

West End Secondary School

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10th Grade Expeditions

Expedition 1: Ethics of Exchange

Guiding Question(s):

How does the creation, maintenance and disruption of exchange systems impact populations?

How should we evaluate the costs and benefits of increased exchange?

How does exchange cause both stability and disruption?

Kick Off: Red Paper Clip Simulation

Students became the traders and exchangers in this kickoff. We began by watching parts of the TED Talk by Kyle MacDonald, a man who traded one red paperclip to owning a house and international acclaim. Students debriefed Kyle's Journey, and discussed what his values were and how different people were affected by all of the trades. Inspired by MacDonald's trading savvy, the students were then thrown into an exchange of their own. Each student began with a starter pack of goods with certain value points. These items were historically accurate goods that 16th century traders exchanged, and students had the upper hand to assume the value of the goods from their AP World History learning. Students then began to trade with a few conditions: everyone had to make at least two trades, and everyone had to have three different types of goods in order for their points to count. Later that day, students tallied their points and debriefed the fact depending on which goods one started with, they may have had an advantage. So too, they made the connection, in the real world. That realization moved them to discuss the morals and ethics of the situation, a focus in their English class.

Assessment of and Presentation of Learning

A focal point of the Ethics of Exchange Expedition is the interdisciplinary, inquiry-based research project. Students develop their own research questions about the Columbian Exchange and its effects on populations, systems, and our world today. Students have the option of communicating their research findings in the form of a term paper or a podcast. Given that students investigated the legacy of the Columbian Exchange in today's world, as a tenth grade, we engage in a week of service learning and service action. After a feedback and revision cycle, students present their research to guests and experts on the topic.

Modifications for remote learning

This is an original expedition developed for remote learning. Teachers create live and asynchronous lessons for the zoom classroom.

English

Case Study 1: Never Let Me Go

Long Term Learning Target(s):

- I can write a clear, relevant claim
- I can support my claim with relevant evidence and analysis
- I can determine the perspectives of authors and characters

Assessment of Learning: Ethics of Hailsham Argumentative Writing

- [Task and Rubric](#)

As a class, we read Kazuo Ishiguro's acclaimed *Never Let Me Go*. Chapter by chapter, we uncover the truth behind the dystopian setting of the novel. Paired with the novel, students also analyze clips from the film version side by side to analyze the director's and author's divergent choices. Additionally, we bring in outside sources to connect the ethics of the novel with the ethics of our modern day. For instance, students hear from an expert speaker on the medical ethics of covid vaccine trials and triage during covid care, and read the philosopher Peter Singer to investigate whether his ethics align with the novel's. Students culminate their learning of ethics and argumentation in a class-wide debate and writing task.

Case Study 2: Immigration and the Columbian Exchange

Long Term Learning Target(s):

- I can write informational texts
 - I can develop a research question and answer
 - I can support my claim with relevant evidence and analysis.
 - I can organize my writing so that my purpose is clear to the reader.
 - I can develop my writing by planning, revising, or trying a new approach
- I can demonstrate command of the mechanics of English

Assessment of Learning:

- Legacy of Columbian Exchange Podcast or Term Paper

We live with the legacy of the Columbian Exchange each and every day. A central question we will answer in this case study is, how did the Columbian Exchange create a modern scenario where hundreds of thousands of migrant workers from South and Central America seek entry into the United States? As a way to model the research and informational writing the students will engage in, we read excerpts from the LA Times's "Enrique's Journey" and The New York Times's similar investigation. Following that chance to build background knowledge, students begin their research on one specific legacy of the Columbian Exchange. As they research, students will investigate how language and diction can reveal bias and a trustworthy or untrustworthy source. To that same token, we investigate the word "exchange" itself, and ask whether the Columbian Exchange was a true exchange. As they work toward a finished product (term paper or podcast), students will also work toward structuring their piece and their individual sentences an organized and clear way.

AP WORLD HISTORY

Case Study 1: Travelogues of Afroeurasia

Long Term Learning Target(s):

- I can evaluate what life was like along the major Afroeurasian exchange networks based on primary source travelogues

Assessment of Learning: Interactive map project.

By reading primary sources, students became experts in one of three major Afroeurasian explorers: Zheng He, Ibn Battuta, or Marco Polo. Using these primary sources, students mapped their explorers' travels using a digital map and analyzed what life was like in that area based on primary sources. Students then connected broader material learned in AP World mini-lessons to contextualize their explorers' travels, analyze the causes and effects of these major trade routes, and evaluate how an explorer's perspective will affect how they describe the areas they visit.

From 1200-1450, the African and Eurasian continents underwent an unprecedented degree of connectivity. Three major trade routes: the Silk Road, the Trans-Saharan, and the Indian Ocean all saw dramatic upticks in activity for myriad reasons. Along these trade routes came famous explorers and travelers such as Marco Polo, Ibn Battuta, and Zheng He. Students will use the travelogues and diaries to reconstruct what life was like along these trade routes as a result of the increased exchange between civilizations.

Case Study 2: The History of La Malinche

Long Term Learning Target(s):

- I can judge the historical role of La Malinche resulting from Old World-New World exchanges
- I can contextualize the figure of La Malinche by analyzing the causes, effects, and consequences of the Columbian Exchange

Assessment of Learning: Argumentative Essay on the history of La Malinche.

Laura Esquivel set out to write a book that creates a more complex picture of the indigenous woman named Malinalli, often maligned as the traitor La Malinche. Students read Esquivel's fictional novel and compared it to primary source accounts from the time period to evaluate whether the book is more "historical" or more "fiction." Using skills learned in class and AP World mini-lessons, students chose from a set of prompts drafted by their peers and engaged in an AP-level argumentative essay judging the historiographical role of La Malinche.

La Malinche, originally named Malinilla, was an indigenous woman bartered off and sold to Cortes, the Spanish conquistador (conqueror), who toppled the Aztec empire and ushered in Spain's rule in the Americas. La Malinche was Cortes' husband, confidant, and translator with the native Nahuatl speakers of modern-day Mexico. The figure of La Malinche looms large in Mexican history because she is both celebrated as the mother of the "first Mexican" (Mestizo) and is hated as a traitor to indigenous peoples. Her story has been told and retold, valorized and villainized, across the centuries. She and her mestizo son are perfect examples of what happens when civilizations engage in exchange- she existed as a person between cultures, countries, and literal continents.

We will study how people like La Malinche are products of civilizational exchange by reading Laura Esquivel's novel Malinche. We will look at the greater historical context of her marriage to Cortez, compare Esquivel's fiction to the primary sources she drew from, and judge the historiographical role of La Malinche.

Case Study 3: The Columbian Exchange

Long Term Learning Target(s):

- I can evaluate the role of the Columbian Exchange in creating continuity or change over time for Afroeurasia and the Americas

- I can analyze the causes and effects of the Columbian Exchange on labor, development, technology, imperialism, and the environment

Assessment of Learning: Legacy of the Columbian Exchange

Students will engage in an expository research assignment where they dive deep on one particular historical legacy of the Columbian Exchange. Using content from AP World History and AP Biology in conjunction with skills from ELA, students will write a research paper or create a podcast on the model of *Throughline*.

The Columbian Exchange is to our society as water is to a fish. We live with the legacy of the Columbian Exchange each and every day. The massive exchange of goods, peoples, ecosystems, crops, and ideas between the Americas and Afroeurasia marks the making of the modern world. Students will draft their own research questions that hone in on one specific legacy of the Columbian Exchange. For example, some students may want to investigate how the introduction of the horse to the Americas impacted the culture and ecological interactions of the Plains Indians. Zeroing in on a specific area of research helps prepare students for college-level research processes and interact with content from AP World.

Science

Case Study 1: Exchange across ecosystems

Long Term Learning Target(s): I can use data and visual representations to evaluate the causes or effects of a change in, or disruption to, one or more components in a biological ecosystem.

Guiding Question(s): How does the creation, maintenance and disruption of exchange systems impact populations? How does exchange cause both stability and disruption? How does exchange occur within ecosystems?

Assessment of Learning: Students will complete a culminating Ecosystems presentation project, where they master a specific learning target that studies a cause or effect of exchange in an ecosystem. They will generate a presentation and note catcher to teach the content to other classmates.

In science, students’ experiences are preparing them to develop goals for our school to become the best Zero Waste School that we can be. In their first case study on “Worm Farms,” students will investigate how materials are recycled in nature as they build and maintain worm farms. They will discover how recycling takes place in nature as they observe the decomposition of their food scraps. In their second case study on “Plastics,” students will conduct investigations to learn about different types of plastics and determine whether or not a “mystery plastic” can be recycled. Students will use dance to model how the composition of plastics impact their properties. Students will conclude their Me to We expedition by working with a group to curate an exhibit that includes significant artifacts in their lives and artifacts that they are willing to throw away.

Case Study 2: Evolutionary change across time

Long Term Learning Target(s): I can make connections between natural selection, evolution, speciation and extinction

Guiding Question(s): What are the mechanisms that drive evolution? How can we characterize evolution through the lens of natural selection?

Assessment of Learning: Natural Selection laboratory work and lab write up.

Math (Algebra 2)

Case Study 1: Algebraic Expressions

Long Term Learning Target(s): I can review algebraic essentials

Guiding questions:

- How can the properties of real numbers be used to simplify algebraic expressions?
- How can algebraic and numerical expressions be evaluated and simplified?

Assessment of Learning: Algebraic Expressions Unit Quiz

Students in Algebra 2 began their year with a short case study reviewing algebraic essentials from Algebra 1. Skills included evaluating expressions, multiplying polynomials and skills to utilize their graphing calculator.

Case Study 2: Functions

Long Term Learning Target(s): I can identify functions represented in different ways

Guiding questions:

- How can I identify and define functions?
- How can I evaluate functions?

Assessment of Learning: Functions Unit Test

Our second case study in Algebra 2 focused and explored functions in general in order to gain some background terminology before diving into specific types of functions in future case studies. Students learned about proper function notation, key features of functions and how to identify a functions domain and range.

Case Study 3: Linear Relationships

Long Term Learning Target(s): I can interpret and represent linear relationships in multiple ways

Guiding questions:

- How can I use linear functions to model real world problems?
- How can I write linear functions in a variety of forms?
- How can I evaluate linear relationships in a variety of forms?

Assessment of Learning: Linear Relationships Unit Test

Students in Algebra 2 have begun their third case study. We began a focused look into linear functions. We have also started to use deltamath, a skill based website for students to work given skills. Through this website students will have access to immediate feedback if a question is

incorrect through visuals and videos. Teachers also have access to data that tracks how well students are doing (correct and incorrect), how many problems in each section are being attempted. Linear functions have a focus on constant rates of change where everything moves at an equal pace.

Spanish (Level 3) - Jessica

Case Study 1: El Gaucho Argentino

Long Term Learning Target(s):

- I can maintain conversations by exchanging information, reacting and defending opinions.
- I can understand and interpret fictional and informational audio sources.
- I can understand and interpret fictional and informational text sources.
- I can present information to inform about, describe or explain a topic in written Spanish.

Assessment of Learning: Integrated Performance Assessment

Students engage in a sequence of three tasks, each of reflecting one of the three modes of communication -Interpretive, Interpersonal and Presentational. These three tasks all align to the core vocabulary and topic that students studied throughout the case study. Students listen to native speakers talk about what their families do and where they live, they dialogue with a peer about where their own families live and work, then write a letter describing the information they learned in the first two tasks.

Students learned about the Argentinian Gaucho as a context through which to explore the topics of careers and lifestyle. As a class, we reviewed core vocabulary such as the verbs trabajar, vivir and necesitar. Using these words as a foundation, students interpreted sources such as a fictional story, song lyrics, and informational text. After acquiring language through the context of these various sources of input, students applied the language to communicate about the sources as well as to have authentic exchanges. Students completed an integrated performance assessment in which they demonstrated their ability to both interpret and apply Spanish in relation to what people do for work, where they live, and their families' lifestyles.

Case Study 2: La Inmigración

Long Term Learning Target(s):

- I can maintain conversations by exchanging information, reacting and defending opinions.
- I can understand and interpret fictional and informational audio sources.
- I can understand and interpret fictional and informational text sources.
- I can present information to inform about, describe or explain a topic in written Spanish.

Assessment of Learning: Picture Book Project

Students create a picture book on the website Storyjumper in which they tell the story of a fictional character who immigrated to a new place. Students use the past tenses to tell the story and can integrate dialogue as well.

In class, we learned about some of the reasons that people immigrate to a new place as well as the challenges that they may face. Students watched authentic videos, read authentic texts, and heard fictional stories that highlighted the core vocabulary (regresar, llevar and llegar) and addressed various aspects of immigration. We had guest speakers share with us their personal immigration journeys, providing students insight into some of the different experiences people have. Students ultimately created picture books describing the journey of a fictional character as they immigrated to a new place.

Case Study 3: Las Supersticiones

Long Term Learning Target(s):

- I can maintain conversations by exchanging information, reacting and defending opinions.
- I can understand and interpret fictional and informational audio sources.
- I can understand and interpret fictional and informational text sources.
- I can present information to inform about, describe or explain a topic in written Spanish.
- I can present information to inform about, describe or explain a topic in spoken Spanish.

Assessment of Learning: Cultural Comparison

Students prepare a comparison of two superstitions from different cultures and present about them in an oral presentation. Students prepare notes to use to help them as they present.

As a class, we learned to describe and compare superstitions from different cultures. We reviewed grammatical structures such as object pronouns in order to more effectively communicate, particularly in relation to the verbs *devolver*, *dar*, and *parecer*. These verbs are helpful in explaining superstitions. Students also read authentic articles, watched videos, and analyzed song lyrics in the target language to explore the idea of superstitions. The class wrapped up our case study by giving an oral presentation comparing the superstitions of various cultures.
