; The 13 English Colonies, 176–182; New European Colonies, 164–167; The First Colonies, 168–173; The 13 English Colonies, 176–182 Passport to Latin America and Canada SE: Cabot and Cartier Claim Canada, 19; TE: 18–19</p>
<ul style="list-style-type: none"> • France explores the waterways and lakes in the northern Americas (Giovanni da Verrazano, Jacques Cartier, Samuel de Champlain, etc.) 1.1a, 2.3a, 2.4a, 3.1c, 4.1d 	<p>The United States SE/TE: French and Dutch Settlements, 165; Explorers and Early Settlements of North America, 166; French Explore the Mississippi, 240–243 Passport to Latin America and Canada SE: Cabot and Cartier Claim Canada, 19; Montreal, 22; TE: 18–19</p>
UNIT 2 THE UNITED STATES	
<p><i>Essential Question: How do geography, economics, people, and key events connect to shape a nation?</i></p>	
<p>Geography of the United States (rivers, mountains, regions, states, deserts, landforms):</p>	
<p>Colonization:</p>	
<ul style="list-style-type: none"> • European exploration and the native peoples 1.1a, 1.4b, 2.4a, 2.4b 	<p>The United States SE/TE: The Voyages of Columbus, 134–138; Different Worlds Collide, 142–145; Life in New Spain, 146–150; Review, 152–153; Pilgrims and Native Americans, 170–171; The Southern Colonies, 180; The Pueblo Revolt, 235–236; Junipero Serra, 237; The French and Indian War, 246–251</p>
<ul style="list-style-type: none"> • Netherlands, England, France and Spain establish colonies 1.1a, 2.1c, 2.3a, 2.4c, 5.1a 	<p>The United States SE/TE: Different Worlds Collide, 142–145; Life in New Spain, 146–150; The Struggle to Found Colonies, 154, 155, 156–162; John Smith, 163; New European Colonies, 164–167; The First Colonies, 168–173; The 13 English Colonies, 176–182; William Penn, 183; New England’s Annoyances, 188–189; Life in the English Colonies, 200, 201, 202–207; Cities, Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Printing the Truth, 222–223; Slavery in the Colonies, 224–227; The French and Indian War, 246–251</p>
<ul style="list-style-type: none"> • Colonies established for religious, political and economic reasons 1.1a, 2.1c, 2.3c, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d 	<p>The United States SE/TE: Life in New Spain, 146–150; The Struggle to Found Colonies, 154, 155, 156–162; New European Colonies, 164–167; The First Colonies, 168–173; The 13 English</p>

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	Colonies, 176–182
<ul style="list-style-type: none"> • The role of the English colonies in the Triangular Trade 2.3b, 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d 	The United States SE/TE: Triangular Trade, 206
<ul style="list-style-type: none"> • Impact of Roman Catholic missionaries 2.1a, 2.3a, 2.4b 	The United States SE/TE: Missions, 149, 234–235, 238, 271; Junipero Serra, 237;
<ul style="list-style-type: none"> • The role of Spanish and Portuguese colonies in establishing slavery in the Americas 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d 	The United States SE/TE: Trade and slavery, 113; Spanish colonies and slavery 149–151; Triangular Trade, 206
<ul style="list-style-type: none"> • Results of colonial rule 2.4a, 2.4b, 2.4c, 4.1c, 4.1e, 5.1a 	The United States SE/TE: Life in New Spain, 146–150; The New European Colonies, 164–167; The First Colonies, 168–173; The 13 English Colonies, 176–182; Life in the English Colonies, 200, 201, 202–207; Cities, Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Printing the Truth, 222–223; Slavery in the Colonies, 224–227; The French and Indian War, 246–251
Independence:	
<ul style="list-style-type: none"> • Dissatisfaction with colonial rule 1.1a, 1.3c, 1.4a, 2.1b, 2.1c, 2.2d, 2.3a, 2.3c, 2.4a 	The United States SE/TE: Trouble Over Taxes, 268–275; The Colonists Rebel, 276–285
<ul style="list-style-type: none"> • The road to revolution 1.1a, 2.1c, 2.2d, 2.3c, 2.4a 	The United States SE/TE: The Road to War, 266; Trouble Over Taxes, 268–275; The Colonists Rebel, 276–285; The Revolution Begins, 286–291; Declaring Independence, 296–31; Patriots at War, 302–313; The World Turned Upside Down, 314–321
<ul style="list-style-type: none"> • Key events and people in the struggle for independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 5.1a 	The United States SE/TE: The Colonists Rebel, 276–285; The Revolution Begins, 286–291; Declaring Independence, 296–31; Patriots at War, 302–313; The World Turned Upside Down, 314–321
<ul style="list-style-type: none"> • Influence on the French Revolution 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d 	The United States SE/TE: French Revolution, 341
<ul style="list-style-type: none"> • Effects/outcome of conflict 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d 	The United States SE/TE: The World Turned Upside Down, 314–321; Forming a New Government, 336–337; A Weak Government, 338–343; Debate in Philadelphia, 344–351; Ratifying the Constitution, 352–357; Chapter Review, 358–359
<ul style="list-style-type: none"> • Successes and challenges of the new government 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 	The United States SE/TE: Washington as President, 362–366;

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4.1e, 5.1a	Jefferson Looks West, 370–376; Another War with Britain, 380–384; Chapter Review, 386–387; also see: Forming a New Government, 336–337; A Weak Government, 338–343; Debate in Philadelphia, 344–351; Ratifying the Constitution, 352–357; Chapter Review, 358–359
Growth and Expansion:	
<ul style="list-style-type: none"> • Manifest Destiny and westward expansion in the United States during the 19th century 1.4a, 1.4c, 2.4b, 3.1b, 3.1c, 3.1d 	The United States SE/TE: People Move South and West, 428–429; The Story of Texas, 430–437; Trails to the West, 438–441; The Golden State, 442–447; Chapter Review, 448–449
<ul style="list-style-type: none"> • The Lewis & Clark Expedition 1.3a, 1.4a, 1.4c, 3.1e, 3.2a, 4.1d 	The United States SE/TE: Lewis & Clark Expedition, 374–375, 377
<ul style="list-style-type: none"> • Effect of Westward Expansion on the United States, Native Americans, family life, immigrants, etc. 1.4a, 3.1d, 3.1e, 4.1e, 5.1a 	The United States SE/TE: People Move South and West, 428–429; The Story of Texas, 430–437; Trails to the West, 438–441; The Golden State, 442–447; Chapter Review, 448–449
<ul style="list-style-type: none"> • United States' policy toward Native Americans 1.1a, 1.3a, 1.4a, 1.4b, 1.4c, 4.1e, 5.1a 	The United States SE/TE: Northwest Territory, 381; Tecumseh, 385; Jackson and Policy towards Native Americans, 405–406; War in the West, 554–557
<ul style="list-style-type: none"> • Industrialization and the growth of factories 1.1a, 1.4a, 4.1d, 4.1e, 4.1f 	The United States SE/TE: Industrial Revolution, 409–413; Canals, 414–415; Technology and War, 496, 499, 514–515; Inventions and Big Business, 562–567
<ul style="list-style-type: none"> • The building of the transcontinental railroads 1.3a, 1.4a, 4.1d, 4.1f 	The United States SE/TE: Rails Across the Nation, 538, 539–541; Map Adventure, 550
<ul style="list-style-type: none"> • Growth of cities and the economy 1.3b, 4.1a, 4.1e, 4.1d, 4.2 	The United States SE/TE: Industrial Revolution, 409–413; Inventions and Big Business, 562–567; New Americans, 568–574
UNIT 3 LATIN AMERICA	
<i>Essential Question: How do geography, economics, people, and key events connect to shape a region?</i>	
Geography of Latin America (rivers, mountains, countries, deserts, landforms):	
FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.) 1.4c, 2.1b, 2.2a, 2.3a, 2.3b, 2.3c, 2.4a, 4.1e, 4.2, 5.1d	The United States SE/TE: The Rise of Empires, 66–69; Aztecs, Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–15; TE: 10–11, 16
– social class and organization 1.3a, 2.1b, 2.1c, 2.3a	The United States SE/TE: The Rise of Empires, 66–69; Aztecs,

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	Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–15; TE: 10–11, 16
– growth of culture 1.4c, 2.1c, 2.2a, 2.2c, 2.4b	The United States SE/TE: The Rise of Empires, 66–69; Aztecs, Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–15; TE: 10–11, 16
– traditions, language, arts, architecture, literature, dance 1.4c, 2.1a, 2.2a, 2.3a	The United States SE/TE: The Rise of Empires, 66–69; Aztecs, Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–15; TE: 10–11, 16
– economic features 4.1e, 4.2a, 4.2b, 4.2c, 4.2d	The United States SE/TE: The Rise of Empires, 66–69; Aztecs, Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–15; TE: 10–11, 16
– religious practices and beliefs 1.4c, 2.1b, 2.1c, 2.3a, 2.4b	The United States SE/TE: The Rise of Empires, 66–69; Aztecs, Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–15; TE: 10–11, 16
– use/creation of new technology 2.1c, 2.3a	The United States SE/TE: The Rise of Empires, 66–69; Aztecs, Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–15; TE: 10–11, 16
– government systems 2.1c, 2.3a, 2.3b, 2.3c, 5.1a	The United States SE/TE: The Rise of Empires, 66–69; Aztecs, Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–15; TE: 10–11, 16
– contributions and achievements 1.3a, 2.1c, 2.3a, 2.3b, 2.4b	The United States SE/TE: The Rise of Empires, 66–69; Aztecs, Maya, and Inca, 70–71 Passport to Latin America and Canada SE: Early Life in Latin America, 6–9; Map Adventure, 10; Conquest in Latin America, 14–

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	15; TE: 10–11, 16
Colonization:	
<ul style="list-style-type: none"> • European exploration and the native peoples 1.1a, 1.4b, 2.4a, 2.4b 	<p>The United States SE/TE: Explorers for Spain, 137; The Aztecs Are Conquered, 143; Founding New Spain, 144; The Conquests Continue, 145 Passport to Latin America and Canada SE: Pizarro Conquers the Inca, 15; The Portuguese in Brazil, 16; The Contributions of Native Peoples, 16–17; TE: 16–17</p>
<ul style="list-style-type: none"> • Spain and Portugal establish colonies 1.1a, 2.1c, 2.3a, 2.4c, 5.1a 	<p>The United States SE/TE: The Aztecs Are Conquered, 143; Founding New Spain, 144; The Conquests Continue, 145 Passport to Latin America and Canada SE: The Portuguese in Brazil, 16; Colonial Latin America, 30–33; TE: 26–27</p>
<ul style="list-style-type: none"> • Colonies established for religious, political and economic reasons 1.1a, 2.1c, 2.3c, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d 	<p>The United States SE/TE: The Aztecs Are Conquered, 143; Founding New Spain, 144; The Conquests Continue, 145; Life in New Spain, 146–150 Passport to Latin America and Canada SE: The Portuguese in Brazil, 16; Colonial Latin America, 30–33; TE: 26–27</p>
<ul style="list-style-type: none"> • The role of the Spanish colonies in the Triangular Trade 2.3b, 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d 	<p>The United States SE/TE: Triangular Trade, 206 Passport to Latin America and Canada SE: Sugar and Slavery, 32; An African Legacy, 33; TE: 26–27</p>
<ul style="list-style-type: none"> • Impact of Roman Catholic missionaries 2.1a, 2.3a, 2.4b 	<p>The United States SE/TE: More Changes for Native Peoples, 149; Biography, 151 Passport to Latin America and Canada SE: For related information see: Colonial Latin America, 30–33</p>
<ul style="list-style-type: none"> • Life in colonial Latin America characterized by social classes 2.3a, 2.3b, 2.3c 	<p>The United States SE/TE: Life in New Spain, 146–150 Passport to Latin America and Canada SE: Colonial Latin America, 30–33; TE: 26–27</p>
<ul style="list-style-type: none"> • The role of Spanish and Portuguese colonies in establishing slavery in the Americas 2.3c, 2.4a, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d 	<p>The United States SE/TE: Slavery in the Americas, 150 Passport to Latin America and Canada SE: Sugar and Slavery, 32; An African Legacy, 33; TE: 26–27</p>
<ul style="list-style-type: none"> • Results of colonial rule 2.4a, 2.4b, 2.4c, 4.1c, 4.1e, 5.1a 	<p>The United States SE/TE: Life in New Spain, 146–150 Passport to Latin America and Canada SE: Colonial Latin America, 30–33; Unrest in Latin America, 38–41; TE: 26–27</p>
<p>FOCUS: Case study of a Latin American nation and its road to independence 1.3c, 2.1b, 2.1c, 2.2d, 2.4a, 5.1a, 5.1b, 5.1c, 5.1d, 5.1e</p>	<p>Passport to Latin America and Canada SE: Life in Latin America, 54–57; Mexican Independence Day, 58; Years of Revolution and Change, 62–65; Power Struggles in Latin</p>

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	America, 78–81; Cinco de Mayo, 82; TE: 42–43, 48–49, 58–59
– dissatisfaction with colonial rule 1.1a, 1.3c, 1.4a, 2.1b, 2.1c, 2.2d, 2.3a, 2.3c, 2.4a	Passport to Latin America and Canada SE: Life in Latin America, 54–57; Mexican Independence Day, 58; Years of Revolution and Change, 62–65; Power Struggles in Latin America, 78–81; Cinco de Mayo, 82; TE: 42–43, 48–49, 58–59
– the road to revolution 1.1a, 2.1c, 2.4a, 2.2d, 2.3c	Passport to Latin America and Canada SE: Life in Latin America, 54–57; Mexican Independence Day, 58; Years of Revolution and Change, 62–65; Power Struggles in Latin America, 78–81; Cinco de Mayo, 82; TE: 42–43, 48–49, 58–59
– key events and people in the struggle for independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 5.1a	Passport to Latin America and Canada SE: Life in Latin America, 54–57; Mexican Independence Day, 58; Years of Revolution and Change, 62–65; Power Struggles in Latin America, 78–81; Cinco de Mayo, 82; TE: 42–43, 48–49, 58–59
– effects/outcome of conflict 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d	Passport to Latin America and Canada SE: Life in Latin America, 54–57; Mexican Independence Day, 58; Years of Revolution and Change, 62–65; Power Struggles in Latin America, 78–81; Cinco de Mayo, 82; TE: 42–43, 48–49, 58–59
– successes and challenges of the new government 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a	Passport to Latin America and Canada SE: Life in Latin America, 54–57; Mexican Independence Day, 58; Years of Revolution and Change, 62–65; Power Struggles in Latin America, 78–81; Cinco de Mayo, 82; TE: 42–43, 48–49, 58–59
– influences of the American and French Revolutions 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d	Passport to Latin America and Canada SE: Life in Latin America, 54–57; TE: 42–43
Growth and Expansion:	
• The Spanish–American War 1.1a, 1.4a, 2.3b, 2.4a	The United States SE/TE: The Spanish–American War, 580–581 Passport to Latin America and Canada SE: Results of War, 93; Timeline, 85; TE: 66
• Role of the Panama Canal 1.1a, 1.4a, 2.1c, 2.3a, 2.3b, 2.4a, 3.1c	The United States SE/TE: Panama Canal, 604–605 Passport to Latin America and Canada SE: Other Nations, 104; Timeline, 97; TE: 74–75
• Political boundaries in Latin America 2.1c, 2.3a, 2.4a, 3.1c, 3.1d, 3.2a	The United States SE/TE: The Spanish–American War, 580–581 Passport to Latin America and Canada SE: Years of Revolution and Change, 62–65; Power Struggles in Latin America, 78–81; Results of War, 93; TE: 48–49, 58–59
• Creation of boundaries between Dominican Republic and Haiti 2.1c, 2.3a, 2.4a, 3.1c, 3.1d,	Passport to Latin America and Canada SE: Independence in the Dominican Republic,

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3.2a	65; TE: 48–49
• Economic resources 2.1c, 2.3a, 2.4a, 3.1e , 4.1c, 4.1b, 4.2	Passport to Latin America and Canada SE: Changes in Latin America, 90–93; Latin America and the World, 102–105; TE: 66–67, 74–75
UNIT 4 CANADA	
<i>Essential Question: How do geography, economics, people, and key events connect to shape a nation?</i>	
Geography of Canada (rivers, mountains, countries, tundra, forests, landforms):	Passport to Latin America and Canada SE: The Land of Canada, 3; TE: 8
FOCUS: Case study of a native culture of Canada (Inuit, Canada’s First Nations, People of the Sub Arctic) 1.4c, 2.1b , 2.2a, 2.3a, 2.3b, 2.3c, 2.4a, 4.1e, 4.2, 5.1d	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9
– social class and organization 1.3a, 2.1b, 2.1c, 2.3a	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9
– growth of culture 1.4c, 2.1c, 2.2a, 2.2c, 2.4b	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9
– traditions, language, arts, architecture, literature, dance 1.4c, 2.1a, 2.2a, 2.3a	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9
– economic features 4.1e, 4.2a, 4.2b, 4.2c, 4.2d	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9
– religious practices and beliefs 1.4c, 2.1b, 2.1c, 2.3a, 2.4b	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9
– use/creation of new technology 2.1c, 2.3a	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9; Write the Essay, 12– 13
– government systems 2.1c, 2.3a, 2.3b, 2.3c, 5.1a	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9

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– contributions and achievements 1.3a, 2.1c, 2.3a, 2.3b, 2.4b	The United States SE/TE: The Inuit, 64 Passport to Latin America and Canada SE: People of the North and East, 4; People of the West, 4–5; TE: 8–9
Colonization:	
• European exploration and the native peoples 1.1a, 1.4b, 2.4a, 2.4b	The United States SE/TE: French and Dutch Settlements, 165 Passport to Latin America and Canada SE: Cabot and Cartier Claim Canada, 19; TE: 18–19
• France establishes colonies 1.1a, 2.1c, 2.3a, 2.4c, 5.1a	The United States SE/TE: French and Dutch Settlements, 165 Passport to Latin America and Canada SE: Coexistence in Canada, 18–21; TE: 18–19
• Colonies established for religious, political and economic reasons 1.1a, 2.1c, 2.3c, 4.1c, 4.2a, 4.2b, 4.2c, 4.2d	Passport to Latin America and Canada SE: Coexistence in Canada, 18–21; Colonial Canada, 26–29; TE: 18–19, 24–25
• Alliances and interactions between Native Canadians and the French 2.3a, 2.3b, 2.3c, 2.4a	Passport to Latin America and Canada SE: The Fur Trade, 20–21; Colonial Canada, 26–29; TE: 18–19, 24–25
• Results of colonial rule 2.4a, 2.4b, 2.4c, 4.1c, 4.1e, 5.1a	Passport to Latin America and Canada SE: Coexistence in Canada, 18–21; Colonial Canada, 26–29; TE: 28–29, 24–25
Independence:	
• Key events and people in Canadian independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 5.1a	Passport to Latin America and Canada SE: The French and Indian War, 28; The Acadians, 29–30; One Canada, Both French and British, 42–46; Life in Canada, 50–53; Canada Demands Change, 66–69; Fact File, 70; Canada Grows and Changes, 74–77; TE: 24–25, 34–35, 40–41, 50–51, 56–57
• Effects/outcome of independence 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a, 5.1c, 5.2a, 5.2b, 5.2c, 5.2d	Passport to Latin America and Canada SE: Canada Demands Change, 66–69; Fact File, 70; Canada Grows and Changes, 74–77; Canada Expands From Sea to Sea, 86–89; TE: 50–51, 56–57, 64–65
• Successes and challenges of the new government 1.1a, 1.1b, 1.3c, 1.4a, 2.3a, 2.4a, 4.1e, 5.1a	Passport to Latin America and Canada SE: Canada Demands Change, 66–69; Fact File, 70; Canada Grows and Changes, 74–77; Canada Expands From Sea to Sea, 86–89; TE: 50–51, 56–57, 64–65
Growth and Expansion:	
• Canadian Provinces from 1867 through 1931 2.1c, 2.3a, 3.1b, 3.1c, 3.1d	Passport to Latin America and Canada SE: Canada Expands From Sea to Sea, 86–89; TE: 64–65
• The gold rush 2.1c, 2.3a, 3.1d, 3.1e, 4.1e	Passport to Latin America and Canada SE: Settlement of the West, 89; TE: 64–65
• Transportation development and settlement 2.1c, 2.3a, 3.1d, 3.1e, 4.1e	Passport to Latin America and Canada SE: Canada Expands From Sea to Sea, 86–89; TE: 64–65
• Canada and the Commonwealth of Nations 4.1e, 4.1f, 4.2, 5.1a	Passport to Latin America and Canada SE: Canada Expands From Sea to Sea, 86–

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	89; Canada and the World, 98–101; TE: 64–65, 72–73
<ul style="list-style-type: none"> Industrialization and the growth of factories 2.3a, 2.4a, 4.1d, 4.1e, 4.1f 	Passport to Latin America and Canada SE: Canada Expands From Sea to Sea, 86–89; Canada and the World, 98–101; TE: 64–65, 72–73
<ul style="list-style-type: none"> Canada’s role in peacekeeping missions 2.1c, 2.3a, 2.3c, 2.4a 	Passport to Latin America and Canada SE: For related information see: Canada’s Involvement in World Events, 100–101; TE: 72–73
<ul style="list-style-type: none"> Quebecois movement for independent nation status 2.3c, 2.4a 	Passport to Latin America and Canada SE: Problems and Progress in Canada, 99; TE: 72–73
UNIT 5 WESTERN HEMISPHERE TODAY	
Essential Question: How do nations meet the challenges of modern living?	
The Role of Government:	
<ul style="list-style-type: none"> Diversity of governments in the Western Hemisphere 2.3a, 2.3b, 2.4a, 5.1a 	The United States SE/TE: Government, 14–17, 295, 296–301, 339, 344–350, 352–355, 642–644, 647, R26–R52; also see: Canada, 680; Mexico, 684; Countries of Central America, 686; Countries of Caribbean Region, 688; Countries of South America, 690 Passport to Latin America and Canada SE: For related information see: Power Struggles in Latin America, 78-81; Years of Revolution and Change, 62-65; Canada and the World, 98-101; Latin America and the World, 102-105
<ul style="list-style-type: none"> Basic civic values in the constitutions and laws of the United States, Canada and nations of Latin America 5.1a, 5.1c, 5.1d, 5.1e, 5.2a 	The United States SE/TE: Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–353; Bill of Rights, 354–355, 358–359, R42–R43; Government, 642–644, 647; United States Documents, R26–R52 Passport to Latin America and Canada SE: For related information see: Charter of Rights and Freedoms, 99; Problems and Progress in Canada, 99; New Governments, 103; TE: 72–73
Principles of Constitutional Democracy:	
<ul style="list-style-type: none"> The Declaration of Independence 1.1b, 1.3c, 5.1a, 5.1b, 5.1d, 5.3d 	The United States SE/TE: Declaring Independence, 296–301; United States Documents: The Declaration of Independence, R26–R29
<ul style="list-style-type: none"> The United States Constitution 1.1b, 1.3c, 5.1a, 5.1b, 5.2a, 5.2b, 5.2c, 5.2d, 5.3d 	The United States SE/TE: United States Constitution, 3, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–355;

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<ul style="list-style-type: none"> The British North America Act 5.1a, 5.1c 	United States Documents, R30–R52 The United States SE/TE: The Struggle to Found Colonies, 154, 155, 156–162; John Smith, 163; The First Colonies, 168–173; The 13 English Colonies, 176–182; William Penn, 183; New England’s Annoyances, 188–189; Life in the English Colonies, 200, 201, 202–207; Cities, Towns, and Farms, 210–214; Everyday Life in the Colonies, 216–220; Printing the Truth, 222–223; Slavery in the Colonies, 224–227; The French and Indian War, 246–251 Passport to Latin America and Canada SE: British North America Act, 87; TE: 64–65
<ul style="list-style-type: none"> The United States Bill of Rights 1.1b, 1.3c, 5.1a, 5.1b, 5.2a, 5.2b 	The United States SE/TE: Bill of Rights, 354–355, 358–359, R42–R43 The United States SE/TE: Bill of Rights, 353, 354, 355, 359
<ul style="list-style-type: none"> The Canadian Bill of Rights 5.1a, 5.1c, 5.1d, 5.1e 	The United States SE/TE: For related information see: Canada, 680 Passport to Latin America and Canada SE: For related information see: Charter of Rights and Freedoms, 99; TE: 72–73
<ul style="list-style-type: none"> Rights and responsibilities of citizens (protection, individual liberties, voting, taxes) 5.1a, 5.1c, 5.1d, 5.3e, 5.3f 	The United States SE/TE: Government by the People, 14–17; United States Constitution, 331, 339, 344, 345–347, 348, 349, 350, 351, 352–353; Bill of Rights, 354–355, 358–359, R42–R43; United States Documents, R26–R52; Struggle for Equal Rights, 642–648; TE only: Patriotism, 1h, 11, 287, 324–325, 388–389, 463, 672–673 Passport to Latin America and Canada SE: For related information: Problems and Progress in Canada, 99; New Governments, 103; Other Nations, 104
<ul style="list-style-type: none"> Awareness of patriotic celebrations 5.3a, 5.3b 	The United States SE/TE: Citizenship Day, E12–E13; Fourth of July, 295; also see: Cinco de Mayo, E10–E11, Symbols, 7, 11, 531, 561, 611, 646, 672; Star Spangled Banner, 383–388–389 TE: Patriotism, 1h, 11, 287, 324–325, 388–389, 463, 672–673 Passport to Latin America and Canada SE: Mexican Independence Day, 58; Cinco de Mayo, 82
<ul style="list-style-type: none"> Government services (education, police, military, health care) 5.1c, 5.1b, 5.2b 	The United States SE/TE: A Government in Trouble, 340; President Washington Takes Office, 363; Moving Goods and People, 411; The Spirit of Reform, 420; Reconstruction Under Congress, 518–521; New Immigrants, 569; Life in the

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