

DEPARTMENT: ESL	COURSE TITLE: ESL SOCIAL STUDIES 7
GRADE(S): 7	PRE-REQUISITES (IF ANY): LEVELS 1 & 2

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Physical Geography, Review	3 days	<ul style="list-style-type: none"> Overview of world geography World map 	Students will: <ul style="list-style-type: none"> Utilize/draw on previous knowledge. Reinforce awareness of geographic locations. 	<ul style="list-style-type: none"> Map design, creativity 	
Maps	15 days	<ul style="list-style-type: none"> Introduction to world maps: physical/political 	Students will: <ul style="list-style-type: none"> Learn to copy/draw free-hand maps. Understand differences between physical and political maps. Define terms and symbols used on maps. Understand the importance of maps to study of culture. Understand relativity of students' physical location in the world. 	<ul style="list-style-type: none"> Content, creativity, and appearance of map drawing Class participation Quiz: (locating various countries, bodies of water, mountains, longitude, latitude, the equator, and prime meridian on prepared test) 	
Volcanoes and Earthquakes	15 days	<ul style="list-style-type: none"> Beginning study of plate tectonics through use of visuals and texts 	Students will: <ul style="list-style-type: none"> Work in groups of four to draw each segment of plate tectonics including the earth's layers, faults, plates, subduction zone lava, and magma. Develop collaborative skills. 	<ul style="list-style-type: none"> Content/creativity of individual drawings Correct labeling of plate tectonic process/participation 	
Volcanoes and Earthquakes: Research	14 days	<ul style="list-style-type: none"> Research project drawn on past volcanic eruptions 	Students will: <ul style="list-style-type: none"> Draw on previous knowledge of plate tectonic study. Use Internet/ library resources. Organize/ design/collaborate/ with a partner. Write a bibliography. Create a cover for research paper. 	<ul style="list-style-type: none"> Bibliography/cover of written and artistic representation of plate tectonics Length/depth of information in presentation/relevancy to topic 	
Latin America	28 days	<ul style="list-style-type: none"> The folklore, culture, history, and geographic locations of the Maya, Inca, and Aztec peoples of Central and South America, including Mexico Various landforms Brazil and the Amazon Rain Forest 	Students will: <ul style="list-style-type: none"> Investigate and value ancient cultures. Display knowledge acquisition through writings, visuals, and crafts. Choose research topic (with partner) to include written descriptions, visuals, maps. Identify and differentiate landforms of countries and the Amazon River area. Consider the differences between the climate of South America and Amherst. Understand how climate affects types of crops, vegetation, culture, traditions, and family life. 	<ul style="list-style-type: none"> Quizzes: (landforms, climate, geographic locations, maps, travel/transportation along the Amazon River basin) Worksheets for research project; Research Project (overall) Homework 	

Diego Rivera	5 days	<ul style="list-style-type: none"> • Mini-unit on artist/muralist Diego Rivera 	<p>Students will:</p> <ul style="list-style-type: none"> • Interpret Rivera’s murals through Internet printouts. 	<ul style="list-style-type: none"> • Written essay on Rivera • Mural describing cultural group, per group choice 	
Rain forest/ Action Plan	15 days	<ul style="list-style-type: none"> • What can be done • Amount of rain forest lost to cattle farming • Effect of deforestation on indigenous populations/ animals/ food/economy • Rain forest loss and climate/oxygen. 	<p>Students will:</p> <ul style="list-style-type: none"> • Acquire in-depth knowledge of rain forests • Understand the connection between the academic and practical. • Learn that classroom decisions/studies can have outside impact. • Choose focus of “actions plans” with group members and assign jobs for each team member. • Research ways to educate the wider school/town population of destruction. 	<ul style="list-style-type: none"> • Class/group discussions • Teacher-prepared hand-out detailing action plan • Written action plan (assessed for content, depth of information drawn from sources, bibliography, and originality of action plan proposal) 	
Introduction to World Culture	6 weeks	<ul style="list-style-type: none"> • What is culture • Culture in society • How language and culture are connected • The impact of geography on culture, language, and traditions 	<p>Students will:</p> <ul style="list-style-type: none"> • Reflect on surroundings and discuss the things we see and use each day. • Make a chart/keep a log that lists conveniences, types of schools, stores, and recreation. • Work with a partner to respond to questionnaire regarding familiarity with cultures not their own. • Share a favorite object, idea, symbol or story from their cultural group. • Write an essay. 	<ul style="list-style-type: none"> • Ability to incorporate materials into study • Written log • Worksheets/homework assignments • Class participation/sharing • Composition 	
Religion	6 weeks	<ul style="list-style-type: none"> • Major world religions • How culture and religion are connected • How geography is tied to religion 	<p>Students will:</p> <ul style="list-style-type: none"> • Work in pairs and individually on research project. • Include historical background, beliefs, cultural reference, major holidays, and population. • Create visuals and make presentation of research project. 	<ul style="list-style-type: none"> • Classwork/homework • Timely submission of project parts • Final paper and presentation 	
Field Trip	5 days	<ul style="list-style-type: none"> • Museum field trip to the Quadrangle in Springfield, MA 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand how museums display culture/religions. • Understand why history is important. • Complete teacher-prepared questionnaire during field trip. 	<ul style="list-style-type: none"> • Worksheets • Group discussions • Written component on what museums can tell about culture/religions/geography • Shared writing of essay sections 	

Create Your Own Country/Island	14 days	<ul style="list-style-type: none"> Using correct geographical data to create “ideal” country or island 	<p>Students will:</p> <ul style="list-style-type: none"> Work in small groups to invent, design, and construct their own country. Utilize/draw on each other’s imagination/previous knowledge of geography, culture and religion. Delegate jobs within the group. Present material to class. 	<ul style="list-style-type: none"> Use of previously-learned material in geography (longitude/latitude/equator/prime meridian/climate) Presentation to reflect year-long oral speaking experiences 	
Russia/ Russian States	20 days	<ul style="list-style-type: none"> Russia and its satellite nations after the break-up of the USSR Geography, socio-cultural issues, languages, religions Russia under the Czar: a history of pre-revolutionary Russia 	<p>Students will:</p> <ul style="list-style-type: none"> Understand issues leading to breakup of the USSR. Understand geography of Russia. 	<ul style="list-style-type: none"> Worksheets Group discussions 	