Next Generation Sunshine State Standards

Course Number: 5021060 - Fourth Grade: Florida Studies – The fourth grade Social Studies curriculum consists of the following content area strands: American History, Geography, Economics, and Civics. Fourth grade students will learn about Florida history focusing on exploration and colonization, growth, and the 20th Century and beyond. Students will study the important people, places, and events that helped shape Florida history.

Fourth Grade Overview

Civics and Government (C)
Standard 1: Foundations of Government, Law, and the American Political System
Standard 2: Civic and Political Participation
Standard 3: Structure and Functions of Government

Geography (G)
Standard 1: The World in Spatial Terms

American History (A)
Standard 1: Historical Inquiry and Analysis
Standard 2: Pre-Columbian Florida
Standard 3: Exploration and Settlement of Florida
Standard 4: Growth of Florida
Standard 5: Crisis of the Union: Civil War and Reconstruction in Florida
Standard 6: Industrialization and Emergence of Modern Florida
Standard 7: Great Depression, Roaring 20’s, and World War II in Florida
Standard 8: Contemporary Florida into the 21st Century
Standard 9: Chronological Thinking

Economics (E)
Standard 1: Beginning Economics
## All Units

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| **Throughout All Units** | SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.  
*Students will:*  
- distinguish among Florida’s early history, recent history, and present day.  
- apply their timeline skills to sequence major events in Florida’s history | key events colonization exploration native European artifacts periodicals |
| American History | SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.  
*Students will:*  
- identify Florida’s major historic figures and events through examining primary and secondary sources.  
- draw from diverse resources to summarize major events in Florida’s history. Examples may include, but not be limited to, photographs, paintings, maps, artifacts, timelines, audio and video, letters and diaries, periodicals, and newspaper articles. | |
| | SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.  
*Students will:*  
- draw from print and electronic media to describe significant moments in Florida history.  
- compare and contrast information from multiple resources to describe key historic events in Florida. Examples may include, but are not limited to, encyclopedias, atlases, newspapers, websites, databases, audio, video. | |
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</table>
| Civics & Government    | SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.  
  Students will:  
  • summarize ways citizens can influence government and public policy.  
  • identify community and state problems.  
  • describe how citizens, including children, can help solve community and state problems. Examples may include, but are not limited to, voting, petitioning, conservation, and recycling. | civic responsibility  
  community  
  citizens  
  public policy | Canvas Resource:  
  Civics & Government – Community Responsibility  
  
  Texts:  
  Rights, Duties, and Responsibilities article  
  Turn off your TV! article – Time for Kids  
  Florida’s Government: Power, Purpose, and People (Teacher Created Materials) |
| Geography              | 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).  
  Students will:  
  • identify map elements such as title, compass rose, symbols, legend, scale, longitude, and latitude).  
  • indicate cardinal directions and intermediate directions on a map.  
  • interpret information on political and physical maps to explain locations and distances.  
  • Compare locations of two places using map elements | longitude  
  latitude  
  compass rose  
  legend  
  scale  
  interpret  
  political map  
  physical map  
  cardinal directions  
  intermediate directions | Canvas Resource:  
  Geography – Map Elements  
  
  Texts:  
  Mapping the Woods: Maps and Cartography- Reading A to Z  
  The Everglades: A National Treasure-MacMillan  
  Exploring Florida’s Geography, Culture, and Climate (Teacher Created Materials)  
  Florida’s Government: Power, Purpose, and People (Teacher Created Materials) |
| Geography              | SS.4.G.1.1 Identify physical features of Florida.  
  Students will:  
  • identify and locate Florida’s major physical features, including major bodies of water and areas with major islands on a state map such as Florida Keys. | physical features | State Statutes/Observances:  
  American Founders Month - September H.B. 7069, Section 683.1455  
  Constitution Week – Sept. 17th – 23rd  
  Freedom Week – Sept. 23rd – 27th FL Statute: 1003.421  
  Hispanic Heritage Month – Sept. 15th - Oct. 15th Public Law 100-402  
  Labor Day – September 2nd  
  Constitution Day – September 17th |
| Geography              | SS.4.G.1.2 Locate and label cultural features on a Florida map.  
  Students will:  
  • locate, label, and discuss Florida’s cultural features on a Florida map (e.g., state capital-Tallahassee, major cities, sites of important historical events, major tourist attractions). | cultural features  
  tourism  
  attractions  
  historical |  |
<table>
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</table>
| Civics & Government | **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.  
  Students will:  
  • describe the purpose of the Florida constitution.  
  • explain how Florida’s constitution protects citizens’ rights.  
  • show how elements of the Florida constitution guide the structure, function and purposes of state government.  
  **Note:** Constitution Day, September 17th  
  **SS.4.C.3.1** Identify the three branches (Legislative, Judicial, Executive) of government in Florida and the powers of each.  
  Students will:  
  • identify the legislative, judicial, and executive branches of Florida’s government.  
  • compare powers of Florida’s three branches of government.  
  • provide examples of actions taken by each of Florida’s three branches of government.  
  **Note:** American Founder’s Month - September  
  **SS.4.C.3.2** Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).  
  Students will:  
  • identify roles in state government, such as governor, state representative, senator.  
  • identify roles in local government, such as mayor and city commissioner.  
  • compare and contrast the scope of power between state and local government officials.  
  **SS.4.C.2.1** Discuss public issues in Florida that impact the daily lives of its citizens.  
  Students will:  
  explain how public issues impact citizens’ daily lives.  
  **SS.4.C.2.2** Identify ways citizens work together to influence government and help solve community and state problems.  
  Students will:  
  • summarize ways citizens can influence government and public policy.  
  • identify community and state problems.  
  describe how citizens, including children, can help solve community and state problems.  
  Examples may include, but are not limited to, voting, petitioning, conservation, and recycling.  
  **SS.4.C.2.3** Explain the importance of public service, voting, and volunteerism.  
  Students will:  
  • define and list different types of public service.  
  • explain the importance and impact of public service and voting  
  • identify different types of volunteerism and their impact.  
|                     | **constituent**  
  **citizen rights**  
  **structure**  
  **function**  
  **purpose**  
  **legislative**  
  **judicial**  
  **executive**  
  **branches**  
  **powers**  
  **roles**  
  **governor**  
  **representative**  
  **senator**  
  **scope of power**  
  **local officials**  
  **public issues**  
  **impact citizens**  
  **civic**  
  **responsibility**  
  **community**  
  **citizens**  
  **public policy**  
  **public service**  
  **volunteerism**  
  **impact voting**  | **Canvas Resource:**  
  American History – US and FL Constitutions  
  **Texts:**  
  The United States Constitution Preamble  
  The State of Florida Constitution Preamble  
  Time for Kids (Macmillan Treasures Edition):  
  “American’s Grand Plan: Why we now celebrate Constitution Day each year” Pgs. 94-95  
  Florida’s Government: Power, Purpose, and People (Teacher Created Materials)  
  **Canvas Resource:**  
  American History – Florida Government  
  **Texts:**  
  Florida’s Government: Power, Purpose, and People (Teacher Created Materials)  
  **Florida Then and Now articles:**  
  Florida’s Local Government:  
  https://fcit.usf.edu/florida/lessons/localgov/localgov1.pdf  
  Florida’s State Government:  
  **Canvas Resource:**  
  Civics & Government – Public Issues/National Parks  
  **Texts:**  
  Animals Come to Our Natural Parks- MacMillan  
  The Everglades: A National Treasure  
  Florida’s Government: Power, Purpose, and People (Teacher Created Materials) |
### American History

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<tbody>
<tr>
<td>SS.4.A.2.1</td>
<td>Compare Native American tribes in Florida. Students will:</td>
<td>pre-Columbian</td>
<td>Canvas Resources; American History – Florida’s Native Tribes</td>
</tr>
<tr>
<td></td>
<td>• identify Florida’s different Native American tribes. Examples may include, but are not</td>
<td>tribes</td>
<td>Texts: Florida Then and Now Articles:</td>
</tr>
<tr>
<td></td>
<td>different Florida tribes.</td>
<td></td>
<td>The Timucua: <a href="https://fcit.usf.edu/florida/lessons/timucua/timucua1.pdf">https://fcit.usf.edu/florida/lessons/timucua/timucua1.pdf</a></td>
</tr>
<tr>
<td></td>
<td>• define the term mission and explain the purpose.</td>
<td></td>
<td>The Tocobaga Indians of Tampa Bay: <a href="https://fcit.usf.edu/florida/lessons/tocobag/tocobag1.pdf">https://fcit.usf.edu/florida/lessons/tocobag/tocobag1.pdf</a></td>
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<td></td>
<td>• Describe the daily life practices at missions highlighting Florida’s San Luis de Talimali</td>
<td></td>
<td>The Tequesta of Biscayne Bay: <a href="https://fcit.usf.edu/florida/lessons/tequest/tequest1.pdf">https://fcit.usf.edu/florida/lessons/tequest/tequest1.pdf</a></td>
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<tr>
<td></td>
<td>colonization primary resource secondary resource religion</td>
<td></td>
<td>San Luis de Talimali: <a href="https://www.nps.gov/nr/travel/american_l">https://www.nps.gov/nr/travel/american_l</a> Latino_heritage/San_Luis_de_Talimali.html</td>
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<tr>
<td></td>
<td>Summarize Florida’s early history before it became a United States territory.</td>
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<td><a href="https://www.missionsanluis.org/visitorInfo/index.cfm">https://www.missionsanluis.org/visitorInfo/index.cfm</a></td>
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<td>Students will:</td>
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<td>• identify explorers who landed in Florida</td>
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<td>• Explain why explorers came to Florida and the outcome of their expeditions. Examples</td>
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<tr>
<td></td>
<td>include, but are not limited to, Ponce de Leon, Juan Garrido, Esteban Dorantes,</td>
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<td>Tristan de Luna</td>
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<td></td>
<td>• define and describe European colonization in Florida.</td>
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<td>• Summarize the effects of European colonization on Native American tribes using primary</td>
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<td></td>
<td>and secondary resources. Examples may include, but are not limited to, Pre-Columbian</td>
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<td>tribes, religion, agriculture, architecture, place names, and culture.</td>
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<td>• Identify explorers who came to Florida and the motivations for their expeditions.</td>
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<td>• Summarize Florida’s early history before it became a territory of the United States</td>
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<td>• List the nations that controlled Florida during this period.</td>
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<td>• Summarize the effects of Spanish rule in Florida focusing on agriculture, weapons,</td>
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<td>architecture, culture, contemporary linguistic influences in Florida. Examples may</td>
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<td></td>
<td>include, but are not limited to, names of cities such as Pensacola, agriculture,</td>
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<td>weapons, architecture, art, music, and food.</td>
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<td>SS.4.A.3.4</td>
<td>Explain the purposes of and daily life on missions (San Luis de Talimali in present-day</td>
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<td>Tallahassee). Students will:</td>
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<td>• define the term mission and explain the purpose.</td>
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<td>• Describe the daily life practices at missions highlighting Florida’s San Luis de</td>
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<td>Talimali mission.</td>
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<td>SS.4.A.3.6</td>
<td>Identify the effects of Spanish rule in Florida. Students will:</td>
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<td>• Identify the effects of Spanish rule in Florida focusing on agriculture, weapons,</td>
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<td>architecture, culture, contemporary linguistic influences in Florida. Examples may</td>
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<td>include, but are not limited to, names of cities such as Pensacola, agriculture,</td>
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<td>weapons, architecture, art, music, and food.</td>
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<td>SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States. <strong>Students will:</strong></td>
<td>SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States. <strong>Students will:</strong></td>
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</table>
| • summarize St. Augustine’s significance in Florida history and United States history. | • describe Fort Mose’s role as the country’s first legally sanctioned free African settlement.  
• chronicle Fort Mose’s ensuing years as a sanctuary for African People seeking freedom from English slavery.  
• summarize Fort Mose’s significance as a precursor site to the Underground Railroad. Examples may include, but are not limited to, the differences between Spanish and English treatment of enslavement. |

**Significance**

**Canvas Resources:**
American History – St. Augustine

**Texts:**
*Florida Then and Now Articles:*
Florida’s Historic Places: St. Augustine:
Florida’s Shipwrecks and Treasures:

**Fort Mose role sanctioned**
chronicle
ensuing
sanctuary
seeking
precursor
significance
Underground Railroad

**Texts:**
*Florida Then and Now Article:*
African Americans Settle in Fort Mose:
https://fcit.usf.edu/florida/lessons/african/african1.pdf

https://www.fortmose.org/

https://www.floridastateparks.org/park/Fort-Mose#slideshow-7
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</table>
| **American History** | SS.4.A.3.8 Explain how the Seminole tribe formed and the purpose for their migration.  
*Students will:*  
- explain the reasons for the large migration of Creeks to Florida and how they became known as Seminoles.  
- chronicle the tribe’s evolution through the British, second Spanish, and Black Seminoles Period. | migration  
creeks  
evolution  
black Seminoles | Canvas Resources:  
American History – Seminoles of Florida  
Texts:  
The Seminoles of Florida: Culture, Customs, and Conflict (Teacher Created Materials)  
Free People: The Seminole Tribe-MacMillan p. 368  
Florida Then and Now article:  
The Seminole Wars:  
https://fcit.usf.edu/florida/lessons/sem_war/sem_war1.pdf  
Treaty of Moultrie, 1823 (primary source document):  
*Students will:*  
- chronicle Florida’s shift from being a Spanish territory to a U.S. territory.  
- explain the role of the Adams-Onis Treaty in Florida history.  
- identify the principle people involved in the Adams-Onis Treaty, including John Quincy Adams and Luis de Onis. | Adams-Onis Treaty  
chronicle | **State Statute:**  
Martin Luther King Jr. Day – January 20th  
Black History Month – February  
President’s Day – February 25th  
Women’s History Month | **SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.**  
*Students will:*  
- outline the events and conflicts leading up to the First Seminole War.  
- Summarize the outcomes the First, Second, and Third Seminole Wars including Andrew Jackson’s invasion of Florida, the treaties signed, the migration to Indian Territory, and the 1868 Florida Constitution. An example may include, but is not limited to, Jackson’s invasion of Florida (First Seminole War) without federal permission. | conflicts  
distinguish  
invasion  
treaties  
territory  
constitution | **State Statute:**  
Martin Luther King Jr. Day – January 20th  
Black History Month – February  
President’s Day – February 25th  
Women’s History Month |
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| **American History**   | 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.  
  *Students will:*  
  - describe the conditions leading up to Florida’s secession from the Union.  
  - summarize Florida’s involvement in the Civil War.  
  - identify major moments in Florida’s Civil War history, including secession, port blockades, significant battles. Examples may include, but are not limited to, Ft. Zachary Taylor, the plantation culture, and the First Florida Calvary. | secession  
  union  
  blockades  
  battles  
  plantation  
  culture  
  First Florida Calvary | Canvas Resources:  
  American History – Florida’s Role in the Civil War  
  Texts:  
  Florida Then and Now articles:  
  Florida’s Role in the Civil War: Supplier of the Confederacy:  
  https://fcit.usf.edu/florida/lessons/cvl_war/cvl_war1.pdf |
| **Geography**          | SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.  
  *Students will:*  
  - identify the events surrounding Reconstruction.  
  - describe the challenges of Reconstruction in Florida, including segregation. Examples may also include, but are not limited to, sharecropping and black participation in state and federal governments. | Reconstruction  
  segregation  
  sharecropping | Canvas Resources:  
  American History – Florida’s Role in the Civil War  
  Texts:  
  Florida Then and Now articles:  
  Reconstruction:  
| **Geography**          | SS.4.G.1.3 Explain how weather impacts Florida.  
  *Students will:*  
  - describe Florida’s weather patterns by season. Examples may include, but are not limited to, hurricanes, thunderstorms, drought, frost, mild climate.  
  - describe the impacts of Florida’s storms, including hurricanes and thunderstorms.  
  - explain the economic, architectural, scientific, and social impacts weather has on Florida.  
  **NOTE:** Participate in safety drills for Severe Weather Awareness Week. | weather patterns  
  impacts  
  economic  
  architectural  
  scientific  
  social impacts | Canvas Resources:  
  Geography – Florida Weather  
  Texts:  
  Hurricanes- Reading A-Z  
  Exploring Florida’s Geography, Culture, and Climate  
  (Teacher Created Materials)  
  https://www.floridadisaster.org/dem/directors-office/external-affairs/swaw/ |
| American History | SS.4.A.8.1 Identify Florida’s role in the Civil Rights Movement. Students will:  
- chronicle significant events of the Florida civil right movement, including the Tallahassee bus boycotts in 1956 and the Tallahassee sit-ins in 1960.  
- correlate Florida’s role in the civil rights movement with the national civil rights movement. Examples may include, but are not limited to, civil disobedience and the legacy of early civil rights pioneers Harry T. and Harriette V. Moore | chronicle civil rights movement boycotts civil disobedience legacy civil rights pioneers correlate | Canvas Resources:  
American History – Florida Civil Rights  
Texts:  
*Florida Then and Now article:* Civil Rights Movement in Florida: [https://fcit.usf.edu/florida/lessons/cvl_rts/cvl_rts1.pdf](https://fcit.usf.edu/florida/lessons/cvl_rts/cvl_rts1.pdf)  
Civil Rights Leader, Martin Luther King Jr.—Newsela article  
My Brother Martin – McMillan Treasures  
It Took Courage  
Civil Rights Leader, Martin Luther King Jr. – [www.newsela.com](http://www.newsela.com)  
Martin Luther King Jr. "Story of a Dream” Play  
Dreams poem by Langston Hughes  
I, Too Sing America poem by Langston Hughes |

*Note: Black History Month – February*
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<tr>
<td>American History</td>
<td><strong>SS.4.A.6.4 Describe effects of the Spanish American War on Florida.</strong> Students will:</td>
<td>Spanish American War outcome</td>
<td>Canvas Resources:</td>
</tr>
<tr>
<td></td>
<td>• identify Florida’s role in the Spanish American War.</td>
<td>economic impact</td>
<td>American History – Spanish-American War and Florida’s Economy</td>
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<td>• explain the outcome and economic impact of the Spanish American War on Florida.</td>
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<td>Texts:</td>
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<td><strong>SS.4.A.4.2 Describe pioneer life in Florida.</strong> Students will:</td>
<td>pioneers</td>
<td>Florida Then and Now article:</td>
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<td>• describe the daily life practices of early Florida pioneers.</td>
<td>Florida Crackers</td>
<td>Spanish American War for Cuba’s Independence 1898:</td>
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<td>• compare and contrast the experiences of men, women, and children in the Florida Territory.</td>
<td>Black Seminoles</td>
<td><a href="https://fcit.usf.edu/florida/lessons/s-a_war/s-a_war1.pdf">https://fcit.usf.edu/florida/lessons/s-a_war/s-a_war1.pdf</a></td>
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<td>Examples may include, but are not limited to, the role of men, women, children, Florida</td>
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<td>Texts:</td>
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<td>Crackers, Black Seminoles…</td>
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<td>Strawberry Girl by Lois Lenski</td>
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<td><strong>SS.A.7.1 Describe the causes and effects of the 1920’s Florida land boom and bust.</strong></td>
<td>economic state</td>
<td>Florida Then and Now article:</td>
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<td>Students will:</td>
<td>land boom</td>
<td>Cattle and Cowboys in Florida:</td>
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<td>• outline Florida’s economic state during the 1920s.</td>
<td>land bust</td>
<td><a href="https://fcit.usf.edu/florida/lessons/cowboys/cowboys1.pdf">https://fcit.usf.edu/florida/lessons/cowboys/cowboys1.pdf</a></td>
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<td>• describe the causes and effects of the land boom and bust. An</td>
<td>land speculation</td>
<td>Texts:</td>
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<tr>
<td></td>
<td>example may include, but is not limited to, land speculation</td>
<td></td>
<td>Florida Then and Now articles:</td>
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<td>**SS.4.A.7.2 Summarize challenges Floridians faced during the Great</td>
<td>Great Depression</td>
<td>Florida’s Land Boom:</td>
</tr>
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<td></td>
<td>Depression. Students will:</td>
<td>historic events</td>
<td><a href="https://fcit.usf.edu/florida/lessons/ld_boom/ld_boom1.pdf">https://fcit.usf.edu/florida/lessons/ld_boom/ld_boom1.pdf</a></td>
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<td>• chronicle the Spanish American War for Cuba’s Independence 1898</td>
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<td>Florida’s Economy Booms:</td>
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<td>• Immigration in Florida economic factors leading to the Great Depression.</td>
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<td><a href="https://fcit.usf.edu/florida/lessons/ec_boom/ec_boom1.pdf">https://fcit.usf.edu/florida/lessons/ec_boom/ec_boom1.pdf</a></td>
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<td>• describe the impact of the Great Depression on daily life in Florida.</td>
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<td>Florida Then and Now article:</td>
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<td>• summarize the economic factors and historic events that contributed to the end of the</td>
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<td>Great Depression and the New Deal:</td>
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<td></td>
<td>Great Depression. Examples may include, but are not limited to, the Labor Day hurricane</td>
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<td><a href="https://fcit.usf.edu/florida/lessons/depress/depress1.pdf">https://fcit.usf.edu/florida/lessons/depress/depress1.pdf</a></td>
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<td>of 1935, Mediterranean fruit fly.</td>
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<td>Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.</td>
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<td>Strand</td>
<td>Benchmarks/Learning Targets</td>
<td>Academic Language</td>
<td>Resources</td>
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</tbody>
</table>
| American History | **SS.4.A.7.3 Identify Florida’s role in World War II.**  
*Students will:*  
- describe Florida’s involvement in World War II. Examples include, but are not limited to, warfare near Florida’s shores, spying near the coast and Mosquito Fleet.  
- identify major locations of Florida’s training bases during World War II including, but not limited to, Miami, Tampa, Tallahassee. | warfare Mosquito Fleet training bases | Canvas Resources:  
- Economics – Economic and Technological Advances  
  (Same unit as above)  
- and  
  American History – Spanish-American War and Florida's Economy  
  Texts:  
  Office of War Information Document on Rationing (primary source document):  
  [https://www.floridamemory.com/exhibits/floridahighlights/rationing/](https://www.floridamemory.com/exhibits/floridahighlights/rationing/)  
  Florida’s Economy: From the Mouse to the Moon (Teacher Created Materials)  
  [Florida Then and Now article: Florida During World War II:](https://fcit.usf.edu/florida/lessons/ww_ii/ww_ii1.pdf)  
  [Florida Then and Now article: Florida’s Economy Booms:](https://fcit.usf.edu/florida/lessons/ec_boom/ec_boom1.pdf)  
  Immigration in Florida – Macmillan Pg. 202 |
|                | **SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.**  
*Students will:*  
- list prominent immigrant groups from Florida’s past and present.  
- describe major contributions of immigrant groups to Florida’s culture and daily life. Examples may include, but are not limited to, language, food, art, beliefs and practices, literature, education, and clothing. | prominent immigrant | |
|                | **SS.4.A.8.2 Describe how and why immigration impacts Florida today.**  
*Students will:*  
- identify Florida’s historic and current immigrant groups.  
- identify and explain reasons why immigrants settled in Florida.  
- summarize the contributions of diverse immigrant groups to Florida’s culture and governance.  
- describe the challenges faced by immigrant groups in Florida. | immigrant diverse culture governance challenges | |
|                | **SS.4.A.8.3 Describe the effect of the United States space program on Florida’s economy and growth.**  
*Students will:*  
- discuss the development of the national space program.  
- identify how the national space program impacts Florida’s economy and population. | national space program population | |
|                | **SS.4.A.8.4 Explain how tourism affects Florida’s economy and growth.**  
*Students will:*  
- the major components of Florida’s tourist industry, including cultural sites, eco-tourism, beaches, natural wonders, and amusement parks.  
- explain how tourism impacts Florida’s economy. | eco-tourism natural wonders cultural sites | |
|                | **SS.4.A.4.1 Explain the effects of technological advances on Florida.**  
*Students will:*  
- identify early technological advances in Florida, including steam engines and steamboats.  
- describe the effects technological advances, such as steam engines and steamboats, had on daily life in Florida. Examples may include, but are not limited to, steam engines, steamboats, and delivery of water to some areas of the state. | technological advances steam engine steamboats | |
**Economics**

SS.4.A.6.1 Describe the economic development of Florida’s major industries.  
*Students will:*
- provide examples of Florida’s major industries, including timber, citrus, railroads, and shrimping.
- correlate the availability of resources and consumer demand with the success of industries. Examples of industries may include, but are not limited to, timber, citrus, cattle, tourism, phosphate, cigar, railroads, bridge, air conditioning, sponge, shrimping, and wrecking (pirating).

<table>
<thead>
<tr>
<th>Industries</th>
<th>State Statute:</th>
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<tr>
<td>timber</td>
<td>Medal of Honor Day must be recognized and instructed on or before March 25th according to s. 1003.42, F.S.</td>
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<td>shrimping</td>
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<td>availability of resources</td>
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<td>consumer demand</td>
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<td>phosphate</td>
<td>Memorial Day – May 25th</td>
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</tbody>
</table>

SS.4.E.1.2 Explain Florida’s role in the national and international economy and conditions that attract businesses to the state.  
*Students will:*
- describe Florida’s major contributions to the national and international economy, including agriculture, phosphate production, the space industry.
- summarize the economic impact of Florida’s tourist industry.
- explain how Florida attracts businesses to the state. Examples may include, but are not limited to, tourism, agriculture, phosphate, and the space industry.

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<thead>
<tr>
<th>Contributions</th>
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<tbody>
<tr>
<td>agriculture</td>
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<td>phosphate production</td>
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<td>the space industry</td>
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<td>national</td>
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<td>international</td>
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<td>Benchmarks/Learning Targets</td>
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</tbody>
</table>
| American History       | **SS.4.A.8.3 Describe the effect of the United States space program on Florida’s economy and growth.**  
*Students will:*  
- discuss the development of the national space program.  
- identify how the national space program impacts Florida’s economy and population.  
- **SS.4.A.6.3 Describe the contributions of significant individuals to Florida.**  
*Students will:*  
- identify significant figures in Florida history  
- describe the impact of significant figures on Florida.  
- 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.**  
*Students will:*  
- identify major Florida entrepreneurs. Examples may include, but are not limited to, Henry Flagler, Walt Disney, Ed Ball, Alfred DuPont, Julia Tuttle, Vincente Martinez Ybor.  
- describe entrepreneurs’ impact on Florida’s economy.  
- summarize entrepreneurs’ impact on Florida’s economy. | national space program population | Canvas Resources:  
American History – Florida Inventors  
Texts:  
*Florida’s Economy: From the Mouse to the Moon*  
(Teacher Created Materials)  
*Florida Then and Now articles:*  
Cape Canaveral: Launchpad to the Stars:  
Florida Then and Now website with various articles about Famous Floridians:  
https://fcit.usf.edu/florida/lessons/lessons.htm |