

Social Studies
Sociology
Unit 2: Population

Essential Understandings	<ul style="list-style-type: none"> ▪ Causes and consequences of population growth and population decline are numerous and are many times cultural issues. ▪ Basic demographic concepts of fertility, mortality, and migration vary from nation to nation. ▪ Traditions, customs, and religion dictate population patterns. ▪ Push/pull factors that affect immigration, migration, and emigration have similarities and have a cause/effect consequence. ▪ Birth rates, death rates, and infant mortality rates are vastly different from first world to third world countries. ▪ Demographers gain a significant amount of information about age/sex relationships from population pyramids. ▪ Population growth rate can be understood through the doubling time concept. ▪ Malthusian Theory explains population change is geometric and food growth is arithmetic. ▪ Demographic Transition Theory has three stages. ▪ Controlling population growth is an international issue; consequences of rapid population growth extend to all nations. ▪ Challenges of world population control are inextricably linked to the various governments and economies.
Essential Questions	<ul style="list-style-type: none"> ▪ What factors affect the size and structure of populations, and how do sociologists measure these factors? ▪ What theories have been proposed to explain population change, and what programs have been instituted to control population growth? ▪ How did cities evolve, and why is urbanization such a recent event? ▪ What models have been proposed to explain the structure of cities, and what theories have been put forth to explain city life? ▪ How can we control population world wide while being sensitive to individual country cultures? ▪ How do we eradicate extreme poverty and hunger? ▪ Can we promote gender equality and empower women? ▪ How do we reduce child mortality and improve their health standards?

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Essential Knowledge	<ul style="list-style-type: none"> ▪ Statistics can be manipulated by the researcher. ▪ The four steps to the scientific approach include hypothesis, research, analyzing data, and verification/conclusion. ▪ Factors that have contributed to population growth problems are many times cultural. ▪ Famines are often the result of distribution and storage not shortage of food. ▪ Marx and Malthus were population pioneers and their collective theories are playing out today. ▪ Cultural complexities and diversity are barriers to solving population problems. ▪ Least industrialized nations have the most children. ▪ Carbon footprints are much greater in first world countries. ▪ Over population is based on impact as well as numbers. ▪ Contraceptive availability does not guarantee low birth rates. ▪ Status of women actually accelerates population growth (e.g., India). ▪ Overpopulation and its rampant, unchecked growth is perhaps the greatest threat to our survival. It is a universal problem ▪ Overpopulation stresses our already fragile environment.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ demography, fertility, life expectancy, migration, doubling time, Malthusian Theory, city, over urbanization, urban ecology, census, crude birth and death rate, demographic transition, density, fecundity, life span, life expectancy, immigration, emigration, infant mortality rate, antinatalism
Essential Skills	<ul style="list-style-type: none"> ▪ Identify cause-and-effect relationships. ▪ Interpret statistics. ▪ Memorize required material. ▪ Take notes accurately and efficiently. ▪ Complete expository writing with documents and readings.

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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none">a. Develop research questions related to a current social studies issue.b. Select and apply research methods that are appropriate for the purpose of the inquiry.c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives.e. Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.g. Develop a clear well-supported position.h. Present and defend a well-supported position to a variety of audiences using a prescribed format.i. Select and use appropriate tools, methods, and sources from government, history, geography, economics, or related fields including ethical reasoning skills.j. Access and present information ethically and legally. <p>A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none">a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.
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Sample Lessons And Activities	<ul style="list-style-type: none">▪ Notes▪ Textbook readings and questions▪ Reading and interpreting▪ Jeopardy game▪ Choose a topic and give a presentation to the class
Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Oral questioning during class discussions▪ Reading questions▪ Essay writing▪ Quizzes▪ Review game▪ Several short papers▪ Exam
Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>Sociology: A Down to Earth Approach</u> – Allyn and Bacon