

Social Studies Analysis

Name

Institution



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Information about student/teacher ratio, population, socio-economic make-up, multicultural representation can be obtained from several resources such as the administrator's office. This is because the school maintains a record of students who have passed through Ben Sheppard Elementary. The records from the administrator's office are computerized and can, therefore, be used to create representation data. However, the figures can be generated through other resources that compared information from other learning institutions.

Resources that are reachable for teachers and students can be obtained from the national curriculum development agencies. They provide resources or guidelines for lesson plans and the content that teachers should adopt in order to promote standardized learning. For instance, *Sunshine State Standards* are utilized to guide learning among students from different grades. They highlight the exact learning objective, expected students' outcomes, ESOL strategies that should be adopted, as well as, the assessment strategies. Sunshine State Standards also provide additional information on the required materials, as well as, technology that should be adopted including the exact links where learning technology is accessible.

Information regarding students who receive free or reduced lunch can be obtained through the *U.S. Food and Nutrition Service (FNS)* statistics that are released by assessing free lunch program enrollment (Eisler & Weise, 2009). Similarly, information about students' English proficiency can be obtained through the national assessment of students via various grade level tests. Correspondingly, information about students with exceptional needs can be obtained through evaluation of data from the ESE program. However, the data is available from the district and school administrators because these

are people burdened with the responsibility of maintaining the programs at district and school levels. This way, students' numbers and percentages can be established, relative to other grades.

Socioeconomic status of the area can be assessed based on average income and living conditions. This information is accessible from the district bureau of statistics. Resources that can be utilized to provide information on special programs for instance, after-school programs are special programs department and program coordinators at school and district levels. Likewise, information on the number of ESLs can be obtained from departments and agencies that coordinate bilingual programs at the school, district and national levels. Miami Dade County is an important resource for providing information about students because of its involvement in the funding of various online programs for instance, Reading plus and Destination Learning Management.

Reading Plus functions a reading intervention that allows students to prepare before engaging themselves with complex text. It allows learners to develop motivation, capacity and efficiency required for successful reading. Destination Success Portal provides Destination Math and Reading to promote learning. It provides instructions and tools for county schools for both teachers and students (Riverdeep, 2014). FCAT Explorer assists learners to get ready for the FCAT. It offers FCAT practice questions for both reading and math benchmarks. Such resources can provide information about students enrolled in special and after-school programs.

The types of resources that teachers could utilize in learning about ELLs cultural experiences are different depending on the most preferred approaches. Teachers could use multicultural literature and language arts to tap into their students cultural experiences

(Robertson, 2008). As a result, they can assist students in relating content with their cultural experiences and promote their learning capabilities. Cultural research centers and websites can be effective resources for providing information about native countries, cultures, previous education systems and accepted morals and social norms. Furthermore, culture-based libraries can provide additional information to teachers regarding students' backgrounds.

Personal interviews from culture professionals, student's parents or relatives can provide additional and accurate information about the student's needs. Relatives or parents can provide teachers with the most suitable memories and experiences that can be used to complement what is being taught in class (Robertson, 2008). Therefore, the teacher can relate their cultural experiences with social studies sessions for effective delivery of the required content. The learned cultural experiences can be connected with class content because students have prior knowledge about the same.

The students can also be an important resource where teachers can encourage them to share life experiences and values that relate to their cultures. They can provide insights through artistic and musical representations. Teachers can use the shared experiences to relate to social studies learning. Cultural kits are also important resources for teachers. They can utilize such kits for learning past lives of a particular group. The kits have different themes that are effective resources. Teachers can also encourage ELLs to create their own cultural kits so that they can use them for teaching social studies. Teachers could use storytelling and folktales from different cultures as a means of encouraging their students to link learning to their personal experiences (Robertson, 2008).

This information impacted students' perception of social studies in a

positive way because they have reference points from what they understand about their cultures. Therefore, teaching and instructions on social studies becomes easier. This is because learning is approached from a personal and cultural perspective. The gathered information can assist in developing effective lesson designs that address students' need regardless of their backgrounds. Therefore, students can learn interactively and confidently with the perception that their cultures are respected.

Integrating culture with social studies will make the class active although it might consume additional time. However, teaching students until they understand is more important than just teaching content that they might not understand. The information will assist in the future lesson planning where every culture is integrated into social learning studies. This way, students become more motivated to learn social studies and cultures from different people. The inclusion of personal experiences and storytelling into social studies will have a positive effect on learning efficiency, motivation and capacity.

References

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