Defining Socioeconomic Status
- Socioeconomic status: This term can be referred to in families, schools and individuals, broken down into three levels (high, middle, low).
- To determine the level of SES in families, you must analyze the level of education of the parents/guardians, their occupations and their combined income.
- To determine the level of SES in schools, you must analyze their funding, the quality of educators, and the amount of resources offered to the students.

Math Performance Amongst Various Levels of SES in 19 Countries:
- An investigation on the test scores of eighth grade students on the 2003 TIMSS math test.
- TIMSS: The TIMSS examination is the Trends in International Math and Science Study which studies the achievement in advanced mathematics and physics of students in their final year of secondary school.
- A total of 68,765 eighth grade students were used in this study.
- The average math score for all students in 19 countries was 530, with a standard deviation of 72.
- Using the Oaxaca Decomposition method to conclude the following results in the bar graph.

Math Performance in Relation to Family and School SES
- A student’s family SES is a considerable factor in determining the success rate of student in mathematics.
- Families influence the level of interest a student has in mathematics.
- A parents education-related beliefs also has a direct correlation to their child’s academic achievement in mathematics.
- A student’s school SES is another considerable factor in determining the success of a student in mathematics.
- A school system that is well funded can:
  - afford to higher quality teachers.
  - implement more engaging activities with technology (smartboard, tablets, etc.).
  - offer tutoring to all students who may want it.
  - better support for students who require special services.

For this lesson, I will be using numerous teaching strategies/techniques.
- “Inquiry-based Instruction” technique.
- “I do, We do, You do” strategy.
- “Differentiation” strategy.
- “Socio-Emotional Learning” technique.

Inquiry-based Instruction:
- Introducing a new topic can be seen as scary to students.
- This strategy has proven to be highly effective in my student teaching experience.
- The teacher starts off by modelling an example, next the teacher goes over another example with the help of the class. Finally, students will be assigned individual or group activity.

I do, We do, You do:
- Introducing a new topic can be seen as scary to students.
- This strategy has proven to be highly effective in my student teaching experience.
- The teacher starts off by modelling an example, next the teacher goes over another example with the help of the class. Finally, students will be assigned individual or group activity.

Differentiation:
- Cognitive research has shown that students learn in different ways and it is important to provide the information through visual, auditory, and kinesthetic channels for the students.
- Providing numerous problems of various difficulty helps improve the students comprehension through automaticity.
- Automaticity: the ability to perform skilled tasks quickly and effortlessly and is attained through learning, repetition and practice.

Socio-Emotional Learning:
- This technique can be used any time during a lesson.
- Mathematics can be quite challenging for some students and it is essential to check in on them throughout the lesson.
- This can be shown by saying “Good Morning” to a student or a stress check during the lesson.
- A foundation of trust is created and the students will feel a sense of safety and engagement, knowing that their teacher cares for them.

Lesson Plan
- I have created a lesson plan to better prepare and engage students regardless of their family and school’s SES.
- An Algebra 2 class, the topic “Compounding Continuously”.

References: Will be provided upon request.