

<p>Standards visited all year</p>	<p style="text-align: center;">American History</p> <p>SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history. SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.</p>	
<p>Quarter 1 Aug 10 – Oct 13</p>	<p style="text-align: center;">Major Concepts / Topics</p> <p style="text-align: center;">AMERICAN HISTORY</p> <p>SS.4.A.3.1: Identify explorers who came to Florida and the motivations for their expeditions. 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. 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. SS.4.A.3.6: Identify the effects of Spanish rule in Florida. SS.4.A.3.7: Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.</p> <p style="text-align: center;">GEOGRAPHY</p> <p>SS.4.G.1.1: Identify physical features of Florida. SS.4.G.1.2: Locate and label cultural features on a Florida map. SS.4.G.1.3: Explain how weather impacts Florida. 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).</p> <p>DBQ- Why did Spain Settle St. Augustine?</p>	<p style="text-align: center;">Possible Resources</p> <ul style="list-style-type: none"> • Native Americans • Florida History • "Constitution Day & Celebrate Freedom Week." • Map Video
<p>Quarter 2 Oct 17 – Dec 21</p>	<p style="text-align: center;">Major Concepts / Topics</p> <p style="text-align: center;">Pre-Columbian Florida</p> <p>SS.4.A.2.1: Compare Native American tribes in Florida.</p> <p style="text-align: center;">Exploration and Settlement of Florida</p> <p>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-Onis Treaty) became a U.S. territory. SS.4.A.3.10: Identify the causes and effects of the Seminole Wars.</p> <p style="text-align: center;">Growth of Florida</p> <p>SS.4.A.4.1: Explain the effects of technological advances on Florida. SS.4.A.4.2: Describe pioneer life in Florida.</p> <p style="text-align: center;">Crisis of the Union: Civil War and Reconstruction in Florida</p> <p>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. SS.4.A.5.2: Summarize challenges Floridians faced during Reconstruction.</p> <p>DBQ- Why Was Seminole Resistance So Strong?</p>	<p style="text-align: center;">Possible Resources</p> <p style="text-align: center;">Seminole War Civic Responsibility Branches of Government</p>

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

SJCSD 4th Grade Social Studies **Public** Year-at-a-Glance

2019 – 2020

	Major Concepts/Topics	Possible Resources
<p>Quarter 3 Jan 8 – Mar 15</p>	<p style="text-align: center;">AMERICAN HISTORY <i>Growth of Florida</i></p> <p>SS.4.A.4.1: Explain the effects of technological advances on Florida.</p> <p style="text-align: center;"><i>Industrialization and Emergence of Modern Florida</i></p> <p>SS.4.A.6.1: Describe the economic development of Florida's major industries.</p> <p>SS.4.A.6.2: Summarize contributions immigrant groups made to Florida.</p> <p>SS.4.A.6.3: Describe the contributions of significant individuals to Florida.</p> <p>SS.4.A.6.4: Describe effects of the Spanish American War on Florida.</p> <p style="text-align: center;"><i>Roaring 20's, the Great Depression, and WWII in Florida</i></p> <p>SS.4.A.7.1: Describe the causes and effects of the 1920's Florida land boom and bust.</p> <p>SS.4.A.7.2: Summarize challenges Floridians faced during the Great Depression.</p> <p>SS.4.A.7.3: Identify Florida's role in World War II.</p> <p style="text-align: center;"><i>Industrialization and Emergence of Modern Florida Contemporary Florida into the 21st Century</i></p> <p>SS.4.A.8.1: Identify Florida's role in the Civil Rights Movement.</p> <p style="text-align: center;">ECONOMICS</p> <p>SS.4.E.1.1: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>DBQ-Pioneer Florida: A Personal Journal</p>	<ul style="list-style-type: none"> • Pioneer Florida Museum (Virtual Guided Tour) • Steamboats in Florida • USF Exploring Florida (Reconstruction) • USF Exploring Florida (World War II) • USF Exploring Florida (Great Depression)
<p>Quarter 4 Mar 19 – May 24</p>	<p style="text-align: center;">Major Concepts / Topics</p> <p style="text-align: center;">AMERICAN HISTORY <i>Contemporary Florida into the 21st Century</i></p> <p>SS.4.A.8.2: Describe how and why immigration impacts Florida today.</p> <p>SS.4.A.8.3: Describe the effect of the United States space program on Florida's economy and growth.</p> <p>SS.4.A.8.4: Explain how tourism affects Florida's economy and growth.</p> <p style="text-align: center;">ECONOMICS</p> <p>SS.4.E.1.1: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.</p> <p>SS.4.E.1.2: Explain Florida's role in the national and international economy and conditions that attract businesses to the state</p> <p style="text-align: center;">CIVICS/GOVERNMENT</p> <p>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.</p> <p>SS.4.C.2.1: Discuss public issues in Florida that impact the daily lives of its citizens.</p> <p>SS.4.C.2.2: Identify ways citizens work together to influence government and help solve community and state problems.</p> <p>SS.4.C.2.3: Explain the importance of public service, voting, and volunteerism.</p> <p>SS.4.C.3.1: Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.</p> <p>SS.4.C.3.2: Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).</p> <p>DBQ- What Was Henry Flagler's Greatest Achievement?</p>	<ul style="list-style-type: none"> • USF Exploring Florida (Growth of Florida's Railroads) • USF Exploring Florida (Florida's Economy Booms) • Impact of Florida Immigration • Kennedy Space Center History • Vicente Martinez Ybor • NWHM Julia Tuttle

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.

All standards are designed to be learned by the end of the course. This guide represents a recommended time line and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.

Teachers may use a wide variety of instructional materials throughout their course. The Possible Resources listed may include the district adopted instructional resource or supplemental resources that align to the topic and/or standard. These Possible Resources provide sample problems that align to the topic/standard.