Access Social Studies

Grade 4

(#7721015)

April 2020

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Course Standards

SS.4.A.1.1:

Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.
Clarifications:
Examples may include, but are not limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.1.In.a:	Use primary and secondary resources to obtain information about important people and events from Florida history.			
SS.4.A.1.Su.a:	Use a primary and secondary resource to obtain information about a famous person or event from Florida history.			
SS.4.A.1.Pa.a:	Recognize an artifact, picture, or video about Florida.			
Resources:	Henry Flagler and the East Coast Railroad lesson plan Click Here Hernando de Soto lesson plan Click Here Ponce de Leon lesson plan Click Here State Timeline lesson plan Click Here			

SS.4.A.1.2:

Synthesize information related to Florida history through print and electronic media.
Clarifications:
Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video, etc.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.1.In.b:	Use print and electronic media to collect information about Florida history.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.1.Su.b:	Use print and electronic media to identify information about Florida history.			
SS.4.A.1.Pa.b:	Use technology to access information about Florida.			
Resources:	Henry Flagler and the East Coast Railroad lesson plan Click Here Hernando de Soto lesson plan Click Here Ponce de Leon lesson plan Click Here History of the Florida Sponge Industry lesson plan Click Here State Timeline lesson plan Click Here			

SS.4.A.2.1:
Compare Native American tribes in Florida.
Clarifications:
Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.2.In.a:	Identify important cultural aspects of Native American tribes of Florida, such as living in villages and making pottery.			
SS.4.A.2.Su.a:	Recognize an important cultural aspect of Native American tribes of Florida, such as making pottery.			
SS.4.A.2.Pa.a:	Recognize differences in artifacts of Native Americans in Florida, such as pottery or spears.			
Resources:				

SS.4.A.3.1:
Identify explorers who came to Florida and the motivations for their expeditions.
Clarifications:
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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.a:	Recognize a European explorer who came to Florida, such as Ponce de Leon, who came to find slaves and riches.			
SS.4.A.3.Su.a:	Recognize a European explorer who came to Florida, such as Ponce de Leon.			
SS.4.A.3.Pa.a:	Recognize that people came to Florida long ago.			
Resources:	Ponce de Leon lesson plan Click Here			

[SS.4.A.3.2:](#)
Describe causes and effects of European colonization on the Native American tribes of Florida.
Clarifications:
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.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.b:	Identify effects of European colonization on Native American tribes in Florida, such as slavery and new diseases.			
SS.4.A.3.Su.b:	Recognize an effect of European colonization on Native American tribes in Florida, such as slavery.			
SS.4.A.3.Pa.b:	Recognize differences between Europeans and Native Americans.			
Resources:				

[SS.4.A.3.3:](#)
Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.
Clarifications:
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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.c:	Recognize St. Augustine as the oldest permanent European settlement in the United States.			
SS.4.A.3.Su.c:	Recognize that St. Augustine is an old settlement.			
SS.4.A.3.Pa.c:	Recognize that people live together in the same location (settlement).			
Resources:				

SS.4.A.3.4:
Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.d:	Identify that the purpose of missions in Florida was to spread Christianity, the Spanish language, and style of dress to Native Americans.			
SS.4.A.3.Su.d:	Recognize that a purpose of the missions in Florida was to spread Christianity to Native Americans.			
SS.4.A.3.Pa.d:	Recognize that people live together in the same location (settlement).			
Resources:				

SS.4.A.3.5:
Identify the significance of Fort Mose as the first free African community in the United States.
Clarifications:
Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.e:	Identify that African slaves escaped to Fort Mose to live in freedom.			
SS.4.A.3.Su.e:	Recognize that African slaves went to Fort Mose to be free.			
SS.4.A.3.Pa.e:	Recognize an aspect of freedom.			
Resources:				

SS.4.A.3.6:
Identify the effects of Spanish rule in Florida.
Clarifications:
Examples may include, but are not limited to, names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.f:	Recognize effects of Spanish rule in early Florida, such as names of cities, agriculture, and weapons.			
SS.4.A.3.Su.f:	Recognize an effect of Spanish rule in early Florida, such as names of cities, agriculture, or weapons.			
SS.4.A.3.Pa.f:	Recognize a Spanish influence in Florida.			
Resources:				

SS.4.A.3.7:
Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.g:	Identify different nations that controlled Florida, such as Spain or England.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.Su.g:	Recognize a nation that controlled Florida, such as Spain.			
SS.4.A.3.Pa.g:	Recognize that different groups of people lived in Florida long ago.			
Resources:				

[SS.4.A.3.8:](#)
Explain how the Seminole tribe formed and the purpose for their migration.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.h:	Identify that the Seminole tribe went to the Everglades to hide from soldiers trying to force them to leave Florida.			
SS.4.A.3.Su.h:	Recognize that the Seminole tribe went to live in the Everglades.			
SS.4.A.3.Pa.h:	Recognize a reason for moving (migration).			
Resources:				

[SS.4.A.3.9:](#)
Explain how Florida (Adams-Onis Treaty) became a U.S. territory.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.i:	Recognize that Spain signed an agreement (treaty) to make Florida a United States territory.			
SS.4.A.3.Su.i:	Recognize that Spain gave Florida back to the United States.			
SS.4.A.3.Pa.i:	Recognize that Florida is part of the United States.			
Resources:				

SS.4.A.3.10:

Identify the causes and effects of the Seminole Wars.

Clarifications:

Examples may include, but are not limited to, Jackson's invasion of Florida (First Seminole War), without federal permission.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.3.In.j:	Recognize that the Seminole tribe wanted to stay in Florida, but the United States fought wars against them and forced them to leave.			
SS.4.A.3.Su.j:	Recognize that the United States fought wars against the Seminole tribe.			
SS.4.A.3.Pa.j:	Recognize that people fight against each other in a war.			
Resources:				

SS.4.A.4.1:

Explain the effects of technological advances on Florida.

Clarifications:

Examples may include, but are not limited to, steam engine, steamboats, delivery of water to some areas of the state.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.4.In.a:	Identify technological advances that affected Florida, such as railroads and steamboats.			
SS.4.A.4.Su.a:	Recognize a technological change that affected Florida, such as railroads.			
SS.4.A.4.Pa.a:	Recognize modes of transportation in Florida.			
Resources:				

SS.4.A.4.2:

Describe pioneer life in Florida.

Clarifications:
Examples may include, but are not limited to, the role of men, women, children, Florida Crackers, Black Seminoles.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.4.In.b:	Identify characteristics of pioneer life in Florida, such as isolated family farms, few roads, and use of steamboats.			
SS.4.A.4.Su.b:	Recognize a characteristic of pioneer life in Florida, such as farming.			
SS.4.A.4.Pa.b:	Recognize that pioneers lived in Florida a long time ago.			
Resources:	History of the Florida Sponge Industry lesson plan Click Here			

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.
Clarifications:
Additional examples may also include, but are not limited to, Ft. Zachary Taylor, the plantation culture, the First Florida Cavalry.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.5.In.a:	Identify that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.			
SS.4.A.5.Su.a:	Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.			
SS.4.A.5.Pa.a:	Recognize that battles were fought in Florida in the Civil War.			
Resources:				

SS.4.A.5.2:
Summarize challenges Floridians faced during Reconstruction.
Clarifications:
Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.5.In.b:	Recognize that during Reconstruction, freed slaves in Florida got jobs and homes by working for landowners who needed workers (sharecropping).			
SS.4.A.5.Su.b:	Recognize that during Reconstruction, Florida's freed slaves needed jobs and landowners needed workers.			
SS.4.A.5.Pa.b:	Recognize ways different groups of people work together.			
Resources:				

SS.4.A.6.1:
Describe the economic development of Florida's major industries.
Clarifications:
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).
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.6.In.a:	Identify Florida's major industries, such as timber, tourism, and citrus.			
SS.4.A.6.Su.a:	Recognize major industries in Florida, such as timber, tourism, and citrus.			
SS.4.A.6.Pa.a:	Recognize a major industry in Florida.			
Resources:				

SS.4.A.6.2:
Summarize contributions immigrant groups made to Florida.
Clarifications:
Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.6.In.b:	Identify contributions of immigrants to Florida, such as language, food, or customs.			
SS.4.A.6.Su.b:	Recognize contributions of immigrants to Florida, such as language, food, or customs.			
SS.4.A.6.Pa.b:	Recognize variations in language, food, or customs of immigrants in Florida.			
Resources:				

SS.4.A.6.3:
Describe the contributions of significant individuals to Florida.
Clarifications:
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.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.6.In.c:	Identify the contributions of significant individuals to Florida, such as Henry Flagler, Thomas Alva Edison, and Mary McLeod Bethune.			
SS.4.A.6.Su.c:	Recognize the contributions of a significant individual to Florida, such as Henry Flagler, Thomas Alva Edison, or Mary McLeod Bethune.			
SS.4.A.6.Pa.c:	Recognize that many people made contributions to Florida.			
Resources:	Henry Flagler and the East Coast Railroad lesson plan Click Here John Gorrie and Refrigeration lesson plan Click Here			

SS.4.A.6.4:
Describe effects of the Spanish American War on Florida.

Clarifications:
Examples may include, but are not limited to, cigar industry, temporary economic boom at Ft. Brooke due to Rough Riders, Cuban immigration.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.6.In.d:	Recognize ways that Florida changed during the Spanish American War, such as increased population, business, and harbors.			
SS.4.A.6.Su.d:	Recognize that Florida's population increased during the Spanish American War.			
SS.4.A.6.Pa.d:	Recognize that many people made contributions to Florida.			
Resources:				

SS.4.A.7.1:
Describe the causes and effects of the 1920's Florida land boom and bust.
Clarifications:
Examples may include, but are not limited to, land speculation.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.7.In.a:	Identify the basic causes and effects of the 1920s Florida land boom and bust.			
SS.4.A.7.Su.a:	Recognize the cause of the 1920s Florida land bust.			
SS.4.A.7.Pa.a:	Recognize an effect of the Florida land bust.			
Resources:				

SS.4.A.7.2:
Summarize challenges Floridians faced during the Great Depression.
Clarifications:
Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.7.In.b:	Identify challenges Floridians faced during the Great Depression.			
SS.4.A.7.Su.b:	Recognize challenges Floridians faced during the Great Depression.			
SS.4.A.7.Pa.b:	Recognize a challenge of the Great Depression.			
Resources:				

SS.4.A.7.3:
Identify Florida's role in World War II.
Clarifications:
Examples may include, but are not limited to, warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.7.In.c:	Recognize Florida's role in World War II.			
SS.4.A.7.Su.c:	Recognize that Florida played a role in World War II.			
SS.4.A.7.Pa.c:	Recognize that people in Florida were involved in a war.			
Resources:				

SS.4.A.8.1:
Identify Florida's role in the Civil Rights Movement.
Clarifications:
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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.8.In.a:	Recognize Florida's role in the Civil Rights Movement, such as the Tallahassee Bus Boycotts and efforts of Governor Collins to integrate African Americans into government.			
SS.4.A.8.Su.a:	Recognize that Florida played a role in the Civil Rights Movement.			
SS.4.A.8.Pa.a:	Recognize that people have rights.			
Resources:				

SS.4.A.8.2:

Describe how and why immigration impacts Florida today.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.8.In.b:	Identify how immigration impacts Florida today.			
SS.4.A.8.Su.b:	Recognize how immigration impacts Florida today.			
SS.4.A.8.Pa.b:	Recognize that people move into Florida today.			
Resources:				

SS.4.A.8.3:

Describe the effect of the United States space program on Florida's economy and growth.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.8.In.c:	Recognize ways that Florida has changed due to the space program, such as new technologies and population growth.			
SS.4.A.8.Su.c:	Recognize a way Florida has changed due to the space program, such as new technologies or population growth.			

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.8.Pa.c:	Recognize an aspect of Florida's space program.			
Resources:				

SS.4.A.8.4:
Explain how tourism affects Florida's economy and growth.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.8.In.d:	Recognize that tourism brings people, money, and jobs to Florida.			
SS.4.A.8.Su.d:	Recognize that tourism brings people and money to Florida.			
SS.4.A.8.Pa.d:	Recognize a characteristic of tourism in Florida, such as people.			
Resources:				

SS.4.A.9.1:
Utilize timelines to sequence key events in Florida history.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.A.9.In.a:	Complete a timeline to sequence important events in Florida history.			
SS.4.A.9.Su.a:	Sequence pictures on a timeline to show important events in Florida history.			
SS.4.A.9.Pa.a:	Recognize pictures on a simple timeline of important events in Florida.			
Resources:				

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.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.C.1.In.a:	Recognize that Florida's constitution protects the rights of Florida's citizens and identifies the parts and functions of state government.			
SS.4.C.1.Su.a:	Recognize that Florida's constitution protects the rights of Florida's citizens.			
SS.4.C.1.Pa.a:	Recognize the right of citizens to access and participate in community activities.			
Resources:				

SS.4.C.2.1:

Discuss public issues in Florida that impact the daily lives of its citizens.

Clarifications:

(e.g., taxes, school accountability)

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.C.2.In.a:	Identify common public issues in Florida that impact the daily lives of its citizens.			
SS.4.C.2.Su.a:	Recognize common public issues in Florida that impact the daily lives of its citizens.			
SS.4.C.2.Pa.a:	Recognize a common public issue in the local community that impacts the daily lives of its citizens.			
Resources:				

SS.4.C.2.2:

Identify ways citizens work together to influence government and help solve community and state problems.

Clarifications:
Examples are voting, petitioning, conservation, recycling.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.C.2.In.b:	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.			
SS.4.C.2.Su.b:	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.			
SS.4.C.2.Pa.b:	Recognize a way to work with a group to help solve a problem.			
Resources:	The Boston Tea Party lesson plan Click Here			

SS.4.C.2.3:
Explain the importance of public service, voting, and volunteerism.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.C.2.In.c:	Identify ways citizens can work together to help solve local problems, such as voting, holding public meetings, and volunteering.			
SS.4.C.2.Su.c:	Recognize ways to work with a group to help solve a community problem, such as voting, meeting together, and sharing information.			
SS.4.C.2.Pa.c:	Recognize a way to work with a group to help solve a problem.			
Resources:	Voting lesson plan Click Here			

SS.4.C.3.1:
Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.C.3.In.a:	Recognize Florida's three branches of government, including legislative (makes laws), judicial (interprets laws), and executive (enforces laws).			
SS.4.C.3.Su.a:	Recognize that Florida has three branches of government with a governor, lawmakers, and judges.			
SS.4.C.3.Pa.a:	Recognize that Florida has a governor.			
Resources:				

SS.4.C.3.2:

Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.C.3.In.b:	Identify differences between state and local government, including the role of leaders and lawmakers.			
SS.4.C.3.Su.b:	Recognize a difference between state and local government, such as governor and mayor.			
SS.4.C.3.Pa.b:	Recognize the leader of the state government (governor).			
Resources:				

SS.4.E.1.1:

Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Clarifications:

Examples are Henry Flagler, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.E.1.In.a:	Recognize contributions of entrepreneurs who influenced Florida, such as Walt Disney (theme parks) and Henry Flagler (railroads).			
SS.4.E.1.Su.a:	Recognize a contribution of an entrepreneur who influenced Florida, such as Walt Disney (theme parks).			
SS.4.E.1.Pa.a:	Recognize that many people made contributions to Florida.			
Resources:	John Gorrie and Refrigeration lesson plan Click Here			

SS.4.E.1.2:
Explain Florida's role in the national and international economy and conditions that attract businesses to the state.
Clarifications:
Examples are tourism, agriculture, phosphate, space industry.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.E.1.In.b:	Identify important economic contributions of Florida, such as tourism, agriculture, and the space industry.			
SS.4.E.1.Su.b:	Recognize an important economic contribution of Florida, such as tourism, agriculture, or the space industry.			
SS.4.E.1.Pa.b:	Associate a good or service with Florida, such as oranges, spacecraft, or theme parks.			
Resources:				

SS.4.G.1.1:
Identify physical features of Florida.
Clarifications:
Examples are bodies of water, location, landforms.

Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.G.1.In.a:	Recognize physical features of Florida, such as bodies of water, location, and landforms.			
SS.4.G.1.Su.a:	Recognize selected physical features of Florida, such as bodies of water and landforms.			
SS.4.G.1.Pa.a:	Recognize a physical feature of Florida, such as water.			
Resources:	North American Lakes lesson plan Click Here Geography – Florida Keys lesson plan Click Here			

SS.4.G.1.2:
Locate and label cultural features on a Florida map.
Clarifications:
Examples are state capitals, major cities, tourist attractions.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.G.1.In.b:	Identify cultural features on a Florida map, such as the state capital, a major city, and tourist attractions.			
SS.4.G.1.Su.b:	Recognize a cultural feature on a Florida map, such as the state capital or a major city.			
SS.4.G.1.Pa.b:	Associate an outline map or image with the state of Florida.			
Resources:	Henry Flagler and the East Coast Railroad lesson plan Click Here The Thirteen Colonies: Here to There lesson plan Click Here			

SS.4.G.1.3:
Explain how weather impacts Florida.
Clarifications:
Examples are hurricanes, thunderstorms, drought, mild climate.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.G.1.In.c:	Identify effects of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.			
SS.4.G.1.Su.c:	Recognize an effect of weather in Florida, such as hurricanes, thunderstorms, drought, and mild climate.			
SS.4.G.1.Pa.c:	Recognize examples of weather in Florida, such as thunderstorms.			
Resources:				

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).
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
SS.4.G.1.In.d:	Identify information provided on maps using the title, compass rose, cardinal and intermediate directions, symbols, and key/legend.			
SS.4.G.1.Su.d:	Recognize information provided on a map by its title, cardinal directions, symbols, and key/legend.			
SS.4.G.1.Pa.d:	Associate a picture or symbol with a location on a Florida map.			
Resources:				

ELD.K12.ELL.SI.1:
English language learners communicate for social and instructional purposes within the school setting.

ELD.K12.ELL.SS.1:
English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

HE.4.C.2.4:

Recognize types of school rules and community laws that promote health and disease prevention.
Clarifications:
Helmet law, clean indoor-air laws, and speed limits.
Related Access Points

Name	Description	Date(s) Instruction	Date(s) Assessment	Date Mastery
HE.4.C.2.In.d:	Recognize selected community laws that promote health and disease prevention, such as helmet laws and speed limits.			
HE.4.C.2.Su.d:	Recognize school rules that promote health and disease prevention, such as proper disposal of trash, obeying crossing guards, and bicycle safety.			
HE.4.C.2.Pa.d:	Recognize a way the school promotes health behaviors, such as providing disaster-preparedness programs, school breakfast programs, youth organizations, and school-safety rules.			
Resources:				

Access Courses: Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Social Studies. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: Click here
For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at Click here.
Course Number: 7721015
Course Path: Section: Exceptional Student Education > **Grade Group:** Elementary > **Subject:** Academics - Subject Areas
Abbreviated Title: ACCESS SOC ST - 4
Course Attributes: Class Size Core Required
Course Status: Course Approved