Unit 6 Population and Movement

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| **Stage 1 – Desired Results** | |
| **Content Standard(s): 7G1.3.1 7G2.2.1 7G2.2.2** | |
| **Understanding (s)/goals and/or Essential Question(s):**  Students will understand:  City growth has made many changes  There are a number of reason people move  Population density has many impacts on an area  Population can affect the economy and the environment | |
| **Student objectives (outcomes):**  Students will be able to:  Explain why cities have grown over the last 200 years  Show hoe population has affect the environment at home | |
| **Stage 2 – Assessment Evidence** | |
| **Summative Assessment/Performance Task(s):**  Pack your bags assignment  Label the population map | **Other Evidence:**  In class assignment quality, Collins writing prompts, discussion on maps |

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| **Stage 3 – Learning Plan** |
| **Vocabulary:** Demographer, Birth rate, Death rate, Infant mortality rate, Population distribution, Population density, migrate, emigrate, immigrant, push factor, pull factor, urban, rural, suburb  **John Collins Writing Prompts:**  People move for many reasons, what are three examples of how people move?  You know how people move from one place to another. What are three reason why people move?  **Thinking Maps:**  Double bubble – push/pull factor  Circle map immigrants  Double bubble immigrate/emigrate |
| **Learning Activities:** discussion, thinking maps, Collins writing,  **Accommodations:**  extra-time, groupwork, modified quiz/tests, option to take test/quiz with special education provider. |