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| **Standard**: **SSWG4 Assess the characteristics, spatial distribution, and migration of human**  **populations on the earth’s surface.**  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | *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 * Nearpod Activity * Mnemonic Devices\* | * Socratic Seminar \* * Call/Response * Probing Questions * Graphic Organizer * Nearpod Activity * Digital Whiteboard | * Jigsaw\* * Discussions\* * Expert Groups * Labs * Stations * Think/Pair/Share * Create Visuals * Gallery Walk | * Written Response\* * Digital Portfolio * Presentation * Canvas Assignment * Choice Board * Independent Project * Portfolio | * Group Discussion * Exit Ticket * 3-2-1 * Parking Lot * Journaling\* * Nearpod |
| **Monday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about why human populations grow, shrink, and move, and how this movement impacts places.**  I can clearly define pro-natalist and anti-natalist polices and explain the main goal of each.    **I can analyze a country’s actions (like providing paid paternity leave or limiting family size) to determine if its policies are pro-natalist or anti-natalist.** | **Think about your school building and then think about a nursing home for elderly people.**  **What is the main difference in the ages of the people you would find inside each building?** | The Government Population Policies | The Government Population Policies |  | Can be Found in Canvas: Influencing Population | Exit Ticket: What is the primary purpose of a pro-natalist policy? |
| **Tuesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about why human populations grow, shrink, and move, and how this movement impacts places.**  **I can define and identify economic, social, political, and environmental push and pull factors.**    **I can compare the migration patterns of two different countries using real-world data.** | Do Now: For many years, China enforced a "One-Child Policy." This was a classic example of: | Migrations – Why People Move | Migrations – Why People Move | Can be found in Canvas:  Why People Move – A Global Migration Story | Can be found in Canvas:  Why People Move – A Global Story | Exit Ticket: Which of the following is a potential negative consequence of a strict anti-natalist policy like the one China had? |
| **Wednesday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about why human populations, grow, shrink, and move, and how this movement impacts places.**  **I can define and identify economic, social, political, and environmental push and pull factors.**      **I can compare the migration patterns of two different countries using real-world data.** | Do Now: The government of Japan is concerned about its aging population and declining birth rate. Their population pyramid would most likely have: | Migrations – Why People Move | Migrations – Why People Move | Can be found: Why People Move – A Global Migration Story | Can be found: Why People Move – A Global Migration Story | Exit Ticket: Maria and her family decide to leave their home country of Venezuela because of extreme food shortages and political instability. These reasons are examples of: |
| **Thursday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about why human populations grow, shrink, and move, and how this movement impacts places.**  **I can identify and explain the major population challenges facing either Japan or China (e.g., aging population, shrinking workforce.**    **I can analyze and explain pro-natalist and anti-natalist polices have affected the country’s population and how push and pull factors related to migration for my chosen country.** | Do Now: Which of these areas would likely have the highest population density? | Population Consultants – Mission Japan & China | Population Consultants – Mission Japan & China |  | Can be found on Canvas: Population Consultants – Mission Japan & China | Exit Ticket: Which of these is NOT a common pull factor for migration? |
| **Friday** | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **I am learning about why humans’ populations grow, shrink, and move, and how this movement impacts places.**  **I can identify and explain the major population challenges facing either Japan or China (e.g., aging population, shrinking workforce.**  **I can analyze and explain pro-natalist and anti-natalist polices have affected the country’s population and how push and pull factors related to migration for my chosen country.** | Do Now: What is happening to a country in Stage 5 of the DTM? | Population Consultants – Mission Japan & China | Population Consultants – Mission Japan & China |  | Can be found on Canvas: Population Consultants – Mission Japan & China | Exit Ticket: A major global migration pattern in the last 50 years has been people moving from: |

*\*key literacy strategies*