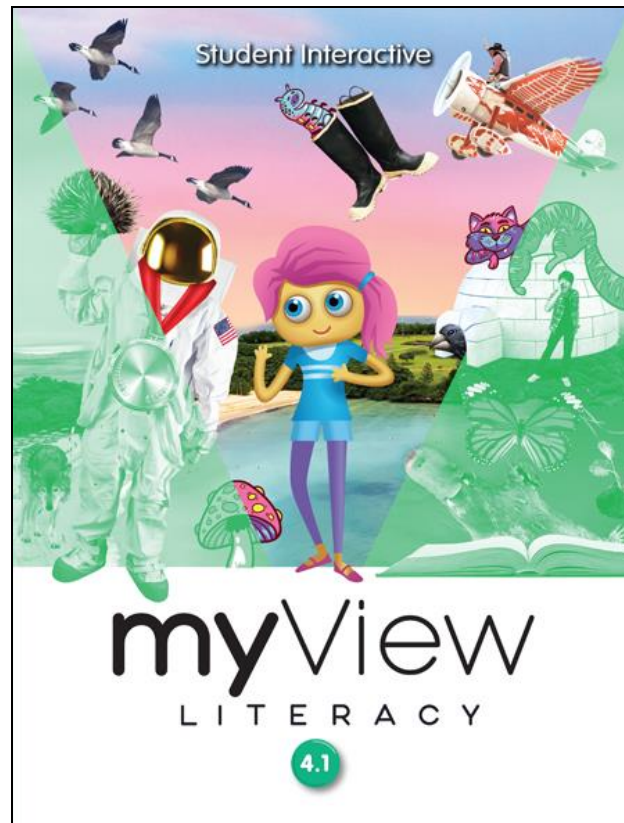


## A Correlation of



**Grade 4, ©2020**

To the

# **Florida Next Generation Sunshine State Social Studies Standards Grade 4**

**A Correlation of myView Literacy, Grade 4, ©2020 to the  
Florida Next Generation Sunshine State Standards, Social Studies, Grade 4**

**Introduction**

This document demonstrates how *myView Literacy*, ©2020 meets the **Florida Next Generation Sunshine State Standards for Social Studies**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

**Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

**Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

**Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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Florida Generation Sunshine State Social Studies Standards Grade 4	myView Literacy Grade 4, ©2020
<b>Strand: American History</b>	
<b>Standard 1: Historical Inquiry and Analysis</b>	
SS.4.A.1.1 Analyze primary and secondary resources to identify significant individuals and events throughout Florida history.	For supporting content please see: <b>Unit 1:</b> Interact with Sources, T286-T287 Primary Sources, T368 Refine Research, T372-T373 <b>Unit 2:</b> Interact with Sources, T166-T167 <b>Unit 3:</b> Primary Sources, T362 <b>Unit 4:</b> Interact with Sources, T226-T227 Primary and Secondary Sources, T374 <b>Unit 5:</b> Primary Source, T366 Refine Research, T370-T371
SS.4.A.1.2 Synthesize information related to Florida history through print and electronic media.	For supporting content please see: <b>Unit 4:</b> Impacts, T370-T385
<b>Standard 2: Pre-Columbian Florida</b>	
SS.4.A.2.1 Compare Native American tribes in Florida.	For supporting content please see: <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, T312  <b>Digital Resources:</b> <i>Book Club: Trade Books</i> >Unit 1: Life in the West <i>Leveled Readers</i> >Guided Reading Level Q> Homes in Early America <i>Leveled Readers</i> >Guided Reading Level R> Tales of Mother Earth
<b>Standard 3: Exploration and Settlement of Florida</b>	
SS.4.A.3.1 Identify explorers who came to Florida and the motivations for their expeditions.	For supporting content please see: <b>Unit 1:</b> Listening Comprehension, T220-T221  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level S> Exploring Our World

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<b>Florida Generation Sunshine State Social Studies Standards Grade 4</b>	<b>myView Literacy Grade 4, ©2020</b>
SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida.	For supporting content please see: <b>Unit 1:</b> First Read, T301 Teacher's Summary, T386, T392  <b>Digital Resources:</b> <i>Book Club: Trade Books</i> >Unit 1>Life in the West
SS.4.A.3.3 Identify the significance of St. Augustine as the oldest permanent European settlement in the United States.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS.4.A.3.4 Explain the purpose of and daily life on missions (San Luis de Talimali in present-day Tallahassee).	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS.4.A.3.5 Identify the significance of Fort Mose as the first free African community in the United States.	For supporting content please see: <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, T102
SS.4.A.3.6 Identify the effects of Spanish rule in Florida.	For supporting content please see: <b>Unit 1:</b> Listening Comprehension, T220-T221 <b>Unit 3:</b> Listening Comprehension, T220-T221  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level S> Exploring Our World
SS.4.A.3.7 Identify nations (Spain, France, England) that controlled Florida before it became a United States territory.	For supporting content please see: <b>Unit 2:</b> Listening Comprehension, T94-T95 <b>Unit 3:</b> Listening Comprehension, T220-T221 <b>Unit 4:</b> ELL Targeted Support, T239  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level S> Exploring Our World, Enriching America
SS.4.A.3.8 Explain how the Seminole tribe	For supporting content please see:

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formed and the purpose for their migration.	<p><b>Unit 1:</b> First Read, T301 Teacher's Summary, T386, T392</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Unit 1&gt;Life in the West <i>Leveled Readers</i>&gt;Guided Reading Level Q&gt; Homes in Early America <i>Leveled Readers</i>&gt;Guided Reading Level R&gt; Tales of Mother Earth</p>
SS.4.A.3.9 Explain how Florida (Adams-Onis Treaty) became a U.S. territory.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS.4.A.3.10 Identify the causes and effects of the Seminole Wars.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> First Read, T301 Teacher's Summary, T386, T392</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Unit 1&gt;Life in the West <i>Leveled Readers</i>&gt;Guided Reading Level Q&gt; Homes in Early America</p>
<b>Standard 4: Growth of Florida</b>	
SS.4.A.4.1 Explain the effects of technological advances on Florida.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Interact with Sources, T154-T155</p> <p><b>Unit 3:</b> Interact with Sources, T20-T21</p> <p><b>Unit 5:</b> Cross-Curricular Perspectives: Science, T247</p> <p><b>Digital Resources:</b> <i>Leveled Readers</i>&gt;Guided Reading Level O&gt; Living in Space <i>Leveled Readers</i>&gt;Guided Reading Level P&gt; Railroad Networks</p>
SS.4.A.4.2 Describe pioneer life in Florida.	<p>For supporting content please see:</p> <p><b>Unit 1:</b> Teacher's Summary, T384, T388, T390, T392</p> <p><b>Unit 4:</b> First Read, T243</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Unit 1&gt;Life in the West <i>Leveled Readers</i>&gt;Guided Reading Level Q&gt; Homes in Early America</p>

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<b>Standard 5: Crisis of the Union: Civil War and Reconstruction in Florida</b>	
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.	For supporting content please see: <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, T105, T108
SS.4.A.5.2 Summarize challenges Floridians faced during Reconstruction.	For supporting content please see: <b>Unit 4:</b> Cross-Curricular Perspectives: Social Studies, T105, T108
<b>Standard 6: Industrialization and Emergence of Modern Florida</b>	
SS.4.A.6.1 Describe the economic development of Florida's major industries.	For supporting content please see: <b>Unit 1:</b> Listening Comprehension, T22-T23 First Read, T42 Interact with Sources, T154-T155  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level O> Living in Space
SS.4.A.6.2 Summarize contributions immigrant groups made to Florida.	For supporting content please see: <b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, T298 Teacher's Summary, T386  <b>Digital Resources:</b> <i>Book Club: Trade Books</i> >Unit 1>Life in the West <i>Leveled Readers</i> >Guided Reading Level S> Enriching America, One Nation, One People
SS.4.A.6.3 Describe the contributions of significant individuals to Florida.	For supporting content please see: <b>Unit 1:</b> Listening Comprehension, T22-T23 Cross-Curricular Perspectives: Social Studies, T111, T170  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level S> Enriching America <i>Leveled Readers</i> >Guided Reading Level T>Great American Speeches
SS.4.A.6.4 Describe effects of the Spanish American War on Florida.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.

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<b>Standard 7: Roaring 20's, the Great Depression, and WWII in Florida</b>	
SS.4.A.7.1 Describe the causes and effects of the 1920's Florida land boom and bust.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS.4.A.7.2 Summarize challenges Floridians faced during the Great Depression.	The focus of <i>myView Literacy</i> is English Language Arts, therefore this skill lies outside the scope of the program.
SS.4.A.7.3 Identify Florida's role in World War II.	For supporting content please see: <b>Unit 1:</b> Shared Read, T32, T301  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level R>The Unbreakable Code
<b>Standard 8: Contemporary Florida into the 21<sup>st</sup> Century</b>	
SS.4.A.8.1 Identify Florida's role in the Civil Rights Movement.	For supporting content please see: <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level T> Great American Speeches
SS.4.A.8.2 Describe how and why immigration impacts Florida today.	For supporting content please see: <b>Unit 1:</b> Cross-Curricular Perspectives: Social Studies, T298 Teacher's Summary, T386  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level S> Enriching America, One Nation, One People
SS.4.A.8.3 Describe the effect of the United States space program on Florida's economy and growth.	For supporting content please see: <b>Unit 1:</b> Listening Comprehension, T22-T23 First Read, T42 Interact with Sources, T154-T155 Cross-Curricular Perspectives: Social Studies, T167, T170  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level O> Living in Space

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SS.4.A.8.4 Explain how tourism affects Florida's economy and growth.	For supporting content please see: <b>Unit 2:</b> Shared Read, T34 <b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, T236 <b>Unit 5:</b> Cross-Curricular Perspectives: Science, T312  <b>Digital Resources:</b> <i>Leveled Readers</i> >Guided Reading Level P> Landmarks of the World
<b>Standard 9: Chronological Thinking</b>	
SS.4.A.9.1 Utilize timelines to sequence key events in Florida history.	For supporting content please see: <b>Unit 1:</b> Listening Comprehension, T22-T23 ELL Targeted Support, T24 Session 1, T385  <b>Digital Resources:</b> <i>Book Club: Trade Books</i> >Unit 1>Life in the West >Unit 5>Geology: The Study of Rocks
<b>Strand: GEOGRAPHY</b>	
<b>Standard 1: The World in Spatial Terms</b>	
SS.4.G.1.1 Identify physical features of Florida.	For supporting content please see: <b>Unit 5:</b> Compare Across Texts, T360-T361  <b>Digital Resources:</b> <i>Book Club: Trade Books</i> >Unit 5>Geology: The Study of Rocks
SS.4.G.1.2 Locate and label cultural features on a Florida map.	For supporting content please see: <b>Unit 1:</b> Student Interactive, T371



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<p>SS.4.G.1.3 Explain how weather impacts Florida.</p>	<p>For supporting content please see:  <b>Unit 1:</b>            Cross-Curricular Perspectives: Social Studies, T238  <b>Unit 3:</b>            Cross-Curricular Perspectives: Science, T37  <b>Unit 5:</b>            Student Interactive, T363            Primary Sources, T366</p> <p><b>Digital Resources:</b>  <i>Leveled Readers</i>&gt;Guided Reading Level R&gt;The Water Cycle  <i>Leveled Readers</i>&gt;Guided Reading Level T&gt; How Weather Works</p>
<p>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><b>Unit 1:</b>            Cross-Curricular Perspectives: Social Studies, T232  <b>Unit 5:</b>            Map, T305, T310</p> <p><b>Digital Resources:</b>  <i>Leveled Readers</i>&gt;Guided Reading Level S&gt; Exploring Our World</p>

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