Empowering High School Students for Success on Rigorous Examinations: Developing Efficacious Advanced Placement Review Curricula

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Public high school educators who teach Advanced Placement (AP) courses are beset with tremendous challenges in tailoring their review curricula to students’ multifarious needs. It is sobering and lamentable that students in innumerable communities are presented with review curricula of tremendously varied efficacies, precluding them from attaining their full academic prospects. As a nineteen-year-old college student and future educator, I am cognizant of these regrettable and exigent circumstances, seeking opportunities where I can assist instructors in organizing efficacious review curricula. I volunteered to assist an AP Environmental Science educator to improve her AP review curriculum with the objective of increasing the pass rate of her students. Hitherto that time, 53% of the instructor’s AP students passed the rigorous AP Environmental Science exam. Howbeit, following my efforts in organizing a new review curriculum with the instructor, 67% of students passed in the first year of implementation of the new plan. For both multiple-choice and free-response questions, the students’ scores were considerably above state and national averages.

To effect this change, I considered diverse pedagogically sound resources aligned to standards promulgated by the College Board, organizing them into tractable portions for the students and the instructor. It was a gratifying experience to be able to aid youths in my community in succeeding on demanding examinations, and this proved to be an excellent opportunity to practice curriculum development for when I become an educator myself.