

St. Johns County School District

Social Studies – Grade 4 – Year-at-a-Glance – 2026-2027



Quarter 1 08/10 – 10/09	Quarter 2 10/13 – 12/18	Quarter 3 01/05 – 03/11	Quarter 4 03/22 – 05/21
<i>United States and Florida law has deemed the study and/or recognition of the following events as required social studies instruction:</i>			
American Founders' Month 9/11 Heroes' Day Hispanic Heritage Month Constitution Day Celebrate Freedom Week	Veterans Day Native American Heritage Month	Martin Luther King Jr. Day Black History Month Women's History Month	Medal of Honor Day AAPI Heritage Month Memorial Day
Unit 1: The World in Spatial Terms SS.4.G.1.1 SS.4.G.1.3 SS.4.G.1.2 SS.4.G.1.4 Unit 2: Pre-Columbian Florida SS.4.A.2.1 SS.4.A.3.2 SS.4.A.3.1 Unit 3: European Settlement and Colonies SS.4.A.3.2 SS.4.A.3.5 SS.4.A.3.3 SS.4.A.3.6 SS.4.A.3.4 Unit 4: Florida's Journey to Statehood SS.4.A.3.7 SS.4.A.3.10 SS.4.A.3.8 SS.4.A.4.1 SS.4.A.3.9 SS.4.A.4.2	Unit 4: Florida's Journey to Statehood (cont.) SS.4.A.3.7 SS.4.A.3.10 SS.4.A.3.8 SS.4.A.4.1 SS.4.A.3.9 SS.4.A.4.2 Unit 5: The Civil War SS.4.A.5.1 Unit 6: Life After the Civil War SS.4.A.5.2	Unit 7: Industrialization and Emergence of Modern Florida SS.4.A.6.1 SS.4.A.6.4 SS.4.A.6.2 SS.4.E.1.1 SS.4.A.6.3 Unit 8: Roaring 20s, the Great Depression, and WWII in FL SS.4.A.7.1 SS.4.A.7.2 Unit 9: Contemporary Florida into the 21st Century SS.4.A.8.1 SS.4.A.8.4 SS.4.A.8.2 SS.4.E.1.1 SS.4.A.8.3 SS.4.E.1.2	Unit 9: Contemporary Florida into the 21st Century (cont.) See Quarter 3 column for list of benchmarks. Unit 10: Florida's Government SS.4.CG.1.1 SS.4.CG.2.3 SS.4.CG.2.1 SS.4.CG.3.1 SS.4.CG.2.2 SS.4.CG.3.2 Unit 11: Earning Income 4.FL.1.1 4.FL.2.3 4.FL.3.5 4.FL.1.2 4.FL.2.4 4.FL.4.1 4.FL.1.3 4.FL.2.5 4.FL.4.2 4.FL.1.4 4.FL.2.6 4.FL.5.1 4.FL.1.5 4.FL.2.7 4.FL.5.2 4.FL.1.6 4.FL.3.1 4.FL.6.1 4.FL.1.7 4.FL.3.2 4.FL.6.2 4.FL.1.8 4.FL.3.3 4.FL.6.3 4.FL.2.1 4.FL.3.4 4.FL.6.4 4.FL.2.2
All standards are designated to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. See SJCSD Elementary Curriculum Maps (OneNote) for additional resources.			

**Denotes required instruction that is met with this standard, as indicated by Florida Statute 1003.42.*

Social Studies – Grade 4 – Benchmarks

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.4.A.1.1</u>	Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	<i>Intergraded Throughout the Year</i>			
<u>SS.4.A.1.2</u>	Synthesize information related to Florida history through print and electronic media.	<i>Intergraded Throughout the Year</i>			
<u>SS.4.A.2.1</u>	Compare Native American tribes in Florida.	X			
<u>SS.4.A.3.1</u>	Identify explorers who came to Florida and the motivations for their expeditions.	X			
<u>SS.4.A.3.2</u>	Describe causes and effects of European colonization on the Native American tribes of Florida.	X			
<u>SS.4.A.3.3</u>	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.	X			
<u>SS.4.A.3.4</u>	Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).	X			
<u>SS.4.A.3.5</u>	Identify the significance of Fort Mose as the first free African community in the United States.	X			
<u>SS.4.A.3.6</u>	Identify the effects of Spanish rule in Florida.	X			
<u>SS.4.A.3.7</u>	Identify nations (Spain, France, England) that controlled Florida before it became a United States territory	X	X		
<u>SS.4.A.3.8</u>	Explain how the Seminole tribe formed and the purpose for their migration.	X	X		
<u>SS.4.A.3.9</u>	Explain how Florida (Adams-Onis Treaty) became a U.S. territory.	X	X		
<u>SS.4.A.3.10</u>	Identify the causes and effects of the Seminole Wars.	X	X		
<u>SS.4.A.4.1</u>	Explain the effects of technological advances on Florida.	X	X		
<u>SS.4.A.4.2</u>	Describe pioneer life in Florida.	X	X		
<u>SS.4.A.5.1</u>	Describe Florida's involvement (secession, blockades of ports, the battles of Ft. Pickens, Olustee, Ft. Brooke, Natural Bridge, food supply) in the Civil War.		X		
<u>SS.4.A.5.2</u>	Summarize challenges Floridians faced during Reconstruction.		X		
<u>SS.4.A.6.1</u>	Describe the economic development of Florida's major industries.			X	
<u>SS.4.A.6.2</u>	Summarize contributions immigrant groups made to Florida.			X	

CONTINUED BELOW

Social Studies – Grade 4 – Benchmarks (continued)

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.4.A.6.3</u>	Describe the contributions of significant individuals to Florida.			X	
<u>SS.4.A.6.4</u>	Describe effects of the Spanish American War on Florida.			X	
<u>SS.4.A.7.1</u>	Describe the causes and effects of the 1920's Florida land boom and bust.			X	
<u>SS.4.A.7.2</u>	Summarize challenges Floridians faced during the Great Depression.			X	
<u>SS.4.A.8.1</u>	Identify Florida's role in the Civil Rights Movement.			X	X
<u>SS.4.A.8.2</u>	Describe how and why immigration impacts Florida today.			X	X
<u>SS.4.A.8.3</u>	Describe the effect of the United States space program on Florida's economy and growth.			X	X
<u>SS.4.A.8.4</u>	Explain how tourism affects Florida's economy and growth.			X	X
<u>SS.4.A.9.1</u>	Utilize timelines to sequence key events in Florida history.	<i>Intergraded Throughout the Year</i>			
<u>SS.4.AA.1.3</u> *	Identify African American community leaders who made positive contributions in the state of Florida (e.g., Zora Neale Hurston, Florida Highwaymen, Mary McLeod Bethune, Evan B. Forde, Bessie Coleman, Gen. Daniel "Chappie" James, Bob Hayes, Sylvia Fowles).	<i>Intergraded Throughout the Year</i>			
<u>SS.4.CG.1.1</u>	Explain why the Florida government has a written Constitution. - 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.				X
<u>SS.4.CG.2.1</u>	Identify and describe how citizens work with local and state governments to solve problems. - Students will explain how public issues, such as taxation, roads, zoning and schools, impacts 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).				X
<u>SS.4.CG.2.2</u>	Explain the importance of voting, public service and volunteerism to the state and nation. - 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.				X

*Updated and/or new benchmark(s)

CONTINUED BELOW

Social Studies – Grade 4 – Benchmarks (continued)

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.4.CG.2.3</u>	Identify individuals who represent the citizens of Florida at the state level. - 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.				X
<u>SS.4.CG.3.1</u>	Explain the structure and functions of the legislative, executive and judicial branches of government in Florida. - 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.				X
<u>SS.4.CG.3.2</u>	Compare the structure, functions and processes of local and state government. Students will identify how government is organized at the local and state level including, but not limited to, legislative branch (e.g., legislative, city/county commission), executive branch (e.g., governor, mayor) and judicial branch (e.g., county and circuit courts).				X
<u>SS.4.E.1.1</u>	Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.			X	X
<u>SS.4.E.1.2</u>	Explain Florida's role in the national and international economy and conditions that attract businesses to the state.				X
<u>SS.4.FL.1.1</u>	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.				X
<u>SS.4.FL.1.2</u>	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.				X
<u>SS.4.FL.1.3</u>	Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.				X
<u>SS.4.FL.1.4</u>	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.				X

CONTINUED BELOW

Social Studies – Grade 4 – Benchmarks (continued)

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.4.FL.1.5</u>	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.				X
<u>SS.4.FL.1.6</u>	Describe ways that people who own a business can earn a profit, which is a source of income.				X
<u>SS.4.FL.1.7</u>	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.				X
<u>SS.4.FL.1.8</u>	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.				X
<u>SS.4.FL.2.1</u>	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.				X
<u>SS.4.FL.2.2</u>	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.				X
<u>SS.4.FL.2.3**</u>	Identify some ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.				X
<u>SS.4.FL.2.4**</u>	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.				X
<u>SS.4.FL.2.5</u>	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.				X
<u>SS.4.FL.2.6**</u>	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.				X
<u>SS.4.FL.2.7**</u>	Planning for spending can help people make informed choices. Develop a budget for spending, saving, and managing income.				X
<u>SS.4.FL.3.1</u>	Identify ways that income is saved, spent on goods and services, or used to pay taxes.				X

****integrated throughout Financial Literacy chapters**

CONTINUED BELOW

Social Studies – Grade 4 – Benchmarks (continued)

Benchmark	Standard	Q1	Q2	Q3	Q4
<u>SS.4.FL.3.2</u>	Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.				X
<u>SS.4.FL.3.3</u>	Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.				X
<u>SS.4.FL.3.4</u>	Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.				X
<u>SS.4.FL.3.5</u>	Explain that when people deposit money into a bank (or other financial institute), 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.				X
<u>SS.4.FL.4.1</u>	Discuss that interest is the price the borrower pays for using someone else's money.				X
<u>SS.4.FL.4.2</u>	Identify instances when people used credit, that they received something of value now and agree to repay the lender over time, or at some date in the future, with interest.				X
<u>SS.4.FL.5.1</u>	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.				X
<u>SS.4.FL.5.2</u>	Explain that a financial investment is the purchase of a financial assets such as a stock with expectation of an increase in the value of the asset and/or increase in future income.				X
<u>SS.4.FL.6.1</u>	Explain that risk is the chance of loss or harm.				X
<u>SS.4.FL.6.2</u>	Explain that risk from accidents and unexpected events is an unavoidable part of daily life.				X
<u>SS.4.FL.6.3</u>	Describe ways that individuals can either choose to accept risk or take steps to protect themselves by avoiding or reducing risk.				X
<u>SS.4.FL.6.4</u>	Discuss that one method to cope with unexpected losses is to save for emergencies.				X
<u>SS.4.G.1.1</u>	Identify physical features of Florida.	X			
<u>SS.4.G.1.2</u>	Locate and label cultural features on a Florida map.	X			
<u>SS.4.G.1.3</u>	Explain how weather impacts Florida.	X			
<u>SS.4.G.1.4</u>	Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).	X			