

“Freshman in AP?!” Bridging Experience Gaps Through Innovative Summer Enrichment

Session Facilitators:

- Eve Case, Coordinator of Social Studies
- Brandi Millhausen, Secondary Social Studies Specialist
- Betsy Crooks, Elementary Social Studies Specialist
- Anne Arundel County Public Schools (Annapolis, Maryland)

Session Objectives

Evaluate

the impact of summer programs on student learning.

Develop

innovative methods to reach disadvantaged youth and non-traditional AP students.

Instructional Goals

Barriers to Learning

Interdisciplinary
skills & connections

Disciplinary skills &
content

Age and/or real
world experiences

Lack of access to
technology

Language barriers

Poverty

Relevant Research on Summer Programs to Address Learning Gaps

David, J. (2010). Some summer programs narrow learning gaps. *Educational Leadership*, 68 (3), pp. 78-80.

Relles, S.R. (2014, March). Improving college writing before the freshman year: Findings from 10 years of a summer bridge program. *Pullias Center for Higher Education*, pp.1-36.

Vega, D., Moore, J.L.,& Miranda, A. H. (2015) In their own words: Perceived barriers to achievement by African American and Latino high school students. *American secondary education*, 43(3), pp. 36-59.

What works clearinghouse. (2016, July). Wwc intervention report: a summary of findings from a systematic review of the evidence. *US Department of Education Institute of Education Sciences*.

Relevant Research on Summer Programs to Address Learning Gaps

David, J. (2010). Some summer programs narrow learning gaps. *Educational Leadership*, 68 (3), pp. 78-80.

- Director of the Bay Area Research Group, Jane David , discusses research on summer programs that are designed to narrow opportunity gaps. Studies indicate that low-income students experience greater learning loss than middle or high income students. Further, she finds that most summer programs have positive results. To be effective, David advocates for affordable and easily accessible summer programs.

Relles, S.R. (2014, March). Improving college writing before the freshman year: Findings from 10 years of a summer bridge program. *Pullias Center for Higher Education*, pp.1-36.

- USC Professor Stefani Relles provides a descriptive account of their summer program and its evolution in its tenth year. Relles advocates for cooperative reform to address opportunity gaps in writing that are demonstrated by low socio-economic and diverse ethno-linguistic populations.

Relevant Research on Summer Programs to Address Learning Gaps

Vega, D., Moore, J.L.,& Miranda, A. H. (2015) In their own words: Perceived barriers to achievement by African American and Latino high school students. *American secondary education*, 43(3), pp. 36-59.

- Vega, Moore, and Miranda gather evidence on perceived opportunity gaps from the students themselves and find that students describe their relationships with staff, school policies, and community safety as the greatest barriers to success. The authors discuss the implications on teachers, namely, to cultivate positive relationships and maintain high expectations for all.

What works clearinghouse. (2016, July). Wwc intervention report: a summary of findings from a systematic review of the evidence. *US Department of Education Institute of Education Sciences*.

- What Works Clearinghouse identified 31 studies that investigated the impact of summer bridge programs on postsecondary students. Overall, graduate rates were higher for students that participated in the summer bridge programs than those who did not participate.

Whose Place is This Space?



Baltimore From Federal Hill.
Photograph. Britannica ImageQuest, Encyclopædia Britannica, 2 Mar 2017. quest.eb.com/search/315_1928630/1/315_1928630/cite. Accessed 26 Jul 2018.



4 eight-hour days,
6 neighborhoods,
56 APHG concepts,
& 9 skills reinforced

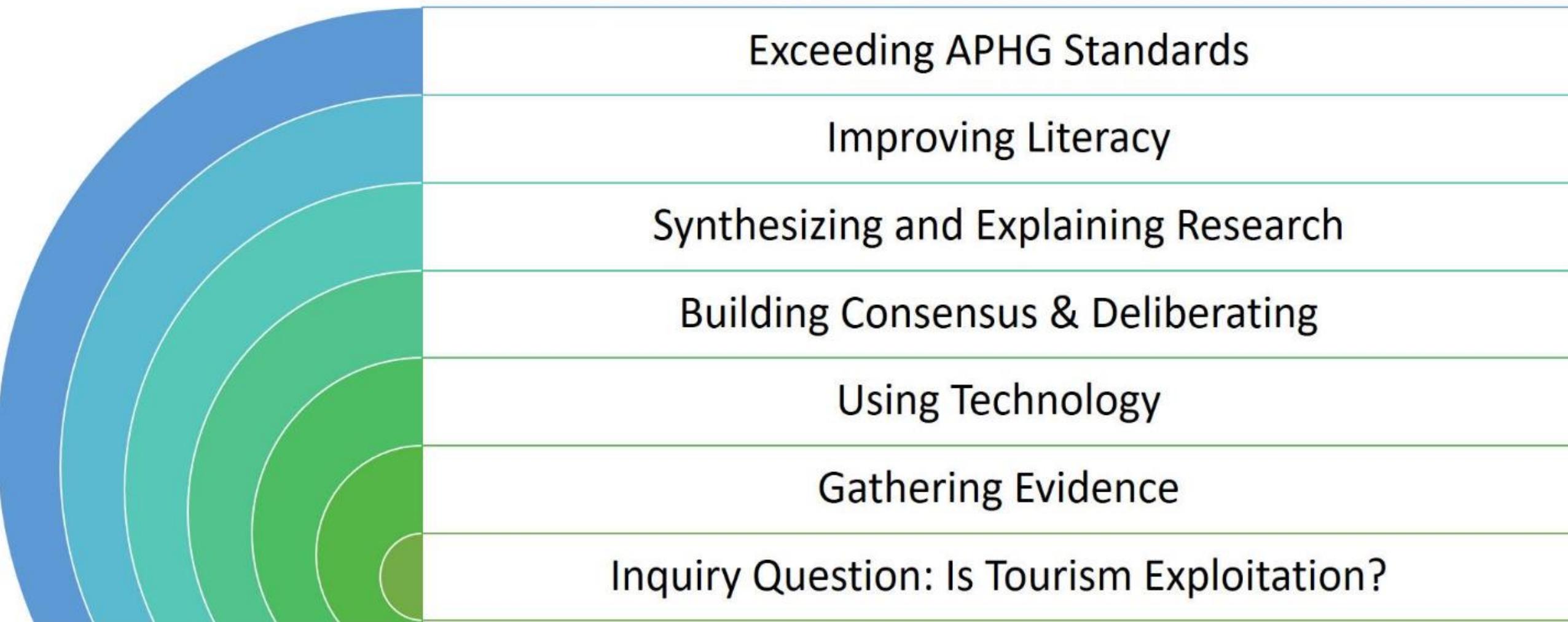
Planned Stops At:

- The Baltimore Museum of Industry
- Peabody Library
- Walters Art Gallery
- Camden Yards
- Seigerts Port
- Lloyd Street Synagogue

If you have a vision that everyone
believes in, then your vision isn't
big enough
- T.D. Jakes

Layers in An Experience-Driven Inquiry

Exper-Inquiry





EXPER-INQUIRY

RESEARCH

YOUR COMMUNITY

PLAN

LEARNING EXPERIENCES

REMEMBER

- PLAN EXPERIENCES TO ACHIEVE DESIRED LEARNING GOALS THAT BUILD:
- CONTENT KNOWLEDGE • DIGITAL CITIZENSHIP
 - LITERACY SKILLS • DISCIPLINARY SKILLS • SOFT SKILLS

ARRANGE

TRANSPORTATION & SUPPLIES

TRAIN

ADMINISTRATION, PARENTS,
AND CHAPERONES

EVALUATE

AND IMPROVE

1

2

3

4

5

6

7

8

9

DRAFT

AN INQUIRY STATEMENT

SUBMIT

A COMPREHENSIVE PROPOSAL

REMEMBER

CONSIDER THE FOLLOWING:

- EMERGENCIES • DATES/LOCATIONS • RECRUITMENT • SUPPLIES
- AVAILABILITY OF EXCURSIONS • FUNDING • STAFFING

RECRUIT

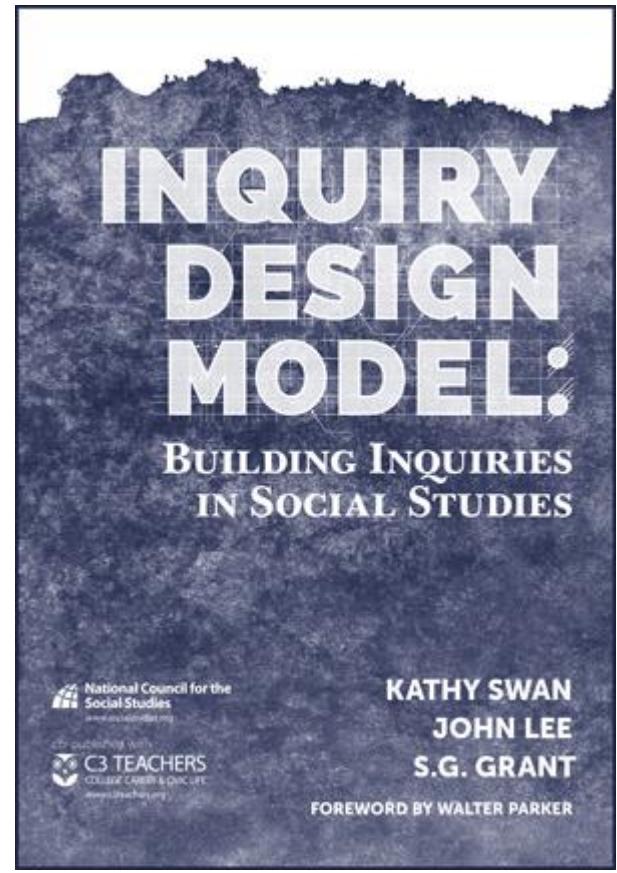
TARGETED STUDENTS

FACILITATE

THE PROGRAM



- Consider the following:
 - History
 - Economy
 - Industry
 - Housing
 - Cultures groups
 - Human-Environment Interaction
 - Excursion sites



PLAN
LEARNING EXPERIENCES

3

REMEMBER

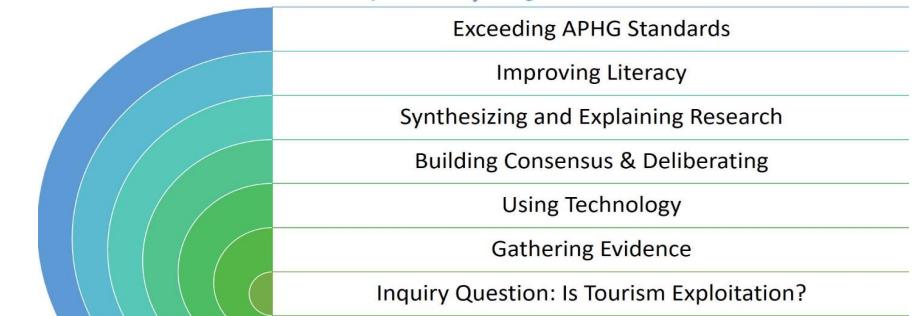
PLAN EXPERIENCES TO ACHIEVE DESIRED LEARNING GOALS THAT BUILD:

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Layers in An Experience-Driven Inquiry

Exper-Inquiry



Standards Alignment

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
- D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

Concepts Reinforced Each Day: Overview

DAY 1

Intro to Project:

- Qualitative v quantitative data
- Field work
- Geography
- Phenomena

Locust Point: BIG CONCEPT = industry and development

- Infrastructure
- Values
- Demography
- Census
- Mass transit
- Land-use
- Inter v intra
- Placemaking
- Model
- Regions

DAY 2

Jonestown: BIG CONCEPT = urban renewal/revitalization

- Affluence v poverty
- Uneven development
- Mixed-use buildings
- History and geography are sister disciplines

Little Italy: BIG CONCEPT = Ethnic enclave and aging

- Green space
- Sustainable development

Fells Point: BIG CONCEPT = Migration

- Sequent occupancy

Highlandtown: BIG CONCEPT = Cultural succession , Cultural landscape , Racial segregation

DAY 3

Downtown: BIG CONCEPT = Central Business District

- Globalization
- Retail v residential space
- Land costs/rent
- Sectors of work

Mt Vernon: BIG CONCEPT = history and geography

- History
- Culture
- Art
- Mass transit (Penn station)
- Food desert

DAY 4

Canton: BIG CONCEPT = gentrification

- Containerization
- Gentrification
- Industry
- Smart Growth (Can Company)

Final reflection

- Patterns
- Process
- Scale of analysis
- Place-making
- Academic language: identify, explain, analyze, compare, contrast, discuss, evidence, formal definitions

Fieldwork Designed as a Jigsaw

In each neighborhood students participated in an excursion, mapped one category on the right and:

- Interviewed a local
- Analyzed prices in a coffee shop/produce items in a grocery store
- Evaluated the allocation of space in a grocery store
- Drew the cityscape

Observations and Photographs are considered qualitative data.

Directions: Mark at least one image for each category as you walk through Federal Hill. Use a different marker icon and color for each category. Make sure you ONLY post within your layer.

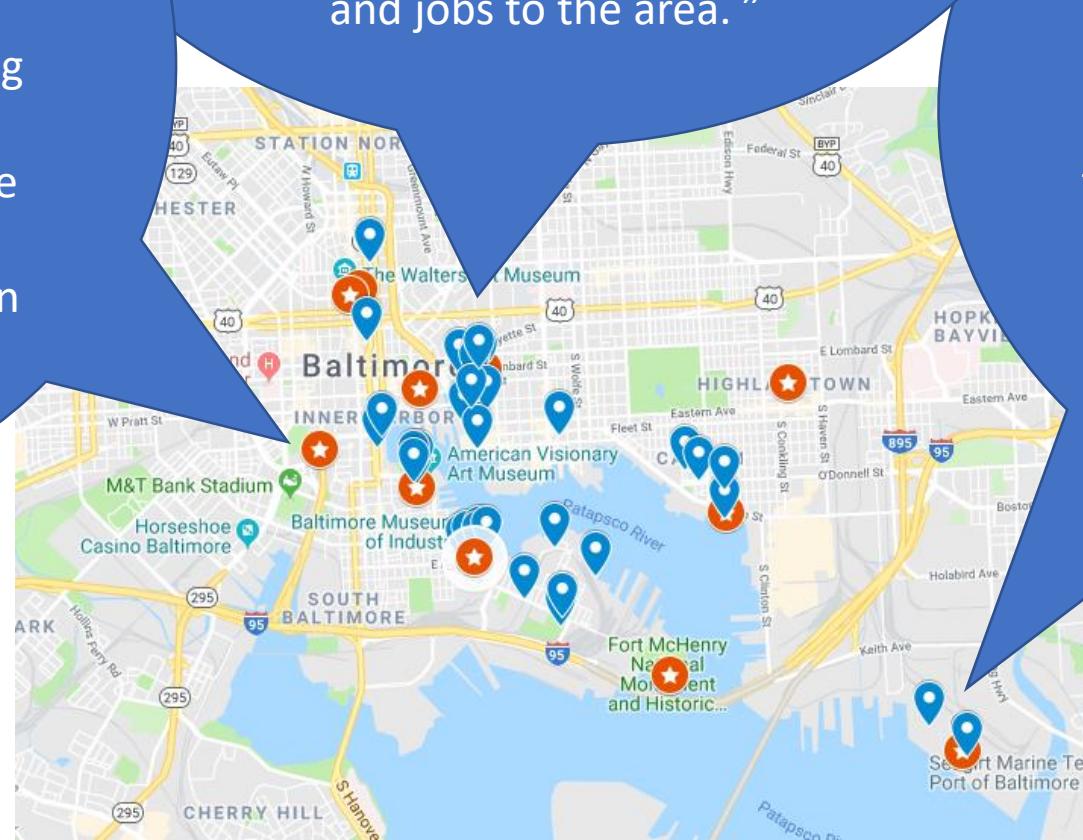
FIELD WORK CATEGORIES

| | | |
|--|---|--|
| Infrastructure <ul style="list-style-type: none">• Roads, Bridges, Tunnels• Telephone/electricity lines• Sewers and water• Trains• Public transportation• Services: trash pick-up, recycling, water fountains  | Values <ul style="list-style-type: none">• Religion/churches• Cemeteries/tombstone inscriptions• Signs/graffiti• Sports affiliation• Car bumper stickers• Monuments  | Population <ul style="list-style-type: none">• Race/ethnicity/age/gender of people you see• Incidence of homelessness• Kids• Pets• Activities being performed  |
| Residential housing <ul style="list-style-type: none">• Building materials• Number of stories• Width estimated• Maintenance• Number of abandoned houses• For sale signs- frequency and value• Renovation projects  | Business/Industry <ul style="list-style-type: none">• Types• Clientele• Cost of items• Frequency• Factories (old and new)• Smoke stacks• Pollution  | Land Use <ul style="list-style-type: none">• Parks/size• Roads/ measurement• Sidewalk measurement and upkeep• Bike paths• Trees• Greenspaces  |

"Throughout the week we collected qualitative data, through interviews and observations. We also collected and analyzed quantitative data by gathering our own survey data and drawing conclusions from the census. From this I learned that geographic fieldwork can be done in multiple ways."

"Baltimore is a very unique city, with a great blend of cultures in a dense area. Generally it is affected by industry and immigration. Areas like Canton and Jonestown have the lingering residue of factories and train lines used historically in what is now residential, while the Port generates a great amount of money and jobs to the area."

"Locally, gentrification is a major force shaping Baltimore's social and economic climate, while global elements like international trade through the port, immigration through the city, and tourism also play a major part in Baltimore's business and culture."



To Conclude Each Day Students...

1. Analyzed census data that related to each neighborhood's core concept
2. Discussed what they observed in a mini-socratic seminar
3. Wrote an intra-neighborhood analysis

4

SUBMIT

A COMPREHENSIVE PROPOSAL

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5

ARRANGE

TRANSPORTATION & SUPPLIES

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RECRUIT

TARGETED STUDENTS

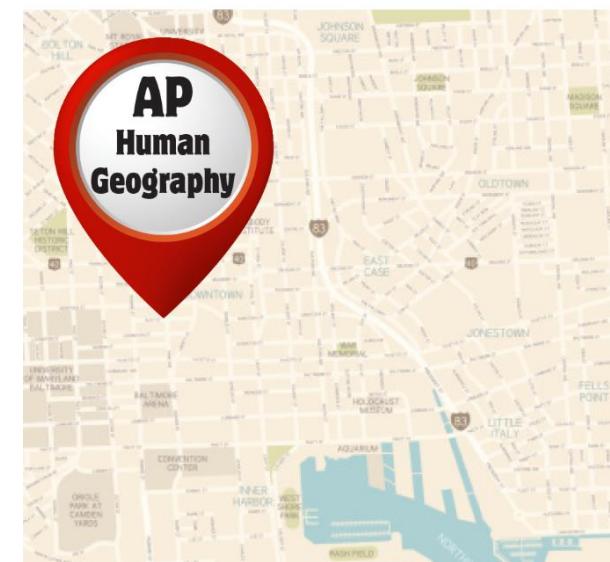
Access

Affordability

TRAIN

ADMINISTRATION, PARENTS,
AND CHAPERONES

7



Summer Enrichment
Chaperone Binder



- The APHG enrichment week provided an intimate experience for students to be exposed to, analyze, and reflect upon the physical environment and its corresponding abstract concepts.



- It gave students an opportunity to learn together in a unique way that can't always be fostered in a 90 minute, every other day course.



- First-time AP takers are given the chance to interpret the world in a new way that will be able to recall throughout the year to strengthen their understanding of the course.



- I truly got to know my students throughout the week with no true pressures.

Teacher Reviews

Thank You

Evaluate

the impact of summer programs on student learning.

Develop

innovative methods to reach disadvantaged youth and non-traditional AP students.



Q&A