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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 |
| **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) |