A Town in Numbers

Connect population changes to community planning.

GHW.3.5 "Analyze population trends in the local community, and suggest the impact of these trends on the future of the community such as development, employment, health, and schools."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three age-group trends in the passage. Circle a possible effect of each trend, then give each trend and its matching effect the same number.

What Cedar Bend Might Need Next

1 At a town meeting, residents of fictional Cedar Bend ask what the next decade might require. The table compares age groups in 2020 and 2025. The total population rose from 5,000 to 5,500, but the groups did not grow equally. These figures count residents, not the reasons they moved or stayed.

CEDAR BEND RESIDENTS BY AGE

Age group	2020	2025
0 to 17	1,200	1,000
18 to 64	3,000	3,300
65 and older	800	1,200

2 Children declined by 200, while adults ages 18 to 64 increased by 300. If the number of children keeps falling, the school district might need fewer classrooms, though it should check enrollment before closing any school. More working-age residents could expand the local labor pool, but jobs will not automatically appear.

3 Residents ages 65 and older increased by 400. If that pattern continues, clinics may need more appointments and accessible transportation. The town may also need more housing as its total population grows, although household size affects how many homes are needed. Leaders should compare these trends with building permits and local job openings before making plans.

2 ANSWER WITH EVIDENCE

Use the passage

1. How might Cedar Bend's change in total population affect housing development? What other information would help leaders plan?

2. What does the change in working-age residents suggest about employment, and what can it not tell leaders?

3. If the trend among residents ages 65 and older continues, what might Cedar Bend need to provide?

4. How might the change in the number of children affect schools? What should the district check before acting?

3 YOUR TURN

Your own words

Imagine a different town gains 300 children but loses 200 working-age adults over five years. In four sentences, predict one effect on schools and one on employment, propose a response, and name one fact you would check before making a final plan.

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PART 1 · READ AND MARK

Underline three age-group trends in the passage. Circle a possible effect of each trend, then give each trend and its matching effect the same number. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How might Cedar Bend's change in total population affect housing development? What other information would help leaders plan?	**The population grew by 500, so more housing may be needed. Leaders should check household size or building permits before deciding how many homes to add.**
2	What does the change in working-age residents suggest about employment, and what can it not tell leaders?	**The increase of 300 could expand the labor pool, but it does not show whether enough jobs or job openings exist.**
3	If the trend among residents ages 65 and older continues, what might Cedar Bend need to provide?	**With 400 more residents ages 65 and older, the town may need more clinic appointments and accessible transportation.**
4	How might the change in the number of children affect schools? What should the district check before acting?	**A decline of 200 children might mean fewer classrooms are needed, but the district should check enrollment before closing a school.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

The town may need more classroom space because it has 300 more children. Losing 200 working-age adults could make it harder for local employers to hire. The town could review school capacity and work with employers on recruitment. Before adding classrooms, I would check how many of the new children are school age.

Accept cautious predictions that connect the stated population changes to a specific community need. For the open task, responses should address both schools and employment, propose a response, and identify a relevant fact to check.