Florida Standards Met by Classroom Presentation

With many thanks to our friends at Florida Agriculture in the Classroom, below is a list of the educational standards met by the classroom presentation:

**SC.4.E.6.3** - Recognize that humans need resources found on Earth and that these are either renewable or nonrenewable.

**SC.4.E.6.6** - Identify resources available in Florida (water, phosphate, oil, limestone, silicon, wind, and solar energy).

**SC.4.L.16.1** - Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.

**SC.4.L.16.4** - 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.

**SC.4.L.17.2** - Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.

**SC.4.L.17.4** - Recognize ways plants and animals, including humans, can impact the environment.

**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.FL.1.1** - People have many different types of jobs from which to choose. Identify different jobs requiring people to have different skills.

**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.

*SC = Science*  
*SS = Social Science*