



2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies

Unit 1: Geography

THE WORLD IN SPATIAL TERMS

Time Allowed:
4 Weeks

Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

Assessment(s):

Pearson My World Social Studies
Chapter 1 Review and Assessment, Student Activity Worksheets, or Chapter Test

Key Vocabulary:

Atlas	Scale
Degree	Symbol
Compass rose	Title

Review Vocabulary: Cardinal Direction, Equator, Globe, Hemisphere, Intermediate Direction, Latitude, Longitude, Physical Map, Prime Meridian

Learning Goal: Students will identify the geographical features of Florida and how it affects the lives of people in the state.

Objectives: Students will be able to:

- 1) Interpret political and physical maps using map elements
- 2) Identify various physical features of Florida
- 3) Explain the difference between climate and weather and how they impacts Florida
- 4) Compare and contrast rural and urban communities

Supporting LAES and MAFS

Target Reading Skill: Main Idea and Details

[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 \(title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude\).](#)

Essential Content & Understanding:

Florida's Geography

- Basic elements of maps
- There are different types of maps for different purposes
- Land and water features influence how and where people in Florida live and work
- Climate is the average temperature and rainfall of a place
- Urban communities have more people living in a certain area than rural communities

Freedom Week: Last full week in September, Celebrate Freedom Week must include at least 3 hours of appropriate instructions in each social studies class, as determined by each school district.

Essential Question:

How does geography affect our lives?

Resources/Links:

Core Resource:
Pearson My World Social Studies
Chapter 1 Lessons 1, 2, 3, 4

Remediation Links

[United States Geographic Games](#)
[Geography Songs](#)
[Scott Foresman](#)(Pearson)
[Early European Explorers](#)
[Lesson plans for American History Education Place](#)

Writing Links

[4th Grade Writing Links](#)
[Giving directions using a map](#)

Higher Order Questions

[Question Starters](#)

Enrichment Opportunities

[Activities to promote HOT](#)

Suggested Resources-

[Constitution Day and Celebrate Freedom Week Reading List](#)
[Constitute Day and Citizenship Day](#)



2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies

Unit 2: American History

Time Allowed:
5 Weeks

1) HISTORICAL INQUIRY AND ANALYSIS 2) PRE-COLOMBIAN FLORIDA 3) EXPLORATION AND SETTLEMENT OF FLORIDA

Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

Assessment(s):

Pearson My World Social Studies Chapter 2 Review and Assessment, Student Activity Worksheets, or Chapter Test

Learning Goal: Students will explain how people from the past have shaped the development of Florida.

Objectives: Students will be able to:

- 1) Analyze primary and secondary resources to identify significant individuals and events throughout Florida history
- 2) Compare and contrast the Native American tribes that lived in Early Florida
- 3) Explain why Spanish explorers came to Florida and the effects of Spanish rule in Florida
- 4) Identify the European explorers who came to Florida and their effect on the Native American tribes who were living in Florida
- 5) Describe the Early American settlements that controlled Florida before it became a US territory
- 6) Explain how the first African Americans came to Florida

Supporting LAFS and MAFS

Target Reading Skill: Categorize

[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.2.1: Compare Native American tribes in Florida.](#)
[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](#)

Essential Content & Understanding:

Florida's Early History:

- Native Americans in Florida:
Five major Native American groups lived in early Florida
- After settlers came to Florida the number of Native Americans decreased due to conflict and diseases

European Explorers in Florida:

- Ponce de Leon- first Spanish Explorer to Florida in 1513
- The Misadventures of Panfilo de Narvarez and Nunez de Cadeza de Vaca
- Hernando de Soto arrives and explores Florida
- Treaty of Tordesillas
- Jean Ribault claims Florida for France in 1562
- Pedro Menendez de Aviles claims Florida for Spain
- African Americans settle in Fort Mose

Florida Settlements:

- St. Augustine: oldest permanent settlement in U.S.
- Establishment of missions –over 100 established between 1500-1700
- Military forts
 - Fort Caroline
 - Castillo de San Marco
 - San Mateo
 - San Carlos de Austria

Essential Question:

Who were Florida's first settlers?

Why do some people leave their homelands?

What made Cesar Chavez and Effective Leader?

Resources/Links:

Core Resource:

Pearson My World Social Studies Chapter 2 Lessons 1, 2, 3, 4

Remediation Links

[Native American Multicultural Resources](#)
[American Indian Library Association](#)
[Native American Culture](#)

Writing Links

[ReadWriteThink](#)

Higher Order Questions

[Question starters](#)

[Activities to promote HOT](#)

Enrichment Opportunities

[Technology](#)

[Webquest](#)

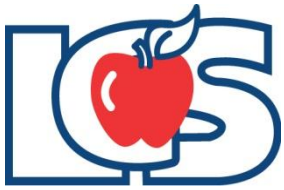
[Native American Project rubric](#)

Teachers will complete a DBQ each nine weeks

Key Vocabulary:

Agriculture	Fleet
Artifact	Friar
Artisan	Merchant
Atlatl	Provision
Convert	Sanctuary
Descendant	Shaman
Dugout Canoe	Treaty
Expedition	

Review Vocabulary: Colony, Fort, Mission



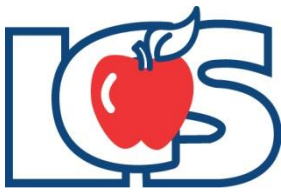
2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies

Unit 2: American History

- 1) HISTORICAL INQUIRY AND ANALYSIS 2) PRE-COLOMBIAN FLORIDA 3) EXPLORATION AND SETTLEMENT OF FLORIDA**

**Time Allowed:
5 Weeks**

***Suggested DBQ: What was the price of Freedom in Spanish Florida?**



2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies
Unit 3: American History

Time Allowed:
4 Weeks

3) EXPLORATION AND SETTLEMENT OF FLORIDA, 4) GROWTH OF FLORIDA

Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

Assessment(s):

Pearson My World Social Studies Chapter 3 Review and Assessment, Student Activity Worksheets, or Chapter Test

Key Vocabulary:

Migrate	Economy
Chickee	Compromise
Tribute	Survey
Legend	Cash crop
Territory	Constitution
Pioneer	Ratify
Plantation	Census
Revolution	
Treaty	

Review Vocabulary:

Learning Goal: Students will understand the periods of growth and periods of strife in Florida history.

Objectives: Students will identify the following events that led to Florida's statehood:

- 1) Many Native Americans groups formed the Seminoles
- 2) Florida was divided into two territories: East and West Florida
- 3) Florida became a United States territory after the Adams-Onis Treaty
- 4) Cause and effects of the Seminole Wars
- 5) From territory to Statehood

Supporting LAFS and MAFS

Target Reading Skill: Cause and Effect

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

[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](#)

[SS.4.A.4.2: Describe pioneer life in Florida.](#)

Essential Content & Understanding:

The Seminole Tribe is formed:

- In the 1700's several tribes migrated to Florida searching for a better life
- Many of these tribes came from Georgia and Alabama and formed the Seminoles
- The Apalachee and the Timucua from Florida joined the Seminoles

Florida Becomes a Territory:

- The signing of the Treaty of Paris in 1763, ended the French and Indian War and gave control of Florida to the British
- British divided Florida into East and West territories
- The capital of East Florida was St. Augustine
- Land grants were given to British to farm
- Pensacola was the capital of West Florida
- During the American Revolution, Florida remained loyal to Britain
- Spain invaded West Florida in 1779
- By the end of the American Revolution, Spain regained control of Florida
- In 1819, Spain negotiated a treaty with the U.S. (the Adams-Onis Treaty) which made Florida a U.S. territory and nullified the debt Spain owed to the U.S

The Seminole Wars:

- After the war of 1812, American slave owners came to Florida in search of runaway slaves and Indians
- In 1817 and 1818, the US Army invaded Spanish Florida and fought the Seminoles and African American slaves, these battles are known as the First Seminole War
- In the Treaty of Moultrie Creek, the Seminole gave up their land and moved to a reservation south of Ocala

Pioneer Life in Florida:

- In East Florida plantations grew sugar cane and cotton
- The West Florida area contained pine forest and was ideal for hunting animal furs.

Essential Question:

How does the past shape our present and future?

Resources/Links:

Core Resource:
 Pearson My World Social Studies Chapter 3 Lessons 1, 2, 3, 4, 5

Remediation Links

[Scott Foresman](#) (Pearson)
[Early European Explorers](#)
[Lesson plans for American History](#)
[Education Place](#)

Writing Links

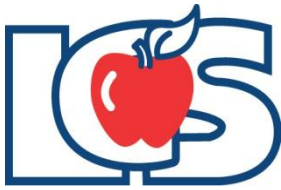
[ReadWriteThink](#)

Higher Order Questions

[Question starters](#)
[Activities to promote HOT](#)

Enrichment Opportunities

[Web Quest with rubric](#)



**2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies
Unit 4: American History**

**Time Allowed:
4 Weeks**

5) CRISIS OF THE UNION: CIVIL WAR AND RECONSTRUCTION IN FLORIDA

Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

Assessment(s):

Pearson My World Social Studies
Chapter 4 Review and Assessment, Student Activity Worksheets, or Chapter Test

Key Vocabulary:

Abolition	Reconstruction
Secede	Carpbaggers
Confederacy	Black codes
Tariff	Sharecropping
Civil war	segregation
Emancipation	Freedmen's Bureau
blockade	

Review Vocabulary: tax

Core Resource:

Pearson My World Social Studies
Chapter 4 Lessons 1, 2

Learning Goal: Students will understand the periods of growth and periods of strife in Florida history.

Objectives: Students will understand the significance of the following events:

- Secession from the Union, blockades of ports, battles fought in Florida
- Florida's role during the Civil War
- Challenges faced during Reconstruction
- Contributions of significant individuals in Florida's early history

Supporting LAFS and MAFS

Target Reading Skill: Compare & Contrast

[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.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](#)

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

Essential Content & Understanding:

Florida's Secession from the Union:

- In 1861, Florida joined other southern state in seceding from the Union
- The Confederate States of America was formed
- The Civil War began in 1861 and ended in 1865
- The Union soldiers form a blockage at the port of Pensacola and captured Ft. Pickens on Santa Rosa Island near Pensacola
- Union soldiers captured two ships at Ft. Brooke near Tampa in 1863
- In 1864, Union and Confederate troops battled at Olustee, near Jacksonville
- Union soldiers attached the Confederate Army at Natural Bridge, near Tallahassee in March of 1865
- Tallahassee did not fall to the Union
- Blockade runner boats were used to haul food and supplies to the Confederate troops to the north

Significant Individuals in Florida:

- Contributions of Jacob Summerlin, Josiah T. Walls, James Weldon Johnson, Mary McLeod Bethune

Essential Question:

What is worth fighting for?

Resources/Links:

Core Resource:
Pearson My World Social Studies
Chapter 4 Lessons 1, 2

Remediation Links

[Scott Foresman](#)(Pearson)
[Early European Explorers](#)
[Lesson plans for American History](#)
[Education Place](#)

Writing Links

[Writing Prompts and Rubrics](#)

Higher Order Questions

[Question starters](#)
[Activities to promote HOT](#)

Enrichment Opportunities

[Web Quest with rubric](#)

***Suggested DBQ: What made Cesar Chavez and Effective Leader?**



**2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies
Unit 5: American History**

**Time Allowed:
5 Weeks**

6) INDUSTRIALIZATION AND EMERGENCE OF MODERN FLORIDA

Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

Assessment(s):

Pearson My World Social Studies
Chapter 5 Review and Assessment, Student Activity Worksheets, or Chapter Test

Key Vocabulary:

Industry	Immigrant
Technology	Phosphate
Tourism	Revolutionary
Developer	Cavalry
Timber	Salvager
Dredge	Urbanization

Review Vocabulary: migrate

Learning Goal: Students will explain how Florida grew and businesses thrived after the Spanish-American war.

Objectives: Students will discover:

- Technological advances that were made in early Florida
- The major industries in Florida
- The role tourism plays in Florida
- The results of the Spanish-American war

Supporting LAFS and MAFS

Target Reading Skill: Sequence Events

[SS.4.A.4.1: Explain the effects of technological advances on Florida.](#)

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

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

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

[SS.4.A.6.4: Describe effects of the Spanish American War on Florida](#)

[SS.4.A.8.4: Explain how tourism affects Florida's economy and growth.](#)

Essential Content & Understanding:

Transportation Technology:

- Henry B. Plant began building railroads across Florida and connecting them to Georgia.
- Plant also built hotels and own and operated steamboats
- William Chipley built railroads that linked the panhandle region with the rest of Florida
- Henry Flagler moved to St. Augustine and built the most luxurious hotel, the Ponce de Leon Hotel
- Flagler built railroads to connect St. Augustine to Daytona Beach and railroads that could bring guests all the way from New York

Economic Development and Tourism:

- Because of the state's mild winter and warm weather it became a haven for rich people, including Thomas Edison and Henry Ford
- Citrus industry became a staple of Florida's economy due to the railway system
- Abundance of natural resource also caused a prevalence of cattle ranchers, forest products and phosphate rock mining
- In Key West and Tampa Bay cigar making became a major business due to immigrants from Cuba

Spanish-American War:

- Theodore Roosevelt and his Rough Riders went to Cuba to fight
- The war only lasted a few months
- Spain signed a peace treaty giving the U.S. control of Cuba, Puerto Rico, the Philippine Islands and Guam. Cuba became an independent country

Essential Question:

How did economic growth cause opportunity in early Florida?

Resources/Links:

Core Resource:

Pearson My World Social Studies
Chapter 5 Lessons 1, 2, 3, 4

Remediation Links

[Scott Foresman](#)(Pearson)
[Early European Explorers](#)
[Lesson plans for American History Education Place](#)

Writing Links

[Writing Prompts and Rubrics](#)

Higher Order Questions

[Question starters](#)
[Activities to promote HOT](#)

Enrichment Opportunities

[Web Quest with rubric](#)



**2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies
Unit 6: American History**

**Time Allowed:
3 Weeks**

7) ROARING 20's, THE GREAT DEPRESSION, AND WWII IN FLORIDA

Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

Assessment(s):

Pearson My World Social Studies
Chapter 6 Review and Assessment, Student Activity Worksheets, or Chapter Test

Key Vocabulary:

Land boom	Relief
Stocks	New Deal
Stock market	Holocaust
Depression	Rationing
Unemployed	Saboteur

Review Vocabulary: profit, loss, loan

***FS1003.42** – The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

Learning Goal: Students will be aware of the effects of the Great Depression and World War II on Floridians.

Objectives: Students will understand:

- What caused the "land boom" in Florida
- The effects of the Great Depression
- How Florida was impacted by World War II
- How various entrepreneurs have influenced Florida's economy
- The role that Florida plays in the international market
- How weather impacts Florida

Supporting LAFS and MAFS

Target Reading Skill: Make Generalizations

- [SS.4.A.4.1: Explain the effects of technological advances on Florida](#)
- [SS.4.A.6.3: Describe the contributions of significant individuals to Florida](#)
- [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.](#)
- [SS.4.A.9.1: Utilize timelines to sequence key events in Florida history](#)
- [SS.4.E.1.1: Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy](#)
- [SS.4.E.1.2: Explain Florida's role in the national and international economy and conditions that attract businesses to the state](#)
- [SS.4.G.1.3: Explain how weather impacts Florida.](#)

Essential Content & Understanding:

- Florida's "land boom":
- After World War I, many people traveled to Florida to vacation and began investing in real estate
 - Land speculators bought land at cheap prices and sold at a large profit
 - The demand for housing was so high that costs soared
- The Great Depression:
- Florida entered depression four years before the 1929 stock market crash
 - The Great Depression lasted 10 years
 - In 1931, two railroads ran out of money and many banks closed
 - Many people from the North came to Florida due to the warm climate and looked for jobs
 - In 1933, Franklin D. Roosevelt was elected President and enacted a federal program to create jobs, called "The New Deal"
- World War II:
- Florida was the perfect spot to build military bases and airfields due to the flat land and warm climate
 - Camp Blanding near Starke became Florida's fourth largest city during WWII
- Entrepreneurs who have influenced Florida's economy:
- Henry Flagler, Walt Disney, Ed Ball, Alfred DuPont, Julia Tuttle, Vincent Martinez Ybor
- Florida's Role in the National and International Economy:
- Effects of tourism, agriculture, phosphate and the space industry to the economy
- Impact of the weather on Florida:
- Hurricanes, thunderstorms, drought and mild climate

Essential Question:

How do people respond to good times and bad?

Resources/Links:

Core Resource:
Pearson My World Social Studies
Chapter 6 Lessons 1, 2, 3

Remediation Links

- [Scott Foresman](#) (Pearson)
- [Early European Explorers](#)
- [Lesson plans for American History Education Place](#)

Writing Links

[Writing Prompts and Rubrics](#)

Higher Order Questions

- [Question starters](#)
- [Activities to promote HOT](#)

Enrichment Opportunities

- [Web Quest with rubric](#)
- [Teacher's Guide to the Holocaust](#)
- [The Holocaust](#)

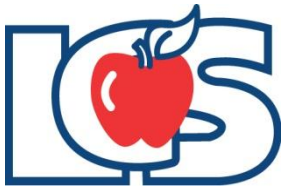


**2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies
Unit 7: American History**

**Time Allowed:
5 Weeks**

8) CONTEMPORARY FLORIDA INTO THE 21ST CENTURY

<p>Instructional Focus Benchmarks</p> <p>The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information. Assessment(s):</p>	<p>Learning Goal: Students will describe the many changes that occurred in Florida due to the Civil Rights Movement, Immigration, and the Space Program.</p> <p>Objectives: Students will describe the effects of the following:</p> <ul style="list-style-type: none"> • Civil Rights movement and Florida's role • Immigration to Florida by various countries • Space program in Florida 												
<p>Pearson My World Social Studies Chapter 7 Review and Assessment, Student Activity Worksheets, or Chapter Test</p> <p>Key Vocabulary:</p> <table border="1" data-bbox="33 625 510 797"> <tr> <td>equality</td> <td>integration</td> </tr> <tr> <td>boycott</td> <td>racist</td> </tr> <tr> <td>discrimination</td> <td>wages</td> </tr> <tr> <td>advocated</td> <td>racism</td> </tr> <tr> <td>segregation</td> <td>mobilized</td> </tr> </table>	equality	integration	boycott	racist	discrimination	wages	advocated	racism	segregation	mobilized	<p>Supporting LAFS and MAFS</p> <p>Target Reading Skill: Summarize</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.8.1: Identify Florida's role in the Civil Rights Movement</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.G.1.2: Locate and label cultural features on a Florida map.</p>	<p>Essential Content & Understanding:</p> <p>Florida's role in the Civil Rights movement:</p> <ul style="list-style-type: none"> • Florida was segregated in the early 1950's • In 1954 the Supreme Court rules to integrate schools across the country • In 1956, African Americans in Tallahassee boycotted the city's busses • Dr. Martin Luther King, Jr. visited Florida in 1964, advocating organized groups to march in protest. • The U.S. passed a law called the Civil Rights Act of 1964, which outlawed segregation. <p>Florida's Immigrants:</p> <ul style="list-style-type: none"> • Various culture groups in Florida • Since 1960, the number of immigrants coming to Florida has greatly increased • Most immigrants have been from Cuba • In addition to Cuba, people from other Caribbean countries that have moved to Florida have been from Haiti, Jamaica, and the Dominican Republic <p>Florida's Space Program:</p> <ul style="list-style-type: none"> • The U.S. Air Force acquired the land at Cape Canaveral in the 1940's • It is isolated and would not threaten human, perfect climate, on the coast and had access to tracking stations in the Caribbean • Space race began in 1957 when Soviets launched Sputnik – NASA was formed in 1958 • Kennedy Space Center opened in 1963 • In 1969 the U.S. sent the first person to the moon 	<p>Essential Question:</p> <p>How can change create opportunities?</p> <p>Resources/Links: Core Resource: Pearson My World Social Studies Chapter 7 Lessons 1, 2, 3, 4</p> <p>Remediation Links Scott Foresman(Pearson) Early European Explorers Lesson plans for American History Education Place</p> <p>Writing Links Writing Prompts and Rubrics</p> <p>Higher Order Questions Question starters Activities to promote HOT</p> <p>Enrichment Opportunities Web Quest with rubric</p> <p>*Suggested DBQ: What was Harriet Tubman's Greatest Achievement?</p>
equality	integration												
boycott	racist												
discrimination	wages												
advocated	racism												
segregation	mobilized												
<p>Review Vocabulary: civil, cape, orbit, shuttle, preserve, reef, mangrove</p>													



**2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies
Unit 8: Economics, American History**

**Time Allowed:
5 Weeks**

BEGINNING ECONOMICS, CONTEMPORARY FLORIDA INTO THE 21ST CENTURY

Instructional Focus Benchmarks

The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.

Assessment(s):

Pearson My World Social Studies
Chapter 8 Review and Assessment, Student Activity Worksheets, or Chapter Test

Key Vocabulary:

Natural Resources	Human resources
Renewable	Capital resource
Nonrenewable	Manufacturing
Economy Conserve	Service industry

Review Vocabulary: citrus, income, export, import, Invest, resort

Learning Goal: Students will describe the many opportunities that Floridians enjoy due to the resources including renewable, nonrenewable and economic development.

Objectives: Students will summarize the following:

- Renewable and nonrenewable resources
- Resources available in Florida
- Types of opportunities entrepreneurs have created that provide various goods and services

Supporting LAFS and MAFS

Target Reading Skill: Fact and Opinion

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

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

[SS.4.A.8.4: Explain how tourism affects Florida's economy and growth.](#)

Essential Content & Understanding:

Florida Resources:

- Many renewable and nonrenewable resources
- Natural resources include: water, minerals, land, climate, and trees

Global Economy:

- Florida has many resources and benefits that attract businesses

Entrepreneurs:

- Florida has had many entrepreneurs who have created opportunities for people to find jobs and provided goods and services for consumers

Essential Question:

How does the economy provide us with the things we need and want?

Resources/Links:

Core Resource:
Pearson My World Social Studies
Chapter 8 Lessons 1, 2, 3

Remediation Links

[Scott Foresman](#)(Pearson)
[Early European Explorers](#)
[Lesson plans for American History](#)
[Education Place](#)

Writing Links

[Writing Prompts and Rubrics](#)

Higher Order Questions

[Question starters](#)
[Activities to promote HOT](#)

Enrichment Opportunities

[Web Quest with rubric](#)



**2014-2015 Instructional Curriculum Blueprint Grade: 4 Course: Social Studies
Unit 9: Civics and Government**

**Time Allowed:
5 Weeks**

- 1) FOUNDATIONS OF GOVERNMENT, LAW, AND THE AMERICAN POLITICAL SYSTEM
2) CIVIC AND POLITICAL PARTICIPATION 3) STRUCTURE AND FUNCTION OF GOVERNMENT**

<p><u>Instructional Focus Benchmarks</u></p> <p>The below benchmark(s) is linked to the CPALMS site that contains the Specifications to include the Content limits, Attributes/Stimulus, and additional information.</p> <p>Assessment(s): Pearson My World Social Studies Chapter 9 Review and Assessment, Student Activity Worksheets, or Chapter Test</p>		<p>Learning Goal: Students will be able to explain the three branches of government and how they function.</p> <p>Objectives: Students will be able to:</p> <ul style="list-style-type: none"> Describe how the constitution protects the rights of citizens Explain how the Constitution provides the structure, function and purposes of state government Discuss the issues that impact the lives of its citizens Explain the importance of public service, voting and volunteerism Distinguish between state and local officials 														
<p>Key Vocabulary:</p> <table border="1"> <tr> <td>Legislative branch</td> <td>Municipal</td> </tr> <tr> <td>Executive branch</td> <td>City manager</td> </tr> <tr> <td>Cabinet</td> <td>City council</td> </tr> <tr> <td>Judicial branch</td> <td>County commissioner</td> </tr> <tr> <td>Veto</td> <td>Special district</td> </tr> <tr> <td>Petition</td> <td>Public service</td> </tr> </table>		Legislative branch	Municipal	Executive branch	City manager	Cabinet	City council	Judicial branch	County commissioner	Veto	Special district	Petition	Public service	<p><u>Supporting LAFS and MAFS</u></p> <p>Target Reading Skill: Draw Conclusions</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>Essential Content & Understanding:</p> <p>Governing Florida:</p> <ul style="list-style-type: none"> The constitution protects people's rights It divides the government into three branches: <ul style="list-style-type: none"> Legislative Executive Judicial State government makes laws and provides services for the state as a whole The state creates and then approves a budget for its services 	<p>Essential Questions:</p> <p>What should be the goals of government?</p>
Legislative branch	Municipal															
Executive branch	City manager															
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Petition	Public service															
<p>Review Vocabulary: rights, bill, budget, duty responsibility, volunteer</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.3.2: Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).</p> <p>SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.</p> <p>SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media</p>	<p>Cities and Counties:</p> <ul style="list-style-type: none"> Local government makes local laws and provide services to cities and counties Florida has three different types of local government –city, county and special districts <p>Citizenship Responsibilities:</p> <ul style="list-style-type: none"> Duties and responsibilities include voting, obeying the law, respecting other people's rights, and helping to solve community problems Governments work best when citizens participate 	<p>Resources/Links:</p> <p>Core Resource: Pearson My World Social Studies Chapter 9 Lessons 1, 2, 3</p> <p>Remediation Links Scott Foresman(Pearson) Early European Explorers Lesson plans for American History Education Place</p> <p>Writing Links Writing Prompts and Rubrics</p> <p>Higher Order Questions Question starters Activities to promote HOT</p> <p>Enrichment Opportunities Web Quest with rubric</p> <p>*Suggested DBQ: What Caused the Dust Bowl?</p>												



Supporting LAFS and MAFS

English Language Arts Common Core Standards:

Reading Informational Text

[LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.](#)

[LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.](#)

[LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.](#)

[LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.](#)

[LAFS.4.RI.2.5: Describe the overall structure \(e.g., chronology, comparison, cause/effect, problem/solution\) of events, ideas, concepts, or information in a text or part of a text.](#)

[LAFS.4.RI.2.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.](#)

[LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively \(e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages\) and explain how the information contributes to an understanding of the text in which it appears.](#)

[LAFS.4.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text.](#)

[LAFS.4.RI.3.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.](#)

[LAFS.4.RI.4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.](#)

Writing Standards

[LAFS.4.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.](#)

- a. [Introduce a topic clearly and group related information in paragraphs and sections; include formatting \(e.g., headings\), illustrations, and multimedia when useful to aiding comprehension.](#)
- b. [Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.](#)
- c. [Link ideas within categories of information using words and phrases \(e.g., *another, for example, also, because*\).](#)
- d. [Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.](#)

[LAFS.4.W.1.2a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting \(e.g., headings\), illustrations, and multimedia when useful to aiding comprehension.](#)

[LAFS.4.W.1.2b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.](#)

[LAFS.4.W.1.2c: Link ideas within categories of information using words and phrases \(e.g., *another, for example, also, because*\).](#)

[LAFS.4.W.1.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.](#)

[LAFS.4.W.3.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.](#)

[LAFS.4.W.4.10: Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\) for a range of discipline-specific tasks, purposes, and audiences.](#)

Mathematics Common Core Standards:

MAFS.K12.MP.1.1:

Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.



Supporting LAFS and MAFS

MAFS.K12.MP.3.1:

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

MAFS.K12.MP.5.1: Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

MAFS.K12.MP.6.1: Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.



DBQ Support

2012-2013 Document Base Questions Reserved List - 4th Grade

Please Note: The DBQs listed below are expressly reserved for the specific grade levels/courses indicated below and may not be used by other grade levels or courses.

What Made Cesar Chavez an Effective Leader? (Red Binder) Volume 2

Progressivism: Where Will You Put Your Million Dollars? (Red Binder) Volume 2

What was Harriet Tubman's Greatest Achievement? (Red Binder) Volume 1

What Caused the Dust Bowl? (Red Binder) Volume 2

What Was the Price of Freedom in Spanish Florida? (Moodle Only)

LTI: Was There Differences Between Spanish and English Slaves? (Moodle Only)

LTI: What issues caused separation between the North and South Prior to the Civil War? (Moodle Only)

LTI: Why Did Explorers Come to the New World? (Moodle Only)

LTI: What Was Henry Flagler's Greatest Legacy in Florida? (Moodle Only)

LTI: What Factor Do You Think Caused the Most Significant Population Growth in FL in the 1920s? (Moodle Only)