

Social Studies Florida Standards At a Glance: Fourth Grade

Strand: **AMERICAN HISTORY**

Standard 1: **Historical Inquiry and Analysis**

SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. [. . . photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, newspaper articles, etc.]

SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media. [. . . encyclopedia, atlases, newspapers, websites, databases, audio, video, etc.]

Standard 2: **Pre-Columbian Florida**

SS.4.A.2.1 Compare Native American tribes (Apalachee, Calusa, Tequesta, Timucua, Tocobaga) in Florida.

Standard 3: **Exploration and Settlement of Florida**

SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions. [. . . Ponce de León, Juan Garrido, Esteban Dorantes, Tristan deLuña, and an understanding that 2013 is the quincentennial of the founding of Florida.]

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida. [. . . protection of ships, search for gold, glory of the mother country, disease, death, and spread of religion.]

SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. [. . . the 450th anniversary of the founding of St. Augustine (2015) as the first continuous town in the United States, pre-dating other colonial settlements.]

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

SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States. [. . . the differences between Spanish and English treatment of enslavement.]

SS.4.A.3.6 Identify the effects of Spanish rule in Florida. [. . . names of cities such as Pensacola, etc., agriculture, weapons, architecture, art, music, and food.]

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

SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.

SS.4.A.3.9 Explain how Florida (Adams-Onís Treaty) became a U.S. territory.

SS.4.A.3.10 Identify the causes and effects of the Seminole Wars. [. . . Jackson's invasion of Florida (First Seminole War), without federal permission.]

Standard 4: **Growth of Florida**

SS.4.A.4.1 Explain the effects of technological advances on Florida. [. . . steam engine, railroads, steamboats, roadways, bridges, delivery of water to some areas of the state.]

SS.4.A.4.2 Describe pioneer life in Florida. [. . . role of men, women, children, Florida Crackers, Black Seminoles.]

Standard 5: **Crisis of the Union: Civil War and Reconstruction in Florida**

SS.4.A.5.1 Describe Florida's involvement in the Civil War. [. . . secession, blockades of ports, the battles of Fort Pickens, Olustee, Fort Brooke, Natural Bridge, food supply, Fort Zachary Taylor, the plantation culture, the First Florida Cavalry.

SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction. [. . . sharecropping, segregation, and black participation in state and federal governments.]

Standard 6: **Industrialization and Emergence of Modern Florida**

SS.4.A.6.1 Describe the economic development of Florida's major industries. [. . . timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridges, air conditioning, sponge, shrimping, and wrecking (pirating).]

SS.4.A.6.2 Summarize contributions immigrant groups made to Florida. [. . . language, food, customs, art, beliefs and practices, literature, education, and clothing.]

SS.4.A.6.3 Describe the contributions of significant individuals to Florida. [. . . 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.

SS.4.A.6.4 Describe effects of the Spanish American War on Florida. [. . . cigar industry, temporary economic boom at Fort Brooke due to Rough Riders, Cuban immigration.]

Standard 7: **Roaring 20's, the Great Depression, and WWII in Florida**

SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust. [. . . land speculation.]

SS.4.A.7.2 Summarize challenges Floridians faced during the Great Depression. [. . . the Labor Day hurricane of 1935 and the Mediterranean fruit fly.]

SS.4.A.7.3 Identify Florida's role in World War II. [. . . warfare near Florida's shores and training bases in Florida (Miami, Tampa, Tallahassee, etc.), spying near the coast, Mosquito Fleet.]

Standard 8: **Contemporary Florida into the 21st Century**

SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement. [. . . Tallahassee Bus Boycotts, civil disobedience, and the legacy of early civil rights pioneers, Harry T. and Harriette V. Moore.]

SS.4.A.8.2 Describe how and why immigration impacts Florida today.

SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.

SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.

Standard 9: **Chronological Thinking**

SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.

Social Studies Florida Standards At a Glance: Fourth Grade

Strand: **GEOGRAPHY**

Standard 1: **The World in Spatial Terms**

- SS.4.G.1.1** Identify physical features of Florida. [. . . bodies of water, location, landforms.]
- SS.4.G.1.2** Locate and label cultural features on a Florida map. [. . . state capital, major cities, tourist attractions.]
- SS.4.G.1.3** Explain how weather impacts Florida. [. . . hurricanes, thunderstorms, drought, 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.]

Strand: **CIVICS AND GOVERNMENT**

Standard 1: **Foundations of Government, Law, and the American Political System**

- 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.
- ### Standard 2: **Civic and Political Participation**
- SS.4.C.2.1** Discuss public issues in Florida that impact the daily lives of its citizens. [. . . taxes, school accountability.]
 - SS.4.C.2.2** Identify ways citizens work together to influence government and help solve community and state problems. [. . . voting, petitioning, conservation, recycling.]
 - SS.4.C.2.3** Explain the importance of public service, voting, and volunteerism.
- ### Standard 3: **Structure and Functions of Government**
- SS.4.C.3.1** Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.
 - SS.4.C.3.2** Distinguish between state (governor, state representative or senator) and local government (mayor, city commissioner).

Strand: **ECONOMICS**

Standard 1: **Beginning Economics**

- SS.4.E.1.1** Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy. [. . . Henry Flager, Walt Disney, Ed Ball, Alfred Dupont, Julia Tuttle, Vincente Martinez Ybor.]
- SS.4.E.1.2** Explain Florida's role in the national and international economy and conditions that attract businesses to the state. [. . . tourism, agriculture, phosphate, space industry.]

WIDA

Standard 5 – Language of Social Studies (LoSS)

English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOCIAL STUDIES**.

MTRs

- MA.K.12.MTR.1.1** – Actively participate in effortful learning both individually and collectively.
- MA.K.12.MTR.2.1** – Demonstrate understanding by representing problems in multiple ways.
- MA.K.12.MTR.3.1** – Complete tasks with mathematical fluency.
- MA.K.12.MTR.4.1** – Engage in discussions that reflect on the mathematical thinking of self and others.
- MA.K.12.MTR.5.1** – Use patterns and structure to help understand and connect mathematical concepts.
- MA.K.12.MTR.6.1** – Assess the reasonableness of solutions.
- MA.K.12.MTR.7.1** – Apply mathematics to real-world contexts.

EEs

- ELA.K.12.EE.1.1** – Cite evidence and justify reasoning.
 - ELA.K.12.EE.2.1** – Read and comprehend grade-level complex texts proficiently.
 - ELA.K.12.EE.3.1** – Make inferences to support comprehension.
 - ELA.K.12.EE.4.1** – Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
 - ELA.K.12.EE.5.1** – Use the accepted rules governing a specific format to create quality work.
 - ELA.K.12.EE.6.1** – Use appropriate tone and voice when speaking or writing.
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- ELD.K.12.ELL.SI.1** – English language learners communicate for social and instructional purposes within the school setting.
 - ELD.K.12.ELL.SS.1** – English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
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- HE.1.C.2.4** – Recognize health consequences for not following rules.
- Clarifications: Injuries, arguments, hurt feelings, and pollution.