

**Main Criteria:** Florida Standards  
**Secondary Criteria:** Virtual Field Trips  
**Subjects:** Science, Social Studies  
**Grade:** 4  
**Correlation Options:** Show Correlated

**Florida Standards  
Science**

Grade: 4 - Adopted: 2008

BODY OF KNOWLEDGE	FL.SC.4.E.	Earth and Space Science
BIG IDEA	SC.4.E.6.	Earth Structures - Humans continue to explore the composition and structure of the surface of Earth. External sources of energy have continuously altered the features of Earth by means of both constructive and destructive forces. All life, including human civilization, is dependent on Earth's water and natural resources.
BENCHMARK	SC.4.E.6.3.	Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Younger Grades
BENCHMARK	SC.4.E.6.4.	Describe the basic differences between physical weathering (breaking down of rock by wind, water, ice, temperature change, and plants) and erosion (movement of rock by gravity, wind, water, and ice).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
BENCHMARK	SC.4.E.6.6.	Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah The Amazon Rainforest - Part 2 - Younger Grades
BODY OF KNOWLEDGE	FL.SC.4.P.	Physical Science
BIG IDEA	SC.4.P.10.	Forms of Energy - A. Energy is involved in all physical processes and is a unifying concept in many areas of science. B. Energy exists in many forms and has the ability to do work or cause a change.
BENCHMARK	SC.4.P.10.4.	Describe how moving water and air are sources of energy and can be used to move things.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
BODY OF KNOWLEDGE	FL.SC.4.P.	Physical Science
BIG IDEA	SC.4.P.12.	Motion of Objects - A. Motion is a key characteristic of all matter that can be observed, described, and measured. B. The motion of objects can be changed by forces.
BENCHMARK	SC.4.P.12.2.	Investigate and describe that the speed of an object is determined by the distance it travels in a unit of time and that objects can move at different speeds.

		<u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.4.L.</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.4.L.16.</b>	Heredity and Reproduction - A. Offspring of plants and animals are similar to, but not exactly like, their parents or each other. B. Life cycles vary among organisms, but reproduction is a major stage in the life cycle of all organisms.
<b>BENCHMARK</b>	<b>SC.4.L.16.3.</b>	Recognize that animal behaviors may be shaped by heredity and learning.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks West - Wyoming, Utah The Amazon Rainforest Who Lives On a Coral Reef?
<b>BENCHMARK</b>	<b>SC.4.L.16.4.</b>	Compare and contrast the major stages in the life cycles of Florida plants and animals, such as those that undergo incomplete and complete metamorphosis, and flowering and nonflowering seed-bearing plants.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
<b>BODY OF KNOWLEDGE</b>	<b>FL.SC.4.L.</b>	<b>Life Science</b>
<b>BIG IDEA</b>	<b>SC.4.L.17.</b>	Interdependence - A. Plants and animals, including humans, interact with and depend upon each other and their environment to satisfy their basic needs. B. Both human activities and natural events can have major impacts on the environment. C. Energy flows from the sun through producers to consumers.
<b>BENCHMARK</b>	<b>SC.4.L.17.1.</b>	Compare the seasonal changes in Florida plants and animals to those in other regions of the country.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
<b>BENCHMARK</b>	<b>SC.4.L.17.4.</b>	Recognize ways plants and animals, including humans, can impact the environment.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?

<b>BODY OF KNOWLEDGE</b>	<b>FL.SS.4.A.</b>	<b>American History</b>
<b>BIG IDEA</b>	<b>SS.4.A.3.</b>	<b>Exploration and Settlement of Florida</b>
<b>BENCHMARK</b>	<b>SS.4.A.3.1.</b>	Identify explorers who came to Florida and the motivations for their expeditions.  <u>Virtual Field Trips</u> Grade 3 - The First Americans
<b>BODY OF KNOWLEDGE</b>	<b>FL.SS.4.G.</b>	<b>Geography</b>
<b>BIG IDEA</b>	<b>SS.4.G.1.</b>	<b>The World in Spatial Terms</b>
<b>BENCHMARK</b>	<b>SS.4.G.1.1.</b>	Identify physical features of Florida.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
<b>BENCHMARK</b>	<b>SS.4.G.1.3.</b>	Explain how weather impacts Florida.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S.
<b>BODY OF KNOWLEDGE</b>	<b>FL.SS.4.C.</b>	<b>Civics and Government</b>
<b>BIG IDEA</b>	<b>SS.4.C.3.</b>	<b>Structure and Functions of Government</b>
<b>BENCHMARK</b>	<b>SS.4.C.3.2.</b>	Distinguish between state (governor, state representative, or senator) and local government (mayor, city commissioner).  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
<b>BODY OF KNOWLEDGE</b>	<b>FL.SS.4.FL.</b>	<b>Financial Literacy</b>
<b>BIG IDEA</b>	<b>SS.4.FL.1.</b>	<b>Earning Income</b>
<b>BENCHMARK</b>	<b>SS.4.FL.1.1.</b>	People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>BENCHMARK</b>	<b>SS.4.FL.1.2.</b>	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.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>BENCHMARK</b>	<b>SS.4.FL.1.3.</b>	Workers are paid for their labor in different ways such as wages, salaries, or commissions. Explain the ways in which workers are paid.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>BENCHMARK</b>	<b>SS.4.FL.1.6.</b>	Describe ways that people who own a business can earn a profit, which is a source of income.  <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
<b>BODY OF KNOWLEDGE</b>	<b>FL.SS.4.FL.</b>	<b>Financial Literacy</b>
<b>BIG IDEA</b>	<b>SS.4.FL.2.</b>	<b>Buying Goods and Services</b>
<b>BENCHMARK</b>	<b>SS.4.FL.2.1.</b>	Explain that economic wants are desires that can be satisfied by consuming a good, a service, or a leisure activity.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer

BENCHMARK	SS.4.FL.2.2.	<p>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.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
BENCHMARK	SS.4.FL.2.3.	<p>Identify some of the ways that people spend a portion of their income on goods and services in order to increase their personal satisfaction or happiness.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
BENCHMARK	SS.4.FL.2.4.	<p>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.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
BENCHMARK	SS.4.FL.2.5.	<p>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.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
BENCHMARK	SS.4.FL.2.6.	<p>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.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
BENCHMARK	SS.4.FL.2.7.	<p>Planning for spending can help people make informed choices. Develop a budget plan for spending, saving, and managing income.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
<b>BODY OF KNOWLEDGE</b>	<b>FL.SS.4.FL.</b>	<b>Financial Literacy</b>
<b>BIG IDEA</b>	<b>SS.4.FL.3.</b>	<b>Saving</b>
BENCHMARK	SS.4.FL.3.1.	<p>Identify ways that income is saved, spent on goods and services, or used to pay taxes.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
BENCHMARK	SS.4.FL.3.2.	<p>Explain that when people save money, they give up the opportunity to buy things now in order to buy things later.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
BENCHMARK	SS.4.FL.3.3.	<p>Identify ways that people can choose to save money in many places—for example, at home in a piggy bank or at a commercial bank, credit union, or savings and loan.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
BENCHMARK	SS.4.FL.3.4.	<p>Identify savings goals people set as incentives to save. One savings goal might be to buy goods and services in the future.</p> <p><u>Virtual Field Trips</u> Grade 3 - I Am a Consumer</p>
<b>BODY OF KNOWLEDGE</b>	<b>FL.SS.4.FL.</b>	<b>Financial Literacy</b>

<b>BIG IDEA</b>	<b>SS.4.FL.5.</b>	<b>Financial Investing</b>
<b>BENCHMARK</b>	<b>SS.4.FL.5.1.</b>	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.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
<b>BODY OF KNOWLEDGE</b>	<b>FL.SS.4.FL.</b>	<b>Financial Literacy</b>
<b>BIG IDEA</b>	<b>SS.4.FL.6.</b>	<b>Protecting and Insuring</b>
<b>BENCHMARK</b>	<b>SS.4.FL.6.4.</b>	Discuss that one method to cope with unexpected losses is to save for emergencies.  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer

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