

**Name(s):** John Gazo

**Course:** Geometry

**Unit:** HSPA Preparation: Number Sense, Data Analysis

**Period/Time:** Periods 1, 3, 9/10, and 12

**Unit Topic:** Immigration

**Essential Question:** What is the relationship between the naturally exponential population growth of United States citizens and our country's population as influenced by immigration?

**Dates:** April 6 & 7, 2009

**Department:** Mathematics

**Grade Level:** 9th - 12th

	4/6/09	4/7/09
<b>Objectives</b>	SWBT analyze immigration figures compiled by the U.S. Census Bureau. Students will determine the immigrant population for given time periods and calculate the percent increase or decrease of both the national and immigrant populations.	SWBT discuss any trends demonstrated in their completed immigration tables. Students will use the information in the table to construct line graphs representing the total population and immigrant population for the given dates.
<b>Activities/ Procedures</b>	Present statistics on immigration and have short discussion. Calculate immigrant populations and percent changes for various time periods. Answer questions relating to data and immigration tables.	Answer open ended questions and discuss any trends demonstrated in the immigration tables. Illustrate trends by creating line graphs showing both national and immigrant populations during various time periods.
<b>Instructional Strategy</b>	Begin class with immigration presentation. Follow this with immigration table and data. Guide students in calculating immigrant populations and percent changes.	Begin class by answering the open ended questions and discussing trends being demonstrated in the immigration tables. Assist students in creating line graphs illustrating both national and immigrant populations.
<b>Technology</b>	Calculators, PowerPoint Presentation, Elmo	Calculators, PowerPoint Presentation, Elmo
<b>Materials</b>	Immigration Tables, Calculators, Pencils	Immigration Tables, Calculators, Pencils, Oak Tag, Markers, Rulers, Colored Pencils
<b>Homework</b>	Finish completing table, percent changes, and open ended questions.	Finish line graphs.
<b>Assessment</b>	Participation and completed tables and questions.	Participation and completed line graphs.
<a href="#">NJCCS or Curriculum Standards</a>	4.1.12A, 4.1.12B, 4.1.12C, 4.4.12A, 4.4.12B, 4.5A, 4.5B, 4.5C, 4.5D, 4.5E, 4.5F	4.1.12A, 4.1.12B, 4.1.12C, 4.4.12A, 4.4.12B, 4.5A, 4.5B, 4.5C, 4.5D, 4.5E, 4.5F