Marietta City Schools

2025-2026 District Unit Planner

Individuals and Society Grade 7 Advanced Studies World Geography

Unit title	*Unit 4: Population Geography*	**MYP year**	*2*	**Unit duration (hrs)**	*22.5 Hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): ***What will students learn?***

GA DoE Standards

<u>Standards</u>

SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface.

a. Assess demographic patterns of population using graphs, maps, and other models (e.g., Demographic Transition Model, population density maps, and global migration patterns).

b. Analyze population issues in reference to pro and anti-natal policies of different countries and their effects on population characteristics (e.g., China's natalist policy, maternity/paternity leave policies, and child subsidies).

c. Explain how push and pull factors contribute to human migration patterns and evaluate the impact of migration on the use of resources and provision of services (e.g., guest workers, refugees, and evacuees).

d. Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., quotas, amnesty, resettlement programs, and official language laws)

<u>Concepts/Skills to be Mastered by Students</u>

<u>Information Processing Skills:</u>

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions

4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
11. draw conclusions and make generalizations
12. Analyze graphs and diagrams
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. Interpret political cartoons

Map and Globe Skills:

4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

SS Reading Standards 6-8

RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RHSS6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims

SS Writing Standards 6-8:

WHST1: Write arguments focused on discipline-specific content
WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
Relationships are the connections and associations between properties, objects, people and ideas— including the human community's connections with the world in which we live.	Patterns and Trends Causality (Cause & Consequences) Perspective	**identities and Relationships** Who am I? Who are we?

		Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Statement of Inquiry

Relationships among groups influence perspective, development and have consequences.

Inquiry questions

Factual:
What are demographics?
What was China's one child policy?
What are maternity and paternity leave?
What is a subsidy?
What are push and pull factors?
Define: guest workers, refugees, and evacuees
Define: quotas, amnesty, asylum, and resettlement programs

Conceptual:
How do we use the Demographic Transition Model, population density maps, and global migration patterns to describe demographic patterns?
How do maternity and paternity leave policies impact the population?
How do push and pull factors influence immigration and migration?
How do governments respond to immigration?
Why do some nations have official language laws?

Debatable:
Why do past population policies impact population trends today?
Why do subsidies and other population policies impact demographics?
Which factor, push or pull, do you think most influences individuals to migrate or immigrate?
Why do some governments limit, while others encourage immigration to their nations?

MYP Objectives	Assessment Tasks	
*What specific MYP **objectives** will be addressed during this*	***Relationship** between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*

unit?		
Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking critically	Population Geography: The Goldilocks of Growth Students will learn and use the Goldilocks Principle to understand the causes and effects of population growth.	**Formative Assessment(s):** (no link) *Vocabulary Assessment* **Summative Assessment(s):** Population Geography: The Goldilocks of Growth

Approaches to learning (ATL)
Category: Transfer **Cluster:** Thinking skills **Skill Indicator:** Students must use skills and knowledge to explain original works or communicate knowledge of content

Learning Experiences Add additional rows below as needed		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface. a. Assess demographic patterns of population using graphs, maps, and other models (e.g., Demographic Transition Model, population density maps, and global migration patterns).	Demographic Transition Model Analysis Students will work in collaborative pairs to read an article about demographic transition models. Students will then apply what they have learned by analyzing a demographic transition model, drawing conclusions, and sharing them with the class.	Utilize read-aloud features when available Provide hard copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas
SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface.	Current Events: Asylum: What Is It and How Can We Improve the Process? Students will annotate an article, watch a video, and answer DOK 1, 2, and 3 questions to understand and discuss the meaning of asylum. Students will work in collaborative groups to review the major steps in seeking asylum and select one step to discuss how it can be improved.	Utilize read-aloud features when available. Provide hard copies of readings Utilize small group instruction Preview new vocabulary

c. Explain how push and pull factors contribute to human migration patterns and evaluate the impact of migration on the use of resources and provision of services (e.g., guest workers, refugees, and evacuees). d. Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., quotas, amnesty, resettlement programs, and official language laws)		Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas
SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface. b. Analyze population issues in reference to pro and anti-natal policies of different countries and their effects on population characteristics (e.g., China's natalist policy, maternity/paternity leave policies, and child subsidies).	Today: Asia's Population Growth: Students will complete "How can population growth be controlled?" Students will then analyze documents related to China's natalist policy and record information on the factors that led to its creation and abandonment. Analyzing Policy: In groups, students will analyze the natalist policies of three countries and answer questions for each country based on a reading and accompanying questions.	Utilize read-aloud features when available Provide hard copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas
Content Resources		
Active Classroom Reading Georgia DOE SS Frameworks National Geographic Article- Boundary		