

Wakulla County Schools  
**ELEMENTARY SOCIAL STUDIES CURRICULUM**  
***Fourth Grade***  
Revised June, 2012

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## Fourth Grade Social Studies Curriculum

This curriculum is based upon the Next Generation Sunshine State Standards for Social Studies. Fourth grade Social Studies instruction should fully instruct students on the benchmarks contained in this document. A minimum of 90 minutes per week should be spent in social studies instruction. It is important to integrate Social Studies reading into the 90 minute Reading block whenever possible to assure that students are able to read and comprehend Social Studies text.

### Documentation:

Teachers should document when instruction is provided on the benchmarks. The date noted should correspond to a specific lesson or unit of instruction as noted in the teacher's lesson plans or to when an assessment was given to determine student mastery of the benchmark.

### Major Tool of Instruction:

The major tool of instruction provided to all teachers is the American Horizons – Florida Studies Weekly and/or Houghton Mifflin States and Regions. It is critical that teachers require that students access the text in order to build content-area reading skills. Other resources may be incorporated to insure that all students achieve mastery of the required benchmarks. A scope and sequence is provided with this tool.

### Primary Sources:

Please see the Scope and Sequence of the introduction of primary sources at the end of this document (page 19).

### Resources Found at the End of this Document:

- Page 19 – Suggested Teaching Order
- Page 19 – Additional Resources
- Page 19 - Scope and Sequence of the Introduction of Primary Sources
- Page 20 – Scope and Sequence of Activities for Constitution Day

### Other Resources:

- [www.floridastandards.org](http://www.floridastandards.org)
- [www.flrea.org](http://www.flrea.org)

**FS 1003.421. Recitation of the Declaration of Independence**

- (1) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September shall be recognized in public schools as Celebrate Freedom Week. Celebrate Freedom Week must include at least 3 hours of appropriate instruction in each social studies class, as determined by each school district, which instruction shall include an in-depth study of the intent, meaning, and importance of the Declaration of Independence.
- (2) To emphasize the importance of this week, at the beginning of each school day or in homeroom, during the last full week of September, public school principals and teachers shall conduct an oral recitation by students of the following words of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”
- (3) Student recitation of this statement shall serve to reaffirm the American ideals of individual liberty.
- (4) Upon written request by a student’s parent, the student must be excused from the recitation of the Declaration of Independence.

## SOCIAL STUDIES CURRICULUM – Fourth Grade

### Strand: American History

Standard 1: Historical Inquiry and Analysis <i>(include with all strands throughout the curriculum)</i>								
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.A.1.1	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	Remarks/Examples: Examples are photographs, paintings, maps, artifacts, timelines.						
SS.4.A.1.2	Synthesize information related to Florida history through print and electronic media.	Remarks/Examples: Examples are encyclopedias, atlases, newspapers, websites. Projects/Teacher’s Guide found at: <a href="http://www.unf.edu/floridahistoryonline">www.unf.edu/floridahistoryonline</a> <a href="http://www.floridamemory.com">www.floridamemory.com</a>						
<b>Materials Needed</b>	<a href="http://www.floridamemory.com">www.floridamemory.com</a>							
<b>Associated Vocabulary</b>	Review – primary resource, secondary resource History, prehistory, *artifact, adapt,							
Access Points for Students with Significant Cognitive Disability								
Independent:		Supported:		Participatory:				
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. <i>Date Adopted or Revised:</i> 12/08		SS.4.A.1.Pa.a Recognize an artifact, picture, or video about Florida.				
SS.4.A.1.In.b Use print and electronic media to collect information about Florida history.		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.				

**Strand: American History**

<b>Standard 2: Pre-Columbian Florida</b>							
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE				
			12/13	13/14	14/15	15/16	16/17
SS.4.A.2.1	Compare Native American tribes in Florida.	Remarks/Examples: Examples are Apalachee, Calusa, Tequesta, Timucua, Tocobaga. <a href="http://www.fcit.usf.edu/florida/lessons/lessons.htm">www.fcit.usf.edu/florida/lessons/lessons.htm</a>					
<b>Materials Needed</b>	<b>Associated Reading: <u>The Talking Earth</u> (Jean Craighead George)</b>						
<b>Associated Vocabulary</b>	*Culture, customs, barter, *trade, *scarcity, crops, *population, agriculture, ritual						
<b>Access Points for Students with Significant Cognitive Disability</b>							
<b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>					
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.					

\*Vocabulary with asterisk\* was introduced in an earlier grade.

**Strand: American History**

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

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.A.3.1	Identify explorers who came to Florida and the motivations for their expeditions.	Remarks/Examples: Examples are Ponce de Leon, Juan Gerrido (African Conquistador), Esteban Dorantes (Slave to Explorer). <a href="http://www.augustine.com">www.augustine.com</a>  <b>Focus On:</b> Ponce de Leon, Panfilo de Narvaez, Esteban, Hernando de Soto, Jean Ribault						
SS.4.A.3.2	Describe causes and effects of European colonization on the Native American tribes of Florida.							
SS.4.A.3.3	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.	Henry Flagler						
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.	James Oglethorpe invaded Florida - <a href="http://www.fortmose.org">www.fortmose.org</a>						
SS.4.A.3.6	Identify the effects of Spanish rule in Florida.	Remarks/Examples: Examples are names of cities, agriculture, weapons.						
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.	Indian Village at Lake Okeechobee <a href="http://www.museumoffloridahistory.com/docs/village.pdf">http://www.museumoffloridahistory.com/docs/village.pdf</a>						
SS.4.A.3.9	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.							
SS.4.A.3.10	Identify the causes and effects of the Seminole Wars.							
<b>Materials</b>	<b>Associated Reading:</b>							

<b>Needed</b>	<u>Escape to the Everglades (Raffa)</u> <u>Legends of the Seminoles (Jumper)</u> <u>Panther Girl (Schrecengost)</u>	
<b>Associated Vocabulary</b>	Conquistador, mission, various explorers, motivation, *migration, territory, investor, profit, treaty, indentured servant, declaration, independence, revolt, territory	
<b>Access Points for Students with Significant Cognitive Disability</b>		
<b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>
<p>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.</p> <p>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.</p> <p>SS.4.A.3.In.b Identify effects of European colonization on Native American tribes in Florida, such as slavery and new diseases.</p> <p>SS.4.A.3.In.c Recognize St. Augustine as the oldest permanent European settlement in the United States.</p> <p>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.</p> <p>SS.4.A.3.In.e Identify that African slaves escaped to Fort Mose to live in freedom.</p> <p>SS.4.A.3.In.f Recognize effects of Spanish rule in early Florida, such as names of cities, agriculture, and weapons.</p> <p>SS.4.A.3.In.g Identify different nations that controlled Florida, such as Spain or England.</p> <p>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.</p> <p>SS.4.A.3.In.i Recognize that Spain signed an agreement (treaty) to make Florida a United States territory.</p>	<p>SS.4.A.3.Su.a Recognize a European explorer who came to Florida, such as Ponce de Leon.</p> <p>SS.4.A.3.Su.j Recognize that the United States fought wars against the Seminole tribe.</p> <p>SS.4.A.3.Su.b Recognize an effect of European colonization on Native American tribes in Florida, such as slavery.</p> <p>SS.4.A.3.Su.c Recognize that St. Augustine is an old settlement.</p> <p>SS.4.A.3.Su.d Recognize that a purpose of the missions in Florida was to spread Christianity to Native Americans.</p> <p>SS.4.A.3.Su.e Recognize that African slaves went to Fort Mose to be free.</p> <p>SS.4.A.3.Su.f Recognize an effect of Spanish rule in early Florida, such as names of cities, agriculture, or weapons.</p> <p>SS.4.A.3.Su.g Recognize a nation that controlled Florida, such as Spain.</p> <p>SS.4.A.3.Su.h Recognize that the Seminole tribe went to live in the Everglades.</p> <p>SS.4.A.3.Su.i Recognize that Spain gave Florida back to the United States</p>	<p>SS.4.A.3.Pa.a Recognize that people came to Florida long ago.</p> <p>SS.4.A.3.Pa.j Recognize that people fight against each other in a war.</p> <p>SS.4.A.3.Pa.b Recognize differences between Europeans and Native Americans.</p> <p>SS.4.A.3.Pa.c Recognize that people live together in the same location (settlement).</p> <p>SS.4.A.3.Pa.d Recognize that people live together in the same location (settlement).</p> <p>SS.4.A.3.Pa.e Recognize an aspect of freedom.</p> <p>SS.4.A.3.Pa.f Recognize a Spanish influence in Florida.</p> <p>SS.4.A.3.Pa.g Recognize that different groups of people lived in Florida long ago.</p> <p>SS.4.A.3.Pa.h Recognize a reason for moving (migration).</p> <p>SS.4.A.3.Pa.i Recognize that Florida is part of the United States.</p>

**Strand: American History**

**Standard 4: Growth of Florida**

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.A.4.1	Explain the effects of technological advances in Florida.	Remarks/Examples: e.g., steam engine, railroads, steamboats, roadways, bridges)						
SS.4.A.4.2	Describe pioneer life in Florida.	Remarks/Examples: (e.g., role of men, women, children, Florida Crackers, Black Seminoles)						
<b>Materials Needed</b>	<b>Associated Reading: <u>Cross Creek</u> - Marjorie Kinnan Rawlings <u>Margorie Kinnan Rawlings and the Florida Crackers</u> – Sandra Wallus Sammons</b>							
<b>Associated Vocabulary</b>	Transportation, pioneer							
<b>Access Points for Students with Significant Cognitive Disability</b>								
<b>Independent:</b>			<b>Supported:</b>			<b>Participatory:</b>		
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.		
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.		



**Strand: American History**

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

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
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 civil war.							
SS.4.A.5.2	Summarize challenges Floridians faced during Reconstruction.	Remarks/Examples: Examples are sharecropping and segregation.						
<b>Materials Needed</b>	<b>Associated Reading: <u>Black Voices from Reconstruction, 1865-1877</u> - John David Smith</b>							
<b>Associated Vocabulary</b>	Reconstruction, suffrage, blockade, discrimination, carpetbaggers, sharecropping							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
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.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.a Recognize that Florida was considered a slave state (South) and battles were fought in Florida during the Civil War.  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.a Recognize that battles were fought in Florida in the Civil War.  SS.4.A.5.Pa.b Recognize ways different groups of people work together.		

**Strand: American History**

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

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.A.6.1	Describe the economic development of Florida’s major industries.	Remarks/Examples: Examples are timber, citrus, cattle, tourism, phosphate, cigar.						
SS.4.A.6.2	Summarize contributions immigrant groups made to Florida.	Remarks/Examples: Examples are language, food, customs.						
SS.4.A.6.3	Describe the contributions of significant individuals to Florida.	Remarks/Examples: Examples are 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.	Remarks/Examples: Examples are Rough Riders, cigar industry						
<b>Materials Needed</b>	Florida During the Spanish-American War of 1898 – <a href="http://www.floridamemory.com">www.floridamemory.com</a> Primary Source Information on Mary McLeod Bethune @ <a href="http://www.floridamemory.com/onlineclassroom">www.floridamemory.com/onlineclassroom</a>							
<b>Associated Vocabulary</b>	Tourism, industrialization, tourist, *immigrant, *phosphate, industry, income, exile							
Access Points for Students with Significant Cognitive Disability								
Independent:			Supported:			Participatory:		
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.		
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.		
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.		
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.		

**Strand: American History**

<b>Standard 7: Roaring 20's, the Great Depression, and WWII in Florida</b>							
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE				
			12/13	13/14	14/15	15/16	16/17
SS.4.A.7.1	Describe the causes and effects of the 1920's Florida land boom and bust.						
SS.4.A.7.2	Summarize challenges Floridians faced during the Great Depression.						
SS.4.A.7.3	Identify Florida's role in World War II.	Remarks/Examples: Examples are warfare near Florida's shores and training bases in Florida.					
<b>Materials Needed</b>	<b>Associated Reading: <u>Bud, Not Buddy</u> (Curtis) <u>Blood Moon Rider</u>, <u>Zack Waters</u></b>						
<b>Associated Vocabulary</b>	Supply, demand, real estate, boom, bust, strike, depression, stock market, warbond						
<b>Access Points for Students with Significant Cognitive Disability</b>							
<b>Independent:</b>		<b>Supported:</b>		<b>Participatory:</b>			
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.			
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.			
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.			

**Strand: American History**

**Standard 8: Contemporary Florida into the 21<sup>st</sup> Century**

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.A.8.1	Identify Florida’s role in the Civil Rights Movement.	Remarks/Examples: Examples are Tallahassee Bus Boycotts and civil disobedience. --Black History Month Activities						
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.	<a href="http://www.floridamemory.com">www.floridamemory.com</a>						
SS.4.A.8.4	Explain how tourism affects Florida’s economy and growth.							
<b>Materials Needed</b>	<b>Associated Reading: <u>Through My Eyes: Ruby Bridges – ruby Bridges</u> <u>A Dream of Freedom: The Civil Rights Movement from 1954 to 1968 – Diane McWhorter</u></b>							
<b>Associated Vocabulary</b>	Civil Rights, movement, impacts, economy, integration, boycott, racism, diversity, refugee, free enterprise, retail, occupation							

**Access Points for Students with Significant Cognitive Disability**

<b>Independent:</b>	<b>Supported:</b>	<b>Participatory:</b>
<p>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.</p> <p>SS.4.A.8.In.b Identify how immigration impacts Florida today.</p> <p>SS.4.A.8.In.c Recognize ways that Florida has changed due to the space program, such as new technologies and population growth.</p> <p>SS.4.A.8.In.d Recognize that tourism brings people, money, and jobs to Florida.</p>	<p>SS.4.A.8.Su.a Recognize that Florida played a role in the Civil Rights Movement.</p> <p>SS.4.A.8.Su.b Recognize how immigration impacts Florida today.</p> <p>SS.4.A.8.Su.c Recognize a way Florida has changed due to the space program, such as new technologies or population growth.</p> <p>SS.4.A.8.Su.d Recognize that tourism brings people and money to Florida.</p>	<p>SS.4.A.8.Pa.a Recognize that people have rights.</p> <p>SS.4.A.8.Pa.b Recognize that people move into Florida today.</p> <p>SS.4.A.8.Pa.c Recognize an aspect of Florida’s space program.</p> <p>SS.4.A.8.Pa.d Recognize a characteristic of tourism in Florida, such as people.</p>

**Strand: American History**

**Standard 9: Chronological Thinking**

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.A.9.1	Utilize timelines to sequence key events in Florida history.	Tallahassee Timeline Brief Historical Sketch – <a href="http://talgov.com/gov/facts/history.cfm">http://talgov.com/gov/facts/history.cfm</a>						
<b>Materials Needed</b>								
<b>Associated Vocabulary</b>	Timeline, key							
Access Points for Students with Significant Cognitive Disability								
<b>Independent:</b>	<b>Supported:</b>		<b>Participatory:</b>					
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.					

**Strand: Geography**

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

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.G.1.1	Identify physical features of Florida.	Remarks/Examples: Examples are bodies of water, location, landforms.						
SS.4.G.1.2	Locate and label cultural features on a Florida map.	Remarks/Examples: Examples are state capitals, major cities, tourist attractions.						
SS.4.G.1.3	Explain how weather impacts Florida.	Remarks/Examples: Examples are hurricanes, thunderstorms, drought, mild climate.						
SS.4.G.1.4	Interpret political and physical maps using elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).							
<b>Materials Needed</b>	<b>Associated Reading: <u>Freddy Goes to Florida</u> – Walter Books</b>							
<b>Associated Vocabulary</b>	*physical feature, cultural feature, *political, *map elements, Panhandle, plateau, continental shelf, Atlantic Coastal Plain, Florida Highlands, Gulf Coastal Plain, Barrier, islands, The Everglades, *climate, Lake Okeechobee, peninsula, *environment, *geography, landform, elevation							
<b>Access Points for Students with Significant Cognitive Disability</b>								
<b>Independent:</b>			<b>Supported:</b>			<b>Participatory:</b>		
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.		
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.		
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.		
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.		

**Strand: Economics**

<b>Standard 1: Beginning Economics</b>							
BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE				
			12/13	13/14	14/15	15/16	16/17
SS.4.E.1.1	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.	Remarks/Examples: Examples are Henry Flagler, 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.	Remarks/Examples: Examples are tourism, agriculture, phosphate, space industry.					
<b>Materials Needed</b>	<b>Associated Reading – <u>Walt Disney: Young Movie Maker</u> – Marie Hammondtree <u>Max Goes to the Moon</u> – Jeffrey Bennett</b>						
<b>Associated Vocabulary</b>	Entrepreneurs, *ethnic, *economy						
<b>Access Points for Students with Significant Cognitive Disability</b>							
<b>Independent:</b>		<b>Supported:</b>	<b>Participatory:</b>				
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.				
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.				

**Strand: Civics and Government**

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

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
S.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.							
<b>Materials Needed</b>	<b>Associated Reading – <u>State Government</u> (Ernestine Giesecke)</b> <b><u>Mine and Yours: Human Rights for Kids</u> (Nicole Richardson)</b> <b><u>What are Citizen’s Basic Rights?’’ (William Thomas)</u></b> <b><u>Solomon – Marilyn Bishop Shaw</u></b>  <b>Brainpop: US Contitution</b> <a href="http://www.flsenate.gov/senatekids">http://www.flsenate.gov/senatekids</a> (free downloadable information book)							
<b>Associated Vocabulary</b>	Article, *citizen, *constitution, *right, common good							
<b>Access Points for Students with Significant Cognitive Disability</b>								
<b>Independent:</b>	<b>Supported:</b>		<b>Participatory:</b>					
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.					



**Strand: Civics and Government**

**Standard 2: Civic and Political Participation**

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.C.2.1	Discuss public issues in Florida that impact the daily lives of its citizens.	Remarks/Examples: (e.g., taxes, school accountability)						
SS.4.C.2.2	Identify ways citizens work together to influence government and help solve community and state problems.	Remarks/Examples: Examples are voting, petitioning, conservation, recycling.						
SS.4.C.2.3	Explain the importance of public service, voting, and volunteerism.	Grade 4 Modules – Must register to access. There is no cost. <a href="http://floridacitizen.org/resources/k12">http://floridacitizen.org/resources/k12</a>						
<b>Materials Needed</b>	<b>Associated Reading:</b> <u><a href="#">The Kids Volunteering Book</a></u> (Arlene Erlback) <u><a href="#">Vote!</a></u> (Eileen Christebar) <u><a href="#">Voting</a></u> (Sarah DeCapua) <u><a href="#">Kid’s Guide to Social Action</a></u> (Barbara Lewis) <u><a href="#">Serving Your Community</a></u> (Christin Ditchfield) <u><a href="#">All Around Florida: Regions and Resources</a></u> (Bob Knotts) <u><a href="#">Felina’s New Home: A Florida Panther Story</a></u> (Loran Wlodarski) <u><a href="#">Iguana Invasion: Exotic Pets Gone Wild in Florida</a></u> (Virginia Aronson)							
<b>Associated Vocabulary</b>	Issue, *community, *local, *state, public servant, volunteer, voting, article, *citizen							
<b>Access Points for Students with Significant Cognitive Disability</b>								
<b>Independent:</b>			<b>Supported:</b>			<b>Participatory:</b>		
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.		
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.		
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.		

**Strand: Civics and Government**

**Standard 3: Structure and Functions of Government**

BENCHMARK CODE	BENCHMARK	RESOURCES/ACTIVITIES/TEXT CORRELATION	DATE					
			12/13	13/14	14/15	15/16	16/17	17/18
SS.4.C.3.1	Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.	<a href="http://www.floridacitizen.org">www.floridacitizen.org</a> – Grade 4 Module (SS.4.C.3.1)						
SS.4.C.3.2	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).	<a href="http://www.floridacitizen.org">www.floridacitizen.org</a> –Grade 4 Module (SS.4.C.3.2)						
<b>Materials Needed</b>	<b>Associated Reading:</b> <u>Local Government, 2<sup>nd</sup> Edition Kid’s Guide to Government</u> – Giesecke <u>State Government, 2<sup>nd</sup> Edition</u> – Giesecke <u>The City Council</u> (Terri DeGezelle) <u>The State Judicial Branch</u> (Mary Firestone) <u>The State Governor</u> (Mary Firestone) <u>The State Legislative Branch</u> (Mary Firestone) <u>The US Constitution and You</u> Syl Sobel							
<b>Associated Vocabulary</b>	Executive branch, judicial branch, legislative branch, judge, senator, governor, representative, city commissioner, *local government, mayor, state government, municipal, democracy							
<b>Access Points for Students with Significant Cognitive Disability</b>								
<b>Independent:</b>	<b>Supported:</b>		<b>Participatory:</b>					
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.In.b Identify differences between state and local government, including the role of leaders and lawmakers.	SS.4.C.3.Su.a Recognize that Florida has three branches of government with a governor, lawmakers, and judges.  SS.4.C.3.Su.b Recognize a difference between state and local government, such as governor and mayor.		SS.4.C.3.Pa.a Recognize that Florida has a governor.  SS.4.C.3.Pa.b Recognize the leader of the state government (governor).					

## Suggested Teaching Order

1<sup>st</sup> Segment – **Geography Benchmarks** – incorporate Historical Inquiry and Analysis

2<sup>nd</sup> Segment – **American History Benchmarks** – teach all benchmarks in chronological order; incorporate Historical Inquiry and Analysis

3<sup>rd</sup> Segment – **Economics, Civics, and Government Benchmarks** - incorporate Historical Inquiry and Analysis

## Additional Resources:

[www.fcit.usf.edu/florida/lessons/lessons.htm](http://www.fcit.usf.edu/florida/lessons/lessons.htm) - Florida Then and Now

[www.eduplace.com](http://www.eduplace.com) – for interactive activities

[www.smithsoniansource.org](http://www.smithsoniansource.org)

[www.Stmarksrefuge.org/histtrail.cfm](http://www.Stmarksrefuge.org/histtrail.cfm) - St. Marks National Wildlife Refuge – history and culture

[www.littletownmart.com](http://www.littletownmart.com) – Florida History Articles

## Scope and Sequence of Introduction of Primary Sources:

*The identification and use of primary and secondary sources in the study and analysis of history is critical to building a foundation for growing knowledge. Teachers must assure that students are introduced to and given opportunity to work with the following at each grade level. The items are cumulative as the student moves up in grade.*

**Kindergarten -** photograph, grandparent (speaker/interview), artifact

**First Grade -** Add letters, audio/video recording

**Second Grade-** Primary and Secondary: artifacts, photographs, audio/video recordings, newspapers, documents, maps, coins, stamps

**Third Grade-** Add paintings, images

**Fourth Grade -** Add timelines

**Fifth Grade-** Add diaries, graphs

## Scope and Sequence of Constitution Day/Week Instruction:

<b>Kindergarten -</b>	Write a class constitution
<b>First Grade -</b>	Compare a class constitution to National Rules/Laws [ <a href="http://www.elcivics.com/civics_1.html">http://www.elcivics.com/civics_1.html</a> ]; <a href="http://www.icivics.org/">http://www.icivics.org/</a> (free, but requires registration)]
<b>Second Grade-</b>	Distinguish between Rule and Law
<b>Third Grade-</b>	Bill of Rights Awareness
<b>Fourth Grade -</b>	State Constitution
<b>Fifth Grade-</b>	US Constitution