



Flagler Schools
4th Grade Social Studies
Pacing Guide
2025-2026

Quarter 1 | August 11 - October 10

Social Studies Unit 1: Florida Geography

The benchmark(s) below should be used where appropriate throughout the year:

[SS.4.A.1.1](#): Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.

[SS.4.A.1.2](#): Synthesize information related to Florida history through print and electronic media.

[SS.4.A.9.1](#): Utilize timelines to sequence key events in Florida history.

Benchmarks/Learning Target

[SS.4.G.1.1](#): Identify physical features of Florida.

Remarks:

Examples are bodies of water, location, landforms.

[SS.4.G.1.2](#): Locate and label cultural features on a Florida map.

Remarks:

- Examples are state capitals, major cities, tourist attractions.

[SS.4.G.1.3](#): Explain how weather impacts Florida.

Remarks:

- Examples are 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).

Social Studies Unit 2: Pre-Columbian History through the Settlement of Florida

Benchmarks/Learning Target

SS.4.A.2.1: Compare Native American tribes in Florida.

Remarks:

Examples may include, but are not limited to, Apalachee, Calusa, Tequesta, Timucua, Tocobaga.

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

Remarks:

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.

SS.4.A.3.2: Describe causes and effects of European colonization on the Native American tribes of Florida.

Remarks:

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.

SS.4.A.3.3: Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.

Remarks:

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.

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.

Remarks:

Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement.

SS.4.A.3.6: Identify the effects of Spanish rule in Florida.

Remarks:

Examples may include, but are not limited to, 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.3.9: Explain how Florida (Adams-Onis Treaty) became a U.S. territory.

Quarter 2 | October 14 – December 19

Social Studies Unit 3: Settlement of Florida to Modern Florida

Benchmarks/Learning Target

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

SS.4.A.3.10: Identify the causes and effects of the Seminole Wars.

Remarks:

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

SS.4.A.4.1: Explain the effects of technological advances on Florida.

Remarks:

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

SS.4.A.4.2: Describe pioneer life in Florida.

Remarks:

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

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.

Remarks:

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

SS.4.A.5.2: Summarize challenges Floridians faced during Reconstruction.

Remarks:

Examples may include, but are not limited to, sharecropping, segregation, and black participation in state and federal governments.

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

Remarks:

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

Social Studies Unit 4: Roaring 20's to the 21st Century

Benchmarks/Learning Target

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

Remarks:

Examples may include, but are not limited to, land speculation.

SS.4.A.7.2: Summarize challenges Floridians faced during the Great Depression.

Remarks:

Examples may include, but are not limited to, the Labor Day hurricane of 1935 and the Mediterranean fruit fly.

SS.4.A.7.3: Identify Florida's role in World War II.

Remarks:

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.

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

Remarks:

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.

Social Studies Unit 5: Emergence of Modern Florida

Benchmarks/Learning Target

[SS.4.A.6.1](#): Describe the economic development of Florida's major industries.

Remarks:

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).

Social Studies Unit 5: Emergence of Modern Florida continued...

Benchmarks/Learning Target

[SS.4.A.6.2](#): Summarize contributions immigrant groups made to Florida.

Remarks:

Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing.

[SS.4.A.6.3](#): Describe the contributions of significant individuals to Florida.

Remarks:

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.

[SS.4.E.1.1](#): Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

Remarks:

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

[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.

[SS.4.E.1.2](#): Explain Florida's role in the national and international economy and conditions that attract businesses to the state.

Remarks:

Examples are tourism, agriculture, phosphate, space industry.

Quarter 3 | January 7 – March 12

Social Studies Unit 6

Benchmarks/Learning Target

SS.4.CG.1.1: Explain why the Florida government has a written Constitution.

Benchmark Clarifications/Success Criteria:

- Students will recognize that every state has a state constitution.
- Students will explain the relationship between a written constitution, the government established and the citizens.

SS.4.CG.3.1: Explain the structure and functions of the legislative, executive and judicial branches of government in Florida.

Benchmark Clarifications/Success Criteria:

- Students will compare the powers of Florida's three branches of government.
- Students will explain how the Declaration of Rights in the Florida Constitution protects the rights of citizens.

SS.4.CG.2.3: Identify individuals who represent the citizens of Florida at the state level.

Benchmark Clarifications/Success Criteria:

- Students will identify their local state senator and state representative.
- Students will identify appropriate methods for communicating with elected officials.
- Students will recognize that Florida has a representative government.

SS.4.CG.3.2: Compare the structure, functions and processes of local and state government.

Benchmark Clarifications/Success Criteria:

- 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).

SS.4.CG.2.1: Identify and describe how citizens work with local and state governments to solve problems.

Benchmark Clarifications/Success Criteria:

- Students will explain how public issues, such as taxation, roads, zoning and schools, impact citizens' daily lives.
- Students will describe how citizens can help solve community and state problems (e.g., attending government meetings, communicating with their elected representatives).

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.

Remarks:

Describe examples of government-provided goods and services that are paid for with taxes.

SS.4.CG.2.2: Explain the importance of voting, public service and volunteerism to the state and nation.

Benchmark Clarifications/Success Criteria:

- Students will explain how voting, public service and volunteerism contribute to the preservation of the republic.
- Students will discuss different types of public service and volunteerism.

Social Studies Unit 7

Benchmarks/Learning Target

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.

Remarks:

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.

Explain why employers are willing to pay people to do their work.

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.

Examples:

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. Explain why banks and financial institutions pay people interest when they deposit their money at those institutions.

SS.4.FL.1.5: 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.

SS.4.FL.1.6: Describe ways that people who own a business can earn a profit, which is a source of income.

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.

Remarks:

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.

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.

Remarks:

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.

Remarks:

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.

Remarks:

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.

Remarks:

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.

Remarks:

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.

Remarks:

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.

Explain why shopping with a list can help consumers with their spending choices.

SS.4.FL.4.1: Discuss that interest is the price the borrower pays for using someone else's money.

Remarks:

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.

Remarks:

Identify goods and services people often purchase with the use of a loan.

SS.4.FL.2.7: Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.

Remarks:

Create a budget for a set amount of allowance income that includes expenses (buying of goods and services) and savings.

Quarter 4 | March 23 – May 28

Social Studies Unit 8: Financial Literacy

Benchmarks/Learning Target

[SS.4.FL.3.1](#): Identify ways that income is saved, spent on goods and services, or used to pay taxes.

Remarks:

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.

Remarks:

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.

Remarks:

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.

Remarks:

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.

Remarks:

Describe the advantages of saving money in a savings account rather than putting the money into a piggy bank.

[SS.4.FL.6.4](#): Discuss that one method to cope with unexpected losses is to save for emergencies.

Remarks:

Give examples of events for which emergency savings could offset financial losses.

[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.

Remarks:

Describe the difference between saving and financial investing.

[SS.4.FL.5.2](#): 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.

Remarks:

Explain why a stockholder may benefit if the company produces an increasingly popular product.

[SS.4.FL.6.1](#): Explain that risk is the chance of loss or harm.

Remarks:

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](#): Explain that risk from accidents and unexpected events is an unavoidable part of daily life.

Remarks:

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](#): Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.

Remarks:

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).

Benchmarks Taught Throughout the Year

<u>SS.4.A.1.1</u>	Analyze primary and secondary sources to identify significant individuals and events throughout Florida History.
<u>SS.4.A.1.2</u>	Synthesize information related to Florida history through print and electronic media.
<u>SS.4.A.9.1</u>	Utilize timelines to sequence key events in Florida history.
<u>ELA.K12.EE.1.1:</u>	Cite evidence to explain and justify reasoning.
<u>ELA.K12.EE.2.1:</u>	Read and comprehend grade-level complex texts proficiently.
<u>ELA.K12.EE.3.1:</u>	Make inferences to support comprehension.
<u>ELA.K12.EE.4.1:</u>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
<u>ELA.K12.EE.5.1:</u>	Use the accepted rules governing a specific format to create quality work.
<u>ELA.K12.EE.6.1:</u>	Use appropriate voice and tone when speaking or writing.
<u>ELD.K12.ELL.SI.1:</u>	English language learners communicate for social and instructional purposes within the school setting.
<u>ELD.K12.ELL.SS.1:</u>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.
<u>MA.K12.MTR.1.1:</u>	Actively participate in effortful learning both individually and collectively.
<u>MA.K12.MTR.2.1</u>	Demonstrate understanding by representing problems in multiple ways.
<u>MA.K12.MTR.3.1:</u>	Complete tasks with mathematical fluency.
<u>MA.K12.MTR.4.1</u>	Engage in discussions that reflect on the mathematical thinking of self and others.
<u>MA.K12.MTR.5.1</u>	Use patterns and structure to help understand and connect mathematical concepts.
<u>MA.K12.MTR.6.1</u>	Assess the reasonableness of solutions.
<u>MA.K12.MTR.7.1</u>	Apply mathematics to real-world contexts.