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| **Standards :** **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** |
|  | **Pre-Teaching***C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
| * Do Now
* Quick Write\*
* Think/Pair/Share
* Polls
* Notice/Wonder
* Number Talks
* Engaging Video
* Open-Ended Question
 | * Think Aloud
* Visuals
* Demonstration
* Analogies\*
* Worked Examples
 | * Call/Response
* Probing Questions
* Graphic Organizer
* Digital Whiteboard
 | * Discussions\*
* Expert Groups
* Labs
* Stations
* Think/Pair/Share
* Create Visuals
 | * Written Response\*
* Digital Portfolio
* Presentation
* Canvas Assignment
* Choice Board
* Independent Project
* Portfolio
 | * Group Discussion
* Exit Ticket
* 3-2-1
* Parking Lot
* Journaling\*
* Nearpod
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| **Mon day 10/06/2025** | LT: I can analyze factors that influence population growth and carrying capacity.SC1: I can interpret population growth curves.SC2: I can explain how resource availability limits population size. | Hook: Display wolf & moose graph – Why does one population crash after the other peaks? (Visual Thinking Prompt) | Model exponential vs. logistic growth using graphs; explain carrying capacity and limiting factors. (Direct Modeling + Think-Aloud) | Analyze sample data on human population growth under different conditions. (Guided Graph Analysis) | Groups design mini-simulation using dice/cards to represent births and deaths. (Inquiry Simulation) | Students answer AP Classroom Topic 3.5 questions. (Retrieval Practice) | Exit Ticket: One-sentence summary of exponential vs. logistic growth. (Quick Write) |
| **Tues day****10/07/2025** | LT: I can interpret age structure diagrams to predict population growth.SC1: I can distinguish between rapid, stable, and declining growth.SC2: I can connect demographic data to social and economic implications. | Hook: Display pyramids for Nigeria, U.S., Japan – Which is growing fastest? (Visual Inquiry) | Explain age structure, dependency ratios, and DTM stages. (Graphic Organizer Modeling) | Analyze population pyramids from UN data; label DTM stages. (Reciprocal Teaching) | Collaborative Jigsaw: Groups analyze one country’s data and report findings. (Jigsaw) | Students interpret a new pyramid and write paragraph predicting change. (Constructed Response) | Exit Ticket: Identify one factor that shifts population growth. (Reflection Prompt) |
| **Wednes day****10/08/2025** | LT: I can explain the relationship between fertility rate, infant mortality, and population growth.SC1: I can identify factors influencing TFR.SC2: I can evaluate policies that affect population size. | Hook: Show global fertility map – Why do some regions have higher rates? (Map Analysis) | Mini-lecture explaining TFR, replacement-level fertility, and DTM. (Multimedia Integration) | Data analysis: GDP vs. TFR scatter plot; identify correlation. (Data Literacy) | Socratic Seminar: Should governments regulate fertility? (Academic Discourse) | Students write CER paragraph evaluating a factor reducing TFR. (Literacy Integration) | Exit Ticket: Rate understanding of fertility rate impacts. (Self-Assessment) |