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

Session Facilitators:

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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:
- Interdisciplinary skills & connections
- Disciplinary skills & content

Barriers to Learning:
- Age and/or real world experiences
- Lack of access to technology
- Language barriers
- Poverty
Relevant Research on Summer Programs to Address Learning Gaps


- 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.


- 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.

- 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 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.
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

Exceeding APHG Standards
Improving Literacy
Synthesizing and Explaining Research
Building Consensus & Deliberating
Using Technology
Gathering Evidence
Inquiry Question: Is Tourism Exploitation?
EXPER-INQUIRY

1. RESEARCH
   YOUR COMMUNITY

2. DRAFT
   AN INQUIRY STATEMENT

3. PLAN
   LEARNING EXPERIENCES
   CONSIDER THE FOLLOWING:
   - Content Knowledge
   - Digital Citizenship
   - Literacy Skills
   - Disciplinary Skills
   - Soft Skills

4. SUBMIT
   A COMPREHENSIVE PROPOSAL

5. ARRANGE
   TRANSPORTATION & SUPPLIES

6. RECRUIT
   TARGETED STUDENTS

7. TRAIN
   ADMINISTRATION, PARENTS,
   AND CHAPERONES

8. FACILITATE
   THE PROGRAM

9. EVALUATE
   AND IMPROVE
Consider the following:

- History
- Economy
- Industry
- Housing
- Cultures groups
- Human-Environment Interaction
- Excursion sites
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DRAFT

AN INQUIRY STATEMENT
PLAN
LEARNING EXPERIENCES

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

Layers in An Experience-Driven Inquiry

- Exceeding APHG Standards
- Improving Literacy
- Synthesizing and Explaining Research
- Building Consensus & Deliberating
- Using Technology
- Gathering Evidence
- Inquiry Question: Is Tourism Exploitation?
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).
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
“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.”

“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.”

“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

REMEMBER
CONSIDER THE FOLLOWING
* EMERGENCIES * DATES/LOCATIONS * RECRUITMENT * SUPPLIES
* AVAILABILITY OF EXCURSION * FUNDING * STAFFING

5. ARRANGE
TRANSPORTATION & SUPPLIES
RECRUIT
TARGETED STUDENTS

Access
Affordability
• 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.
Thank You

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