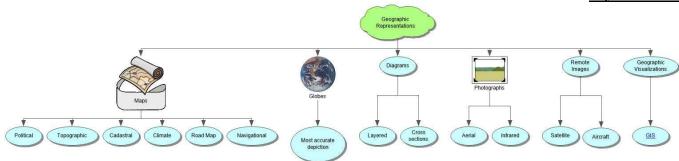**Name Ryan Adams**

Lesson Plan

Learning Segment Focus Types of Geographic Representation Lesson 1 of 6

Course & topic addressed Geography: Geographic Representation Date2/4/2020 Grade 7

Student Outcomes

Specific learning **objectives** for this lesson.	Students will be able to differentiate the different ways to visually represent the Earth.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students likely know of maps and some of their uses. This lesson will expand their knowledge by introducing them to all of the different types of geographic representation.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Students know their immediate surroundings. This lesson can give them a better sense of place in the world.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	**WST 1.7.1** Evaluate the characteristics, functions, advantages, and disadvantages of various geographic representations and geospatial technologies for analyzing spatial patterns and distributions(e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	• **Geographic Representation** • **Geospatial Technologies**

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports	I will provide visual supports for all of the academic language in the lesson.

address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, projector
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Graphic organizer, pencil

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	**Introduction**: • Background inquiry	I will begin the lesson by showing a map of the U.S. I will ask the students what it is. Once the answer "map" is given in some form, I will proceed to tell students that there are many ways to represent geographic data, and we will be going through an overview today.
30 minutes	**Instruction:** • An overview of each type of geographic representation	Students will be given a graphic organizer in which they will fill in throughout the lesson. I will show the students each type of geographic representation and go over the defining features of them.
10 minutes	**Closure:** • Exit slips	Students will be given exit slips about what they remember. This will allow me to plan how much support will be needed for the rest of the lesson.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?*	I would provide the graphic organizer already filled in for those who need it.

| *Intervention?*
IEP/504?
LEP/ESL?
(All students who have plans mandated by federal and state law.) | |

Differentiation

| How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?**
(All students who are not on specific plans mandated by federal and state law.) | If students have difficulty understanding the material, I can provide extra websites that will help visualize or explain the material better. |

Assessments: Formative and/or Summative

Describe the **tools/procedures** that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	☐ Formative /☐ Summative	Quick questions for prior knowledge
	☐ Formative /☐ Summative	Exit slips for understanding
	☐ Formative /☐ Summative	

Research/Theory

| Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.** | This falls into the constructivist theory of education. |

Lesson Reflection/Evaluation

| What went **well**?
What **changes** should be made?
How will I **use assessment data** for next steps? | *TO BE FILLED IN AFTER TEACHING* |

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us; http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;
http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf;
https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf; https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;
https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx