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| **Daily Agenda** | **Mon 2/3/13** | **Tues 2/4/13** | **Wed 2/5/13** | **Thurs 2/6/13** | **Fri 2/7/13** |
| **Unit Vocabulary:**  More developed countries (MDC), Chain migration, Less developed countries (LDC), Distance decay, Ecumene, Gravity model, Arithmetic density, Internal migration, Physiological density, Intervening obstacles, Agricultural density, Interregional migration, Crude birth rate (CBR), Intraregional migration, Crude death rate (CDR), Push factor, Natural increase rate (NIR), Pull factor, Doubling time, Refugee, Total fertility rate (TFR), Infant mortality rate (IMR), Life expectancy, Demographic transition, Zero population growth (ZPG), Population pyramids, Overpopulation, Epidemiological transition, Pandemic |
| **Learning Target** | **I can:** make inferences about a population based on a population pyramid. | **I can:** argue for and against Thomas Malthus’s Theory of Population using current countries as examples. | **I can:**  explain and give 3 examples of push and pull factors of migration. | **I can:** identify, explain and provide 3 examples of international migration and refugees of the 20th century. | **I can:** explain 3 socioeconomic consequences of migration. |
| **College Board Standards** | 1. I can identify 3 areas of the world with population concentrations and 3 sparsely populated regions of the world. (College Board Standard IIA1, IIB4)2. I can read maps and tables of population density to pull needed information on individual countries or regions and make inferences about the population. (IIA1-3, IIB3-5)3. I can explain how to find Natural Increase Rate (NIR) based on CBR and CDR. 4. I can explain the 4 Demographic Transition stages and give an example for each. (IIB1-35. I can create a population pyramid from a set of data. (IIA36. I can make inferences about a population based on a population pyramid. (IIA2, IIA37. I can argue Thomas Malthus’s Theory of Population using current countries as examples. (IIA4)8. I can argue against Thomas Malthus’s Theory using current countries as examples. (IIA4)9. I can explain two reasons for declining birth rates. (IIB3)10. I can explain patterns of fertility, mortality and health among world regions. (IIB3-4)11. I can explain the 5 stages of the Epidemiological Transition theory with an example. (IIB4-5)12. I can discuss two major voluntary and two involuntary migrations at different scales. (IIC2)13. I can explain and give 3 examples of push and pull factors of migration. (IIC3).14. I can identify and explain the reason for 3 examples of international migration and refugees of the 20th century. (IIC4)15. I can explain 3 socioeconomic consequences of migration. (IIC5) |
| **Instructional Practices** | Create; partner discussion; whole group discussion | t-chart; discussion; lecture | Discussion; active viewing guide | Lecture; active viewing guide | Assessment; discussion |
| **Bell Ringer****Activities/ Assignments** | What is the purpose of a population pyramid?Create: Population pyramid based on a country’s statisticsPartner Discussion: Comparison of the population pyramidsWhole Group: Inferences from the data | What is a dependency rate? What can you infer if a country has a large dependency rate?Notes: Thomas MalthusT-Chart: Arguments for and against the Theory of Overpopulation | Define migration. How does migration impact populationDiscussion: Chapter 3—MigrationVideo: God Grew Tired of Us | What specific lasting impact has imperialism had on the countries in Africa?Lecture: Chapter 3—MigrationVideo: God Grew Tired of Us | List the 5 stages of the Epidemiological transition theory and provide an example of each.Discussion: Chapter 3—migrationUnit 2 Test |
| **Exit**  | What types of inferences can be made from a population pyramid? | Based on the evidence, write a brief argument in support or refute for Malthus’s Theory. | What specific push and pull factors resulted in the Lost Boys being relocated to the United States? | What are 3 examples of international migration and refugees in the 20th century? | What re the 3 socioeconomic consequences of migration? |
| **Intended Homework** | Chapter 3 readings and unit 2 vocabulary due 2/7 | Chapter 3 readings and unit 2 vocabulary due 2/7 | Chapter 3 readings and unit 2 vocabulary due 2/7 | Chapter 3 readings and unit 2 vocabulary due 2/7 | Chapter 3 readings and unit 2 vocabulary due 2/7 |
| **Accommodations** | Written and oral directions; reading out loud; prompting; ability based groups; extended time. |
| **Assessment:** | F: Exit SlipS: Unit Exam 2/7 | F: Exit SlipS: Unit Exam 2/7 | F: Exit SlipS: Unit Exam 2/7 | F: Exit SlipS: Unit Exam 2/7 | F: Exit SlipS: Unit Exam 2/7 |