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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
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| **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*