

West End Secondary School  
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*Wonder, Compassion, Creativity, Resilience*



[www.westendsecondary.com](http://www.westendsecondary.com)

## 11TH GRADE EXPEDITIONS

### EXPEDITION 1: REIMAGINING LIMITS

*Guiding Question: How are we limited? How are we free?*

#### KICK-OFF:

The first 11th grade expedition of the school year, **Reimagining Limits**, explores the tension between freedoms and limitations across classes, touching on the ways limits expand and restrict our horizons through scientific, mathematical, historical, political, literary, and creative endeavors. We, the 11th grade team, are so excited to have the opportunity to explore these questions as well as content-specific questions with students and to go deep into our learning collaboratively through educational technology as we embark on this journey together. We began with a kick-off where students examined limits on a small scale playing games that limited their ability to give information to their classmates, then exploring what it felt like to be limited in this way.

#### MODIFICATIONS FOR REMOTE LEARNING:

This expedition was designed to be fully remote! Student experience is enhanced through the new system of study groups, where students are assigned a group of 4-5 students who are in the same content courses they are, though not necessarily the same class periods, to meet on Tuesdays and Thursdays, collaborate on AP work, share vocabulary and study notecatchers, and sign up for group sessions on Asynchronous Wednesdays to get teacher feedback. Asynchronous Wednesdays are another expedition-wide remote learning feature that give students a much needed break from zoom fatigue, as well as provide an opportunity for self-directed learning as well as targeted small group instruction.

## ENGLISH LITERATURE

### Case Study 1: OPEN MIC

#### Long Term Learning Targets:

I can interpret how structure and narration shape meaning within a poem.  
I can use poetry as a way of sharing a part of myself with my community.

#### Guiding Questions:

How do the limitations of a poem allow for creative self-expression?  
How can poetry break barriers between people and connect us to other human beings and human experiences?

**Assessment of Learning:**

Despite poetry's supposed limitations, it is able to elevate human expression. In this case study, "Open Mic: Limited Forms/Limitless Expression," students will become poets and scholars by reading a wide range of identity poems and writing cogent poetic analysis. Students will focus on the structure and narration of poems as they learn the basics of the AP English Literature exam. We will experiment with poetry as a method of building community by using poems to (re)introduce ourselves to our classmates. We will explore how poets make meaning out of their identities to build empathy for and solidarity with others.

**Case Study 2: DOLL HOUSES****Long Term Learning Targets:**

I can analyze how playwrights develop complex and contrasting characters using specific details in the text.

I can create a script treatment for an original play that utilizes my understanding of the complexities of individual characters and human relationships.

**Guiding Questions:**

What does a healthy relationship look like, and how can literature help us to consider the quality of our own relationships?

How does gender impact relationships between two people?

What makes something feminist?

**Assessment of Learning:**

In our life, we will have all sorts of relationships: familial relationships, romantic relationships, friendships, professional relationships. No two relationships are the same, but all are impacted in some way by the identities of the people within those relationships. In this case study, we will use literature and the dramatic form to explore healthy relationships in our lives and in the lives of characters. We will pay particular attention to how gender impacts a relationship between two people, and we will perform feminist readings of texts. In this case study, students will learn how to identify, analyze, and create complex characters. Students will also consider how a story's setting can shape its characters and its plots.

**Case Study 3: IMAGINARY WORLDS****Long Term Learning Targets:**

I can write complex literary arguments about a magical realist short story.

**Guiding Questions:**

Regardless of a story's genre, how do authors communicate universal themes in their writing?

**Assessment of Learning:**

In this case study, students will explore impossible worlds as they attempt to discover the universal themes and messages of short stories. With a particular focus on the subgenre of magical realism, students will practice their annotation skills and literary argumentation skills over the course of this week-long case study. When an author chooses to break the limitations of our world ("reality"), they are able to explore with great depth all of the human elements that still remain – even the most fantastical stories give us great insight into truths about love, humanity, resilience, hope, and power. How does this happen, and what does this say about us as people?

# AP U.S. History and Government

## Case Study: The Limitations of Reform

**Long Term Learning Targets:** I can evaluate how reform movements created more freedoms and limitations for Americans.

**Guiding Questions:** How did reform movements create freedoms and limitations for Americans? How did reform movements impact American government?

### Assessment of Learning:

Students embarked on a 3 week deep exploration of 6 different Reform Movements of the 19th and 20th century: the Temperance Movement, the Anti-Slavery Movement, the Women's Rights Movement, the Children's Rights Movement, the Prison Reform & Mental Health Reform Movement, and the Labor Movement. Over the course of these 3 weeks, they completed primary source-rich research, examined the leaders, beliefs, and practices of these movements, developed an understanding of how these movements changed American Government, and made thoughtful comparisons to each movements' modern counterparts. Additionally, students created presentations and notecatchers to share their expert knowledge with the rest of the class.

## Science

### Case Study 1:

**Long Term Learning Targets:** I can apply my knowledge of atomic structure at the particulate level and connect it to the macroscopic properties of a substance.

**Guiding Questions:** What limits the physical properties of elements, compounds, and mixtures?

### Assessment of Learning:

Students explore foundational concepts in chemistry beginning with why are there different elements and why do they act differently. Students travel through the subatomic world exploring how protons, neutrons, and electrons interact which is the underlying limitation for interactions on the macroscopic world. Students are first introduced to levels of scientific knowledge and the overlap of different sciences (chemistry and physics specifically). The myriad of AP concepts were assessed via College Board AP Chemistry Progress Check.

### Case Study 2:

**Long Term Learning Targets:** I can utilize a variety of representations (PES graphs, electron configurations, periodic table, drawings) to explain atomic structure.

**Guiding Questions:** How do models of the subatomic world limit our understanding? How do exceptions to rules and concepts in science affect our understanding and trust of scientific knowledge?

### Assessment of Learning:

Students expand on their foundational learning about atomic structure and focus in-depth on the preeminent role of the electron. To guide this learning, students were exposed to a variety of models that increased in complexity (expanding on models from Case Study 1 as well). Through this progression, students were directly exposed and reflected on the limits of scientific models and the rules we associate with certain concepts. This unit began the first introduction of the concept of "This is the rule except..." which is a common theme throughout scientific domains. The myriad of AP concepts were assessed via College Board AP Chemistry Progress Check.

# Geometry

## Case Studies 1&2: “Lines and Angles” and “Transformations

**Long Term Learning Targets:** I can understand and apply basic geometric concepts. I can understand rigid motion transformations and create art using these transformations.

**Guiding Questions:** What are the important concepts for geometry and how are they present in the world around me? What are the three rigid transformations and how can I use them to create a work of art?

### Assessment of Learning:

One major area we want the students to reimagine is their concepts of how they learn math. We want students to apply the math they learn in the classroom to their lives. For each of these units, the students were assessed with a quiz and a real world project. It is extremely important to Amanda and I that the students actually see the math we teach in the world around them. The quizzes assess knowledge of the underlying concepts. The projects allow the students to see connections and apply the concepts they are learning to the world around them.

# Statistics

## Case Study: “

**Long Term Learning Targets:** I can deal with data that falls into categories. I can learn how to use bar graphs, Venn diagrams, and two-way tables to see patterns and relationships in categorical data. I can apply this knowledge to real world situations.

**Guiding Questions:** How can I see patterns and relationships in categorical data?

### Assessment of Learning:

The students take quizzes and a unit test as many times as they need in order to attain mastery before moving on. Students are working at their own pace and use class time to break down and understand the topics with me, either one on one or in small group instruction. At the end of each unit, students apply their knowledge to real world situations and data by completing a project.

# Precalculus

## Case Study: “Complex Numbers”

**Long Term Learning Targets:** I can extend the concept of complex numbers and perform more sophisticated operations, like dividing complex numbers. I can learn about a different way to represent complex numbers—polar form.

**Guiding Questions:** How can I manipulate complex numbers in rectangular and polar form in order to solve problems?

### Assessment of Learning:

The students take quizzes and a unit test as many times as they need in order to attain mastery before moving on. Students are working at their own pace and use class time to break down and understand the topics with me, either one on one or in small group instruction.