

4th Grade Social Studies

Fourth Grade: Florida Studies - The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history

Unit	Standard		Breakdown
Unit 1 - Geography	SS.4.G.1.1	Identify physical features of Florida.	<ul style="list-style-type: none"> • Identify Florida’s major physical features, including bodies of water and areas with major islands, such as the Florida Keys. • Locate Florida’s major bodies of water on a state map.
	SS.4.G.1.2	Locate and label cultural features on a Florida map.	<ul style="list-style-type: none"> • Define and list the cultural features of Florida, including Tallahassee, major cities, sites of important historical events and major tourist attractions. • Label Florida’s cultural features on a Florida map. Examples may include, but are not limited to, the state capital, major cities, and major tourist attractions.
	SS.4.G.1.3	Explain how weather impacts Florida.	<ul style="list-style-type: none"> • Describe Florida’s weather patterns by season. • Describe the impacts of Florida’s storms, including hurricanes and thunderstorms. • Explain the economic, architectural, scientific, and social impacts weather has on Florida. Examples may include, but are not limited to, hurricanes, thunderstorms, drought, frost, and mild climate.
	SS.4.G.1.4	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).	<ul style="list-style-type: none"> • Identify map elements such as title, compass rose, symbols, legend, scale, longitude, and latitude. • Apply their knowledge of the compass rose to indicate cardinal directions and intermediate directions on a map. • Interpret information on political and physical maps to explain locations and distances. • Compare locations of two places using map elements.

Unit 2 - Civics and Government

SS.4.C.1.1	Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.	<ul style="list-style-type: none"> • Describe the purpose of the Florida constitution. • Explain how Florida's constitution protects citizens' rights. • Show, using examples, how elements of the Florida constitution guide the structure, function and purposes of state government.
SS.4.C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.	<ul style="list-style-type: none"> • Explain how public issues impact citizens' daily lives.
SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.	<ul style="list-style-type: none"> • Summarize ways citizens can influence government and public policy. • Identify community and state problems. • Describe how citizens, including children, can help solve community and state problems.
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.	<ul style="list-style-type: none"> • Define and list different types of public service. • Explain the importance and impact of public service and voting. • Identify different types of volunteerism and their impact.
SS.4.C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.	<ul style="list-style-type: none"> • Identify the legislative, judicial, and executive branches of Florida's government. • Identify and compare the powers of Florida's three branches of government. • Provide an example of actions taken by each of Florida's three branches of government.
SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).	<ul style="list-style-type: none"> • Identify roles in state government, such as governor, state representative, and senator. • Identify roles in local government, such as mayor and city commissioner. • Compare and contrast the scope of power between state and local government officials.

Unit 3 - American History Part 1

SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	<ul style="list-style-type: none"> • Identify Florida's major historic figures and events through examining primary and secondary sources. • Draw from diverse resources to summarize major events in Florida's history. Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles.
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.	<ul style="list-style-type: none"> • Draw from print and electronic media to describe significant moments in Florida history. • Compare and contrast information from multiple resources to describe key historic events in Florida.
SS.4.A.2.1	Compare Native American tribes in Florida.	<ul style="list-style-type: none"> • Identify Florida's different Native American tribes. Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga. • Summarize the lifestyles of different Florida tribes.
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.	<ul style="list-style-type: none"> • Identify explorers who landed in Florida. • Explain why explorers came to Florida and the outcome of their expeditions.
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.	<ul style="list-style-type: none"> • Define and describe European colonization of Florida. • Identify the causes for European colonization in Florida. • Apply knowledge gained from primary and secondary resources to summarize the effects of European colonization on Native American tribes.
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.	<ul style="list-style-type: none"> • Summarize St. Augustine's significance in Florida history and United States history. • Describe the significance of the year 2015 marking the 450th anniversary of St. Augustine's founding.

Unit 3 - American History Part 1

SS.4.A.3.4	Explain the purpose of and daily life on missions (San Luis de Talimali in present- day Tallahassee).	<ul style="list-style-type: none"> • Define the term mission. • Explain the purpose of missions. • Describe daily life practices at missions, highlighting Florida’s San Luis de Talimali mission.
SS.4.A.3.5	Identify the significance of Fort Mose as the first free African community in the United States.	<ul style="list-style-type: none"> • Describe Fort Mose’s role as the country’s first legally sanctioned free African settlement. • Chronicle Fort Mose’s ensuing years as a sanctuary for African people seeking freedom from English slavery. • Summarize Fort Mose’s significance as a precursor site to the Underground Railroad.
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.	<ul style="list-style-type: none"> • Describe the period of Spanish rule in Florida. • Identify the effects of Spanish rule in Florida, focusing on agriculture, weapons, architecture, place names, and culture. • Draw from multiple sources to summarize contemporary examples of the Spanish linguistic and cultural influences in Florida.
SS.4.A.3.7	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.	<ul style="list-style-type: none"> • Summarize Florida’s early history, before it became a territory of the United States. • List the nations that controlled Florida during this period.
SS.4.A.3.8	Explain how the Seminole tribe formed and the purpose for their migration.	<ul style="list-style-type: none"> • Explain the reasons for the large migration of Creeks to Florida and how they became known as Seminoles. • Chronicle the tribe’s evolution through the British, second Spanish, and Black Seminoles periods.

Unit 3 - American History Part 1	SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.	<ul style="list-style-type: none"> • Chronicle Florida's shift from being a Spanish territory to a U.S. territory. • Explain the role of the Adams-Onis Treaty in Florida history. • Identify the principle people involved in the Adams-Onis Treaty, including John Quincy Adams and Luis de Onis.
	SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.	<ul style="list-style-type: none"> • Outline the events and conflicts leading up to the First Seminole War. • Distinguish between and describe the First, Second, and Third Seminole Wars. • Summarize the outcomes of First, Second, and Third Seminole Wars, including Andrew Jackson's invasion of Florida, the treaties signed, the migration to Indian Territory, and the 1868 Florida Constitution.
Unit 3 - American History Part 2	SS.4.A.4.1	Explain the effects of technological advances on Florida.	<ul style="list-style-type: none"> • Identify early technological advances in Florida, including steam engines and steamboats. • Describe the effects technological advances, such as steam engines and steamboats, had on daily life in Florida.
	SS.4.A.4.2	Describe pioneer life in Florida.	<ul style="list-style-type: none"> • Describe the daily life practices of early Florida pioneers. • Compare and contrast the experiences of men, women, and children in the Florida Territory.
	SS.4.A.5.1	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.	<ul style="list-style-type: none"> • Describe the conditions leading up to Florida's secession from the Union. • Summarize Florida's involvement in the Civil War. • Identify major moments in Florida's Civil War history, including secession, port blockades, and significant battles.

Unit 3 - American History Part 2	SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.	<ul style="list-style-type: none"> • Identify the events surrounding Reconstruction. • Describe the challenges of Reconstruction in Florida, including segregation.
	SS.4.A.6.1	Describe the economic development of Florida's major industries.	<ul style="list-style-type: none"> • Provide examples of Florida's major industries, including timber, citrus, railroads, and shrimping. • Correlate the availability of
	SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.	<ul style="list-style-type: none"> • List prominent immigrant groups from Florida's past and present. • Describe major contributions of immigrant groups to Florida's culture and daily life.
	SS.4.A.6.3	Describe the contributions of significant individuals to Florida.	<ul style="list-style-type: none"> • Identify significant figures in Florida history. • Describe the impact of significant figures on Florida.
	SS.4.A.6.4	Describe effects of the Spanish American War on Florida.	<ul style="list-style-type: none"> • Identify Florida's role in the Spanish American War. • Explain the outcome and economic impact of the Spanish American War on Florida.
Unit 3 - American History Part 3	SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.	<ul style="list-style-type: none"> • Outline Florida's economic state during the 1920s. • Describe the causes and effects of the land boom and bust.
	SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.	<ul style="list-style-type: none"> • Chronicle the economic factors leading to the Great Depression. • Describe the impact of the Great Depression on daily life in Florida. • Summarize the economic factors and historic events that contributed to the end of the Great Depression.
	SS.4.A.7.3	Identify Florida's role in World War II.	<ul style="list-style-type: none"> • Describe Florida's involvement in World War II. • Identify major locations of Florida's training bases during World War II.

Unit 3 - American History Part 3	SS.4.A.8.1	Identify Florida's role in the Civil Rights Movement.	<ul style="list-style-type: none"> • Chronicle significant events of the Florida civil rights movement, including the Tallahassee bus boycotts in 1956 and the Tallahassee sit-ins in 1960. • Correlate Florida's role in the civil rights movement with the national civil rights movement.
	SS.4.A.8.2	Describe how and why immigration impacts Florida today.	<ul style="list-style-type: none"> • Identify Florida's historic and current immigrant groups. • Identify and explain reasons why immigrants settled in Florida. • Summarize the contributions of diverse immigrant groups to Florida's culture and governance. • Describe the challenges faced by immigrant groups in Florida.
	SS.4.A.8.3	Describe the effect of the United States space program on Florida's economy and growth.	<ul style="list-style-type: none"> • Discuss the development of the national space program. • Identify how the national space program impacts Florida's economy and population.
	SS.4.A.8.4	Explain how tourism affects Florida's economy and growth.	<ul style="list-style-type: none"> • Describe the major components of Florida's tourist industry, including cultural sites, eco-tourism, beaches, natural wonders, and amusement parks. • Explain how tourism impacts Florida's economy.
Unit 4 - Economics	SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.	<ul style="list-style-type: none"> • Identify major Florida entrepreneurs. • Describe entrepreneurs' impact on Florida's culture. • Summarize entrepreneurs' impact on Florida's economy.
	SS.4.E.1.2	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.	<ul style="list-style-type: none"> • Describe Florida's major contributions to the national and international economy, including agriculture, phosphate production, and the space industry. • Summarize the economic impact of Florida's tourist industry.

Unit 5 - Financial Literacy Part 1

SS.4.FL.1.1	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.	<ul style="list-style-type: none"> • Make a list of different types of jobs and describe the different skills associated with each job.
SS.4.FL.1.2	People earn an income when they are hired by an employer to work at a job.	<ul style="list-style-type: none"> • Explain why employers are willing to pay people to do their work.
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SS.4.FL.1.3	Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.	<ul style="list-style-type: none"> • Explain how a waitress, a teacher, and a realtor are paid.
SS.4.FL.1.4	People can earn interest income from letting other people borrow their money.	<ul style="list-style-type: none"> • Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.
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SS.4.FL.1.5	People can earn income by renting their property to other people.	<ul style="list-style-type: none"> • Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.
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SS.4.FL.1.6	Describe ways that people who own a business can earn a profit, which is a source of income.	<ul style="list-style-type: none"> • Calculate the profit from a business with the information provided on the business's costs and revenues.
SS.4.FL.1.7	Entrepreneurs are people who start new businesses. Entrepreneurs do not know if their new businesses will be successful and earn a profit. Identify ways in which starting a business is risky for entrepreneurs.	<ul style="list-style-type: none"> • Read a children's book about an entrepreneur and identify the type of business started, the possible risks of running the business, and what the entrepreneur expected to earn.

Unit 5 - Financial Literacy Part 1	SS.4.FL.1.8	Income earned from working and most other sources of income are taxed. Describe ways that the revenue from these taxes is used to pay for government provided goods and services.	<ul style="list-style-type: none"> • Describe examples of government-provided goods and services that are paid for with taxes.
Unit 5 - Financial Literacy Part 2	SS.4.FL.2.1	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.	<ul style="list-style-type: none"> • Brainstorm a list of wants and then identify examples of goods, services, or leisure activities they can buy to satisfy each want.
	SS.4.FL.2.2	Explain that people make choices about what goods and services they buy because they can't have everything they want. This requires individuals to prioritize their wants.	<ul style="list-style-type: none"> • Create a list of goods or services they want given a set budget constraint, rank the goods and services from the most to the least desired, and justify their ranking.
	SS.4.FL.2.3	Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.	Explain why consumers with identical vacation budgets choose different options when planning a weeklong vacation.
	SS.4.FL.2.4	Discuss that whenever people buy something, they incur an opportunity cost. Opportunity cost is the value of the next best alternative that is given up when a person makes a choice.	<ul style="list-style-type: none"> • Present an example of a buying choice a person made and identify the opportunity cost of that choice.
	SS.4.FL.2.5	Explain that costs are things that a decision maker gives up; benefits are things that a decision maker gains. Make an informed decision by comparing the costs and benefits of spending alternatives.	<ul style="list-style-type: none"> • Compare the costs and benefits of buying a bicycle in two settings, rural and urban, and for different people including a younger child, a teenager, and a grandparent.
	SS.4.FL.2.6	Predict how people's spending choices are influenced by prices as well as many other factors, including advertising, the spending choices of others, and peer pressure.	<ul style="list-style-type: none"> • Write stories about how individual spending choices were informed or influenced by advertising, the spending choices of others, peer pressure, or the prices of alternative choices.

Unit 5 - Financial Literacy Part 2	SS.4.FL.2.7	Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.	<ul style="list-style-type: none"> • Create a budget for a set amount of allowance income that includes expenses (buying of goods and services) and savings.
Unit 5 - Financial Literacy Part 3	SS.4.FL.3.1	Identify ways that income is saved, spent on goods and services, or used to pay taxes.	<ul style="list-style-type: none"> • Explain the difference between saving and spending and give examples of each.
	SS.4.FL.3.2	Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.	<ul style="list-style-type: none"> • Describe what a person gives up when he or she deposits \$20 into a savings account.
	SS.4.FL.3.3	Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.	<ul style="list-style-type: none"> • Draw a picture identifying the different places where people can save their money.
	SS.4.FL.3.4	Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.	<ul style="list-style-type: none"> • Read a children’s book and identify a character’s savings goal and whether the character meets the savings goal.
	SS.4.FL.3.5	Explain that when people deposit money into a bank (or other financial institution), the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.	<ul style="list-style-type: none"> • Describe the advantages of saving money in a savings account rather than putting the money into a piggy bank.
	SS.4.FL.4.1	Discuss that interest is the price the borrower pays for using someone else’s money.	<ul style="list-style-type: none"> • Explain the reason why, when a person borrows \$100 to buy a new cell phone, he or she will have to pay back more than the \$100 at a future date.
	SS.4.FL.4.2	Identify instances when people use credit, that they receive something of value now and agree to repay the lender over time, or at some date in the future, with interest.	<ul style="list-style-type: none"> • Identify goods and services people often purchase with the use of a loan.
	SS.4.FL.5.1	Explain that after people have saved some of their income, they must decide how to invest their savings so that it can grow over time.	<ul style="list-style-type: none"> • Describe the difference between saving and financial investing.

Unit 5 - Financial Literacy Part 3

SS.4.FL.5.2	<p>Explain that a financial investment is the purchase of a financial asset such as a stock with the expectation of an increase in the value of the asset and/or increase in future income.</p>	<ul style="list-style-type: none"> • Explain why a stockholder may benefit if the company produces an increasingly popular product.
SS.4.FL.6.1	<p>Explain that risk is the chance of loss or harm.</p>	<ul style="list-style-type: none"> • Give examples of the risk associated with activities such as riding a bicycle, using a skateboard, or having a pet.
SS.4.FL.6.2	<p>Explain that risk from accidents and unexpected events is an unavoidable part of daily life.</p>	<ul style="list-style-type: none"> • Write a newspaper article on an unexpected “bad” event such as a tornado, car accident, or illness, and describe the effect the event would have on individuals and their families.
SS.4.FL.6.3	<p>Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.</p>	<ul style="list-style-type: none"> • Draw a poster depicting an age-appropriate activity (e.g., owning and riding a bicycle) that illustrates how to avoid risk of harm or loss (not riding the bike) or how to reduce the chance of a bad event (riding in a safe manner) and potential harm of the bad event (wearing a bike helmet).
SS.4.FL.6.4	<p>Discuss that one method to cope with unexpected losses is to save for emergencies.</p>	<ul style="list-style-type: none"> • Give examples of events for which emergency savings could offset financial losses.