



Teacher's Guide – 1-1 What is social studies?

CEFR Level: B1

ELPA 21: Intermediate

CA ELD: Expanding

AZ: Int. - Low

WIDA Level: Developing

TELPAS: Intermediate

NY: Transitioning

Estimated Time: 75-90 min

Language Objectives

Explain the main fields of social studies using simple sentences.

Form and ask WH and yes/no questions using present simple and past simple.

Use vocabulary (resources, election, political party, society, urbanization, consumption, develop, behavior, culture, custom) accurately in context.

Materials Needed

- Off2Class lesson and projector
- Off2Class teacher notes
- Notebook/paper and pens/pencils

Optional:

- Printed vocabulary matching sheet
- Handout with Lucas reading and country-description template

Vocabulary

resources (n.), election (n.), political party (n.), society (n.), urbanization (n.), consumption (n.), develop (v.), behavior (n.), culture (n.), custom (n.)

Language Prerequisites

Basic knowledge of present simple (I/you/we/they + base; he/she/it + -s/-es)
Familiarity with WH-questions and yes/no questions

Basic country and geography vocabulary (country, city, coast, capital)

Content Objectives

Identify six main fields of social studies: history, culture, politics, geography, economics, sociology.

Connect examples about the United States to the correct social studies field.

Create a short oral description of a country including history, geography, culture, economics, politics, and sociology.

Related Lessons

Unit 1 Lesson 2: Early civilizations and sources,
Speaking practice: Describing places (ESL Speaking)



Lesson Procedure

Stage	Domain	Time	Slides	Activities	Diff – Lower	Diff – Higher
Warm-up / Hook	Speaking	2-3 min	1	1. Show slide 1 and say: "Today we will learn about social studies and the areas it covers." 2. Ask students: "What is social studies?" and wait for 2–3 volunteers to respond.	1. Provide a sentence starter on the board: "Social studies is about ____." 2. Allow students to answer with one or two words (choral or individual).	1. Ask advanced students to give a one-sentence academic definition (e.g., "Social studies is the study of human societies and how people interact").
Elicit / Think-pair-share	Speaking	3-4 min	2	1. Show slide 2 and read the questions aloud. 2. Pair students and say: "Turn to your partner and share answers for 1 minute." 3. Call on volunteers to share answers. Modify as needed and write answers on the board.	1. Give struggling students a two-word prompt card (e.g., "people, place"). 2. Allow them to use a bilingual dictionary or translate one key word.	1. Invite them to explain how social studies connects to another subject (e.g., science or economics).
Presentation	Reading/ Speaking	4-5 min	3	1. Show slide 3 and point to each labeled image. 2. Say: "Explain in your own words what each area is about." and model one: "History is learning about what happened in the past."	1. Provide printed short definitions and images for students to match with labels. 2. Allow students to work in a triad with one stronger peer to support vocabulary.	1. Ask students to give a real-world example (recent news) that fits each field and explain why.
Presentation / Practice	Reading	5-6 min	4	1. Show slide 4 and explain the task. 2. Reveal answers. 3. Ask students to write a sentence using any two of the words.	1. Allow students to do only 5 matches or match high-frequency words first (e.g., society, culture, election).	1. Ask students to create a sentences using 4–5 vocabulary words accurately.
Guided practice	Reading/ Comprehension	8-10 min	5-7	1. Show slide 5. Ask students to read description 1 and 2 and label each one with one of the fields. 2. Reveal the answers, noting any new	1. Provide sentence frames: "Number 3 is ____ because it talks about ____." 2. Let students match 2 descriptions	1. Ask students to explain why the other fields are not correct for each description.

vocabulary words for students.

3. Repeat for Slide 6 and 7.

with teacher support before

independent work.

Reading for comprehension	Reading/ Speaking	8-10 min	8-10	1. Show slide 8 and read facts 1 and 2 aloud and ask students to match each with a field of study. 2. Reveal answers. 3. Ask: "Can you describe the geography of your native country using 'is bordered by' and tell me one product your country produces?" (call on volunteers). 4. Repeat for slide 9 and 10. 5. Ask: "Do you know a lot about the history of the United States?" and invite brief responses. 6. Ask: "What do you know about US politics?" Invite 2–3 students to share brief answers.	1. Give students a template sentence: "My country is bordered by _____. It produces _____." 2. Pair weaker students with a stronger peer for support.	1. Invite advanced students to compare the US example to their country in one sentence.
Grammar presentation	Grammar	4-5 min	11	1. Show slide 11 and read the information and examples. 2. Ask students: "Who can make one present simple sentence about your country?"	1. Provide verb conjugation chart for 'do', 'be', and 'have' (+ third person examples). 2. Ask students to change a model sentence from affirmative to negative together (choral drill).	1. Ask students to produce a complex sentence with present simple and an adverb of frequency (e.g., 'The US often exports technology.'). 2. Challenge them to change a present simple sentence into a question and a negative form.
Skill practice - categorizing questions	Reading/ Speaking	3-4 min	12	1. Show slide 12. Pair students and instruct them to match each question to the correct field. 2. Check answers. 3. Ask: "Can you think of another question for any category?" and collect	1. Provide each pair with a hint sheet linking WH-words to fields (e.g., 'When' often = history). 2. Allow students to choose only three matches if	1. Ask students to create a follow-up research question for one of the fields. 2. Have them explain why that question would be important

				one example.	time is short.	to study.
Grammar practice / Production	Grammar/ Speaking	4-5 min	13	1. Show slide 13 and model how statements become questions. 2. Ask students to form questions for the answers in the teacher notes. 3. Pair-share questions and correct forms aloud.	1. Provide sentence stems and examples for question formation (e.g., 'Does + subject + base verb...?'). 2. Allow students to convert only one or two statements into questions with teacher modeling.	1. Ask students to form a variety of question types from one answer (yes/no, WH). 2. Challenge them to convert present simple sentences into past simple questions correctly.
Formative assessment / Practice	Speaking/ Writing	5-6 min	14	1. Show slide 14 and ask students to answer the quiz questions in full sentences. 2. Check answers. 3. Say: "Now make your own question to ask a classmate." 4. Pair students to ask and answer each other's questions.	1. Allow weaker students to answer verbally instead of writing. 2. Provide answer prompts (e.g., 'The capital of the US is ____').	1. Ask advanced students to make two quiz questions that test present simple and ask an additional follow-up question.
Reading / Discussion	Speaking/ Listening	3-4 min	15	1. Show slide 15 and read Andris and Mariam's opinions aloud. 2. Say: "Do you agree? Discuss with a partner for 1 minute." 3. Ask: "What other reasons are there for studying social studies?" and collect responses. 4. Say: "Write one sentence agreeing or disagreeing with a reason."	1. Provide sentence frames: 'I agree because __' and 'One reason is __'. 2. Allow students to draw or list bullet points instead of full sentences.	1. Ask students to prepare a 1-minute justification citing an example (school, job, or citizenship).
Reading comprehension / Text analysis	Reading/ Writing	4-5 min	16	1. Show slide 16 and have students read the text and answer the two questions. 2. Say: "Work individually for 2 minutes and underline clues (location, Amazon, coffee, federal republic)."	1. Provide a highlighted copy of the text with clue words already marked (Amazon, coffee, 1500s). 2. Let students map only three fields instead	1. Ask students to explain why a past monarchy (king) matters for political history in one sentence. 2. Challenge them to suggest another

Controlled production / Planning	Writing/ Speaking	5-6 min	17	3. Check together. 1. Show slide 17 and instruct students to complete the chart with information about a country they know. 2. Write the stems from the teacher notes on the board. 3. Say: "Write one or two bullet points per category for 3 minutes." 4. Circulate and support students who need help with vocabulary.	of all six. 1. Give weaker students a completed example paragraph to model how to fill in the stems. 2. Let them choose a familiar country (their own) to reduce cognitive load.	country with similar mix and justify the choice. 1. Ask advanced students to add dates or specific statistics (e.g., population, GDP) to their notes. 2. Invite them to prepare one cultural artifact (image or short phrase) to use in their presentation.
Speaking / Presentations	Speaking/ Listening	8-10 min	18	1. Show slide 18 and ask students to present their countries to the class. 2. Say: "Listen and try to guess which country your classmate describes." 3. Ask a volunteer presenter, then ask the class: "Can you guess which country is being described?" 4. Provide brief feedback on content and language after each presentation.	1. Allow lower-level students to present in pairs (one reads, the other points to notes). 2. Permit a 30-second presentation instead of 1 minute if needed.	1. Require advanced students to include one grammatical structure targeted in the lesson (present simple or WH-question) during their presentation. 2. Ask them to answer one follow-up question from the audience in full sentences.
Reflection / Exit ticket	Writing/ Speaking	4-5 min	19	1. Show slide 19 and lead students in discussion of the reflection questions. 2. Collect responses as an exit ticket.	1. Provide a template with three sentence starters for the exit ticket. 2. Allow weaker students to give an oral exit response to the teacher if writing is difficult.	1. Ask advanced students to write an additional sentence describing one way they can apply social studies skills outside school.



Assessment ideas

Formative Assessment

1. Vocabulary matching check

When: After slide 4

How: Collect or review pair answers for the matching activity. Confirm correct pairs and provide quick corrections.

2. Field-identification checks

When: After slides 5-7

How: Ask rapid-fire questions (cold call) for each description. Note students who struggle and reteach with examples.

3. Question-formation practice

When: During slide 13

How: Listen to student-formed questions and correct subject-auxiliary order or verb tense errors immediately (mini-conference).

4. Presentation observation

When: During slide 18

How: Use a quick rubric (content: fields included; language: clear present simple) and give brief feedback to each presenter.

Summative Assessment

1. End-of-lesson quiz responses

When: Slide 14 activity and exit ticket

How: Collect students' written answers for the quiz and the reflection exit ticket; score for comprehension and grammar (content accuracy and sentence formation).

2. Oral country description

When: During slide 18 presentations

How: Assess each student's oral description using a 3-point rubric: (1) includes at least 4 categories, (2) uses present simple correctly, (3) pronunciation/fluency adequate for communication.