



Flagler Schools  
4th Grade Social Studies  
Pacing Guide  
2024-2025

Quarter 1  
August 12 - October 11

Pacing	Benchmark & Descriptions
Unit 1: The World in Spatial Terms	<p><a href="#">SS.4.G.1.1</a> - Identify physical features of Florida. Examples are bodies of water, location, landforms.</p> <p><a href="#">SS.4.G.1.2</a>- Locate and label cultural features on a Florida map. Examples are state capitals, major cities, tourist attractions.</p> <p><a href="#">SS.4.G.1.3</a>- Explain how weather impacts Florida. Examples are hurricanes, thunderstorms, drought, mild climate.</p> <p><a href="#">SS.4.G.1.4</a>- Interpret political and physical maps using map elements (compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).</p>
Unit 10: Florida's Government	<p><a href="#">SS.4.CG.1.1</a>- Explain why the Florida government has a written Constitution.</p> <ul style="list-style-type: none"> <li>Students will recognize that every state has a state constitution.</li> <li>Students will explain the relationship between a written constitution, the government established and the citizens.</li> </ul> <p><a href="#">SS.4.CG.2.1</a>- Identify and describe how citizens work with local and state governments to solve problems.</p> <ul style="list-style-type: none"> <li>Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.</li> <li>Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).</li> </ul> <p><a href="#">SS.4.CG.2.2</a>- Explain the importance of voting, public service and volunteerism to the state and nation.</p> <ul style="list-style-type: none"> <li>Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.</li> <li>Students will discuss different types of public service and volunteerism.</li> </ul> <p><a href="#">SS.4.CG.2.3</a>- Identify individuals who represent the citizens of Florida at the state level.</p> <ul style="list-style-type: none"> <li>Students will identify their local state senator and state representative.</li> <li>Students will identify appropriate methods for communicating with elected officials.</li> </ul>

	<ul style="list-style-type: none"> <li>Students will recognize that Florida has a representative government.</li> </ul> <p><a href="#">SS.4.CG.3.1</a>- Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.</p> <ul style="list-style-type: none"> <li>Students will compare the powers of Florida's three branches of government.</li> <li>Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.</li> </ul> <p><a href="#">SS.4.CG.3.2</a>- Compare the structure, functions and processes of local and state government.</p> <ul style="list-style-type: none"> <li>Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislature, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).</li> </ul>
Unit 2: Pre-Columbian Florida	<p><a href="#">SS.4.A.2.1</a>- Compare Native American tribes in Florida. Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.</p> <p><a href="#">SS.4.A.3.1</a>- Identify explorers who came to Florida and the motivations for their expeditions. Examples may include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes, Tristan deLuna, and an understanding that 2013 is the quincentennial of the founding of Florida.</p> <p><a href="#">SS.4.A.3.2</a>- Describe causes and effects of European colonization on the Native American tribes of Florida. Examples may include, but are not limited to, protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.</p>
<p style="text-align: center;"><b>Quarter 2</b> <b>October 15 - December 20</b></p>	
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Unit 3-European Settlements & Colonies	<p><a href="#">SS.4.A.3.3</a>- Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. Examples may include, but are not limited to, the 450th anniversary of the founding of St. Augustine in 2015 as the first continuous town in the United States, predating other colonial settlements.</p> <p><a href="#">SS.4.A.3.4</a>- Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).</p> <p><a href="#">SS.4.A.3.5</a>- Identify the significance of Fort Mose as the first free African community in the United States. Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.</p> <p><a href="#">SS.4.A.3.6</a>- Identify the effects of Spanish rule in Florida. Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.</p>
Unit 4: Florida's Journey to Statehood	<p><a href="#">SS.4.A.3.7</a>- Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p><a href="#">SS.4.A.3.8</a>- Explain how the Seminole tribe formed and the purpose for their migration.</p> <p><a href="#">SS.4.A.3.9</a>- Explain how Florida (Adams-Onis Treaty) became a U.S. territory.</p>

	<p><a href="#">SS.4.A.3.10</a>- Identify the causes and effects of the Seminole Wars. Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.</p> <p><a href="#">SS.4.A.4.1</a>- Explain the effects of technological advances on Florida. Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.</p> <p><a href="#">SS.4.A.4.2</a>- Describe pioneer life in Florida. Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.</p>
Unit 5: The Civil War	<p><a href="#">SS.4.A.5.1</a>-Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War. Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.</p>
<p style="text-align: center;"><b>Quarter 3</b> <b>January 7 - March 13</b></p>	
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Unit 6: Life After The Civil War	<p><a href="#">SS.4.A.5.2</a>-Summarize challenges Floridians faced during Reconstruction. Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.</p>
Unit 7: Industrialization/ Modern Florida	<p><a href="#">SS.4.A.6.1</a>-Describe the economic development of -Florida's major industries. Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).</p> <p><a href="#">SS.4.A.6.2</a>-Summarize contributions immigrant groups made to Florida. Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.</p> <p><a href="#">SS.4.A.6.3</a>-Describe the contributions of significant individuals to Florida. Examples may include, but are not limited to, John Gorrie, Henry Flagler, Henry Plant, Lue Gim Gong, Vincente Martinez Ybor, Julia Tuttle, Mary McLeod Bethune, Thomas Alva Edison, James Weldon Johnson, Marjorie Kinnan Rawlings.</p> <p><a href="#">SS.4.A.6.4</a>-Describe effects of the Spanish American War on Florida. Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.</p>
Unit 8: Roaring 20s, Great Depression &	<p><a href="#">SS.4.A.7.1</a>-Describe the causes and effects of the 1920's Florida land boom and bust. Examples may include, but are not limited to, land speculation.</p> <p><a href="#">SS.4.A.7.2</a>-Summarize challenges Floridians faced during the Great Depression.</p>

WWII	Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.
<p style="text-align: center;"><b>Quarter 4</b>  <b>March 24 - May 29</b></p>	
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Unit 9: Contemporary Florida into the 21st Century	<p><a href="#">SS.4.A.8.1</a>-Identify Florida's role in the Civil Rights Movement.  Examples may include, but are not limited to, Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.</p> <p><a href="#">SS.4.A.8.2</a>-Describe how and why immigration impacts Florida today.</p> <p><a href="#">SS.4.A.8.3</a>-Describe the effect of the United States space program on Florida's economy and growth.</p> <p><a href="#">SS.4.A.8.4</a>-Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and the local economy.</p> <p><a href="#">SS.4.E.1.1</a>-Explain how tourism affects Florida's economy and growth.  Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.</p> <p><a href="#">SS.4.E.1.2</a>-Explain Florida's role in the national and international economy and conditions that attract businesses to the state.  Examples are tourism, agriculture, phosphate, space industry.</p>
Unit 11: Earning Income- Financial Literacy	<p><a href="#">SS.4.FL.1.1</a>: People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.</p> <p><a href="#">SS.4.FL.1.2</a>: People earn an income when they are hired by an employer to work at a job.  Explain why employers are willing to pay people to do their work.</p> <p><a href="#">SS.4.FL.1.3</a>: Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.</p> <p><a href="#">SS.4.FL.1.4</a>: People can earn interest income from letting other people borrow their money.  Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.</p> <p><a href="#">SS.4.FL.1.5</a>: People can earn income by renting their property to other people.  Identify different types of property (such as apartments, automobiles, or tools) that people own and on which rent is paid.</p> <p><a href="#">SS.4.FL.1.6</a>: Describe ways that people who own a business can earn a profit, which is a source of income.</p> <p><a href="#">SS.4.FL.1.7</a>: 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.</p> <p><a href="#">SS.4.FL.1.8</a>: 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.</p> <p><a href="#">SS.4.FL.2.1</a>: Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.</p>

	<p><a href="#"><u>SS.4.FL.2.2:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.2.3:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.2.4:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.2.5:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.2.6:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.2.7:</u></a> Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.</p> <p><a href="#"><u>SS.4.FL.3.1:</u></a> Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p><a href="#"><u>SS.4.FL.3.2:</u></a> Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.</p> <p><a href="#"><u>SS.4.FL.3.3:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.3.4:</u></a> Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.</p> <p><a href="#"><u>SS.4.FL.3.5:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.4.1:</u></a> Discuss that interest is the price the borrower pays for using someone else's money.</p> <p><a href="#"><u>SS.4.FL.4.2:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.5.1:</u></a> 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.</p> <p><a href="#"><u>SS.4.FL.5.2:</u></a> 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> <p><a href="#"><u>SS.4.FL.6.1:</u></a> Explain that risk is the chance of loss or harm.</p> <p><a href="#"><u>SS.4.FL.6.2:</u></a> Explain that risk from accidents and unexpected events is an unavoidable part of daily life.</p> <p><a href="#"><u>SS.4.FL.6.3:</u></a> Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.</p> <p><a href="#"><u>SS.4.FL.6.4:</u></a> Discuss that one method to cope with unexpected losses is to save for emergencies.</p>
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