

Castillo De San Marcos-3rd grade lesson plan

Step 1: Identify Learners	Identify Classroom needs	3 rd grade, inclusive classroom, 1/3 of the students have disabilities
	Identify individual student needs	Low to mid-income families
Step 2: Identify Curricular Priorities	Determine state/local standards	<p>SS.3.G.1.1: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.</p> <p>SS.3.G.1.2: Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).</p> <p>SS.3.G.1.3: Label the continents and oceans on a world map.</p> <p>SS.3.G.1.4: Name and identify the purpose of maps (physical, political, elevation, population).</p> <p>SS.3.G.1.5: Compare maps and globes to develop an understanding of the concept of distortion.</p> <p>SS.3.G.4.2: Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>
	Create essential questions	What nationalities built and controlled the fort?
	Identify prerequisite knowledge and skills	<ul style="list-style-type: none"> • Some common knowledge of the location of St. Augustine. • What is fort and what is the purpose of having a fort?
	Performance tasks or projects	<p>Students can build a model of the fort using various materials.</p> <p>Oral Presentation/Gallery Walk</p>
Step 3: Design Assessment Framework	Oral or written prompts	Label a map that traces a Spanish ship and its route to St. Augustine including oceans, continents and basic map elements.
	Quiz or test	Matching vocabulary and specific historical facts learned.

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	Informal Assessments	Write a short story about Castillo De San Marcos using as many vocabulary words as possible.
Step 4: Create Learning Activities	Design and sequence learning activities	<ul style="list-style-type: none"> • Present a piece of coquina and discuss the essential part of the development of St. Augustine • Present essential questions, vocabulary, map, and intriguing landmark photos. • Present map information-give children a map, locate the countries involved, introduce various vocabulary • Take a field trip to the fort • Small group fort creation activity • Flag creation activity with timeline • Performance Tasks-map activity • Expository reflection of their trip to the fort
	Check for integration of accommodations	<ul style="list-style-type: none"> • Visuals • Activities to increase engagement • Small cooperative learning groups for individual support