

## UNIT 1

<b>Teacher(s)</b>	Gilbert, Kim, Samuelson	<b>Subject group and discipline</b>	Individuals & Societies		
<b>Unit title</b>	Where are all the people?	<b>MYP year</b>	Year 3	<b>Unit duration</b>	8 Weeks

### Inquiry: Establishing the purpose of the unit

Key concept/ Related concept(s)	Global context
<p>Change</p> <p>Equity: Involves concerns about fairness and justice. A major issue of equity is that of distribution of an economy's product. Those who have more income and wealth are able to consume more products, and if differences in consumption are large enough, extremes of inequity or unfairness may result. What constitutes a fair or equitable distribution of consumption is a question for debate.</p>	<p>Globalization and sustainability</p> <p><i>How is everything connected?</i></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>
Statement of inquiry	
<p><i>The population of human societies changes due to various processes, and sustainable development can help promote more equity in these societies.</i></p>	

Inquiry questions	
<p><b>Factual</b></p> <ul style="list-style-type: none"> <li>• What has been the pattern of global population change?</li> <li>• How can we model population change?</li> <li>• What are some of the social issues that can be caused by population change?</li> <li>• How can sustainable development promote equity in societies?</li> </ul> <p><b>Conceptual</b></p> <ul style="list-style-type: none"> <li>• What processes contribute to population change?</li> <li>• What are the features of equitable and fair societies?</li> </ul> <p><b>Debatable</b></p> <ul style="list-style-type: none"> <li>• Should governments try to control the size of their populations?</li> </ul>	
Objectives	Summative Assessment
<p>A: Knowing and understanding B: Investigating C: Communicating</p>	<p><a href="#">Population Infographic</a> (Criterion A, B, and C)</p> <p>SW create an infographic on a country of their choice. The infographic should provide the following information.</p> <ul style="list-style-type: none"> <li>• Statistical information on:             <ul style="list-style-type: none"> <li>○ Population size</li> <li>○ Birth rate</li> <li>○ Death rate</li> <li>○ Life expectancy</li> <li>○ Infant mortality</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Visuals and Graphs:             <ul style="list-style-type: none"> <li>○ Map</li> <li>○ A population pyramid</li> <li>○ Relevant image(s) to reflect population structure, or photographs</li> </ul> </li> <li>● Questions to Answer in the written section of the infographic:             <ul style="list-style-type: none"> <li>○ What are the reasons for the current population structure?</li> <li>○ Are there any issues for the country with the existing population structure (for example, ageing population)?</li> <li>○ What solutions or suggestions would you recommend for the government to help the country to develop in the future?</li> </ul> </li> </ul>
<p><b>Approaches to learning (ATL)</b></p>	
<p>Communication: communication through interaction</p> <ul style="list-style-type: none"> <li>● Participate, share and collaborate online</li> </ul> <p>Research: information literacy skills</p> <ul style="list-style-type: none"> <li>● Make connections between sources</li> <li>● Analyze and interpret media</li> <li>● Identify primary and secondary sources</li> </ul> <p>Thinking: critical-thinking skills</p> <ul style="list-style-type: none"> <li>● Connect ideas</li> <li>● Create original works</li> </ul>	

## IB Learner Profile attribute

Communicators- by using a range of different methods of communicating understandings.

### Action: Teaching and learning through inquiry

Content (what will you teach?)	Learning experiences (what will the students do?)	Formative assessment	Differentiation/Resources
<p>Key Vocabulary:</p> <ul style="list-style-type: none"> <li>● Birth rate</li> <li>● Death rate                             <ul style="list-style-type: none"> <li>○ Infant mortality rate</li> <li>○ Life expectancy</li> <li>○ Natural increase</li> </ul> </li> <li>● Demographics</li> <li>● Migration                             <ul style="list-style-type: none"> <li>○ Emigration</li> <li>○ Immigration</li> <li>○ Push factors</li> <li>○ Pull factors</li> </ul> </li> <li>● Overpopulation                             <ul style="list-style-type: none"> <li>○ Overcrowding</li> <li>○ Young population</li> </ul> </li> </ul>	<p>Inquiry: Students will find out how the world population has changed over time and which processes allow this to happen.</p> <p>Action: Students will explore the ways of modeling population change and look at case studies of social issues in different societies due to these changes.</p> <p>Reflect: Students will reflect on the challenges facing societies at different times in their development and sustainable solutions to develop more equitable and fair societies.</p>	<p>See Daily Lesson Plans <a href="#">here</a></p> <p>Criterion A/D Practice</p>	<p>Resources notebooks-made during class</p> <p>Vocabulary taxonomy</p> <p>Sentence frames</p> <p>Strategic groups for cooperative learning</p>

<ul style="list-style-type: none"> <li>○ Ageing population</li> <li>○ Declining population</li> <li>● Population</li> <li>● Demography</li> </ul> <p><b>Birth rate, Death rate, Infant mortality rate, Life expectancy, Overpopulation, Overcrowding, developing country</b></p> <p><b>Natural increase, youthful population, exponential growth, Push factors, Pull factors, Young population, Aging population, Declining population, population distribution, undeveloped country, developed country</b></p>			
<b>Resources used for the unit</b>			
<ul style="list-style-type: none"> <li>● Institute for Human Education: <a href="#">website</a></li> <li>● <a href="#">Interactive World Map</a> by Luminosity</li> <li>● People on the Move: <a href="#">activity on migration</a></li> <li>● Population Growth in India: <a href="#">interactive case study</a></li> <li>● <a href="#">Prb.org</a>: articles, activities, case studies, lessons</li> <li>● National Geographic: <a href="#">video</a></li> <li>● <a href="#">Article</a>: <i>Quiz: Population 7 Billion—Could We All Fit in One City?</i></li> <li>● <a href="#">Article</a>: <i>143 Million People May Soon Become Climate Migrants</i></li> </ul>			

- [Article](#): *This Land Is Your Land: Feeding nine billion—and eventually ten billion—means growing crops faster, smarter, and in new places. Do we need to find more land?*
- Population circle [activity](#)
- [Building Background knowledge](#): Test your knowledge about population growth
- [Article](#) on growing human population
- Calculating population density- [website](#)
- [Video](#): historical population growth
- North and South Korea [infographic](#)
- [Website](#) with data: graphs, etc.
- <https://www.gapminder.org/>

## Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>This unit will be in collaboration with Design. We both plan to complete a full inquiry cycle, and will both use Change as our key concept. However, Design plans to use sustainability as a related concept. The Design unit is linked <a href="#">here</a>.</p>	<p>The unit is reaching beyond the expected time- this is in part due to Gr. 8 outdoor education and the Design collaboration. When this unit is taught next year, the summative task for Criterion D should be embedded throughout the unit.</p>	<p>This year, due to Covid-19 we were unable to connect with Design. However, students developed skills around text analysis and specifically targeting comprehension and text type as these skills were identified as weaker from grade 7. We used OPVL to guide our instruction and practiced oral and written analysis with sentence frames to scaffold thinking. Flipgrid and Padlet were helpful online resources when we could not meet with students at school.</p>