

How Socioeconomic Status Affects Undergraduate Acceptance and Performance

Lesson 1: An Introduction to Socioeconomics

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Title of Lesson: An Introduction to Socioeconomics

Language Skills: Listening and Speaking

Strategies in Focus: Topic-specific vocabulary building; Presenting new ideas; Developing Listening and Speaking Skills

Age & Level: B2 / C1 Teens and Adults

Length of Lesson: 90 Minutes

Materials Needed:

1. Computer with wifi access and the ability to play video
2. Projector or sharing screen for video
3. Appropriate audio equipment for your space
4. Printer
5. Paper
6. [Vocabulary Presentation](#)
7. [Vocabulary Activity Diagram](#)
8. [Socioeconomic Status Real World Presentation](#)
9. [Socioeconomic Status Real World Activity Diagram](#)
10. [Listening Activity Diagram](#)
11. [Anindya Kundu Tedx Talk Video](#)

Vocabulary:

- *Socioeconomic Factors:* A combination of social and economic components that affect a person's ability to access resources and improve their quality of life
- *Socioeconomic Status:* A way to describe a person's or family's economic and social standing in relation to others.
- *Social Class:* A division of a society based on social and economic status
- *Intersectionality:* Used to describe how social categories are connected to, and overlap with one another.
- *Stigma:* A set of negative and often unfair beliefs that a society or group of people have about something.
- *Bias:* A set of negative and often unfair beliefs that an individual has about something.
- *Discrimination:* To treat somebody different or less favorably based on their membership to a group or category.
- *Systemic:* Something that relates to or affects an entire system.

Learning Objectives	1. SWBAT: Learn the lesson vocabulary through teacher presentation and group activity.	
	2. SWBAT: Describe socioeconomic status in their own words.	
	3. SWBAT: Identify common socioeconomic factors and impacts.	
	4. SWBAT: Discuss real world connections to socioeconomic status.	
	5. SWBAT: Begin to theorize how socioeconomic status impacts education.	
PROCEDURES		
Warm Up/ Introduction Time: 5 minutes	Activity: Introduction to Block Plan Steps & Teacher Directions: 1. Tell students that this week, they will be learning about socioeconomic status and its impacts. 2. Tell students that today they will be learning about what socioeconomic status is and examples of socioeconomic in everyday life. Then, they will be able to complete activities and assignments to demonstrate their understanding on the topic. By the end of the week, they will be able to talk about how different factors accumulate to form someone's socioeconomic status, and how that status may impact the quality of education they have access to.	LO's Targeted: N/A
Presentation Time: 20 Minutes	Activity: Socioeconomic Status (SES) Vocabulary Introduction Steps & Teacher Directions: → Give a brief introduction to explore students' background knowledge by having anyone who's heard the term 'socioeconomic status' raise their hand, and asking if anyone wants to guess what it means. This leads into the presentation found in 'Appendix A' of this document: - What are <i>Socioeconomic Factors</i>? - <i>Socioeconomic Status</i> vs. <i>Social class</i> (give definitions / explain how they differ. Ask clarifying questions to make sure students understand because they are similar topics) - What is <i>Intersectionality</i>? - What is <i>Stigma</i>? - What is <i>Bias</i>? - What is <i>Discrimination</i>? - What makes something <i>Systemic</i>? → Ask comprehension check questions (CCQ's) before moving into vocab activity (2-3 Minutes) Example CCQ's: 1. What concept that we covered is a division of society based on social and economic factors?	LO's targeted: 1, 2

	What is a negative and unfair belief held by an individual called? What is it called when discriminatory policies are built into a system?	
Practice Time: 25 Minutes	Activity: Vocabulary Comprehension Activity Steps & Teacher Directions: → Prior to class, print out a copy of the vocabulary activity slides found in 'Appendix B' of this document. Use one of the printed diagrams to provide an example to the class using a word of your choice as a visual aid to help students understand the instructions for the vocabulary activity: (2-3 Minutes) - Students are separated into 8 groups with each group given one of the vocabulary terms covered in the introduction presentation as well as one vocabulary activity diagram containing their term. - Students work collaboratively to fill out the Frayer Models using their newly gained knowledge on terms. - Students stand with their groups and quickly (1-2 minutes per group) present how they filled out their charts to the class and then hand in the models to the teacher who will hang them up in the classroom so that students can reference them if they need help understanding vocab in later sections of the unit. → Ask comprehension check questions (CCQ's) before students start the vocab activity: (2-3 Minutes) Example CCQ's: How many groups are we getting into? How many vocabulary terms will each group cover? How many diagrams will each group fill out? What do you do with your diagram after you present it to the class?	LO's targeted: 1, 2, 3
Presentation and Practice Time: 20 Minutes	Activity: SES and the Real World Steps & Teacher Directions: → Prior to class, print out one copy of the presentation slides found in 'Appendix C' of this document. Print out the student diagram (one for each student) which can be found in 'Appendix C' as well. You should explain to the students that each group will be receiving a story to read with their group. They will discuss that story as a group, but they will each fill out their own worksheet. They should pay attention to the characters, and think about what socioeconomic factors may contribute to their challenges and successes in each story: (2-3 Minutes) - Students are separated into 8 groups with each student given one of the real world student diagrams, and each group given one of the story slides covered in the socioeconomics in the real world presentation.	LO's targeted: 2, 3, 4

	- Students work collaboratively to answer the questions provided in the diagram, but each student will fill out their own diagram so that they can be handed back to them later. - Students have 15 minutes to read the story, and discuss the socioeconomic factors and impacts with their group while you walk around the classroom and observe the conclusions they are drawing. After the 15 minutes is up you should collect the student diagrams for review, and grade them for completion later. This activity is meant to be a tool for you to gauge how well your students are understanding the topic. You can write comments on their observations and hand their diagrams back to them during the next class. → Ask comprehension check questions (CCQ's) before students start the SES real world activity: (2-3 Minutes) Example CCQ's: 1. How many groups are we getting into? 2. What are you reading with your group? 3. How many diagrams is each group filling out? 4. What should you do with your diagram when the 15 minutes is up?	
Wrap Up Time: 20 Minutes	Activity: Listening Activity & Exit Ticket **A brief introduction to how SES can affect education in the US** Steps & Teacher Directions: → Prior to class, print the listening activity diagram found in 'Appendix D' of this document, 1 per student. After the students have learned the lesson vocabulary and have a good grasp on the concept of socioeconomic status, tell them that they will be watching a Tedx Talk called <i>The 'opportunity gap' in US Public Education</i>, and answering some discussion questions as an exit ticket for today's class. Hand one activity diagram to each student, and go over the instructions with them. - Students should listen for the quotes written on the activity diagram in the video, and list their responses in the right hand column while the video plays. - Once you feel that students have an understanding of the listening activity, play the first half of Anindya Kundu's Tedx Talk found in 'Appendix D' of this document for them [0:00-3:30]. - After pausing the video at 3:30, ask some students to share their responses to the video quotes, and have a discussion for the remaining 7 minutes of class. This discussion will prime students to consider how socioeconomic status may impact education, and prepare them for the next lesson which will focus on socioeconomic status and undergraduate acceptance.	LO's targeted: 2, 3, 4, 5
References		

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Two different ways of conceptualizing and measuring socioeconomic inequality

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Image generated using the prompt "Young mom caring for her sick 6 year old son" by Chat GPT, 2024 (<https://chatgpt.com/>).



Image generated using the prompt "Happy male college student getting his car towed" by Chat GPT, 2024 (<https://chatgpt.com/>).



Image generated using the prompt "Happy young latino couple with a two year old daughter in a middle class neighborhood" by Chat GPT, 2024 (<https://chatgpt.com/>).



Image generated using the prompt "16 year old girl caring for her younger siblings in a run down apartment" by Chat GPT, 2024 (<https://chatgpt.com/>).



Image generated using the prompt "Middle Eastern high school student attending a majority white high school" by Chat GPT, 2024 (<https://chatgpt.com/>).



Image generated using the prompt "High school girl walking through a dangerous neighborhood and being followed by a gray car" by Chat GPT, 2024 (<https://chatgpt.com/>).



Image generated using the prompt "Pretty law school graduate working at a male dominated law firm" by Chat GPT, 2024 (<https://chatgpt.com/>).

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Appendices:

A	 Lesson 1 Vocabulary
B	 Lesson 1 Vocabulary Activity
C	 SES and the Real World Slides  Real World Student Diagram
D	 Lesson 1 Listening Activity  The "opportunity gap" in US public education -- ..