

West End Secondary School
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Wonder, Compassion, Creativity, Resilience



www.westendsecondary.com

9TH GRADE EXPEDITIONS

EXPEDITION 1: MAPPING OURSELVES

Guiding Question: How do people find their place in the world?

KICK-OFF:

Students began the day by contemplating what it means to be a “New Yorker.” Then, they went out in their neighborhood to identify five places that are significant to them. For each of these places, they collected an artifact such as a photo, flyer, video, a found item, or a short story. In the afternoon, students constructed interactive maps on padlet that displayed the artifacts that they had collected. At the end of the day, students explored their classmates’ maps, learning about one another through the personalized maps that they made.

ASSESSMENT OF LEARNING

Students will explore their neighborhood guided by this question: *what is the cultural landscape of your neighbourhood in light of the coronavirus pandemic and how can we improve conditions in our neighborhood as we rebuild?* In English, students will interview a “notable neighbor” about how New York City’s culture has changed over time, focusing specifically on the most recent changes caused by the impact of Covid-19. With this information, they will write an article both in English and in the foreign language that they are learning that documents this person’s experiences in light of the ever-changing culture of New York City during turbulent times. In math, students will use statistical data and evidence to answer specific questions about the demographics, housing conditions, and services and conditions in their neighborhood. Students will use this data to form specific conclusions about their neighborhood. Students will then create a line graph that represents major change that occurred in their neighborhood over the past 20 years, and how that change might affect a family living or moving to their neighborhood. In Human Geography, students will construct a Google Maps Tour that highlights the importance of immigration and migration in their neighborhood. In Earth Science, students will investigate the correlation between the coronavirus and air quality in their neighborhood in order to develop an experimental question. They will use cloud observations and air quality maps to collect data that they will present in a lab report. Students will submit their projects to the 2021 International Virtual Science Symposium hosted by NASA’s GLOBE program.

Students will work in groups to create a website about their neighborhood. In each group, at least one student will present work done in ELA/ Foreign Language, Math, Science, or English.

PRESENTATION OF LEARNING:

Through a virtual showcase, students will present their websites to a group of students from outside of New York City to share truths about how the city has experienced the pandemic.

ENGLISH LANGUAGE ARTS

Case Study 1: The Perks of Being a 9th Grader

Long Term Learning Targets:

- *I can write creative, organized narratives to engage the reader.*
- *I can use details from a text to determine its theme or central idea.*

Guiding Questions:

- *How can I understand my place in the world?*

Assessment of Learning:

[Final Letter Creative Writing Assignment](#)

A.P. HUMAN GEOGRAPHY

Case Study 1: Population

Long Term Learning Targets:

- I can explain how understanding where and how people live is essential to understanding global patterns.
- I can explain factors that account for contemporary and historical trends in population growth and decline.
- I can explain how changes in population have long- and short-term effects on a place's economy, culture, and politics.
- I can explain theories of population growth and decline.
- I can explain how different causal factors encourage migration including voluntary and forced migrations.

Guiding Questions: How do changes in population impact societies socially, economically, and politically?

Assessment of Learning:

- *Population Assessment MC Test*
- *Migration Map Tour Project*

SCIENCE

Case Study 1: Universal Neighborhood

Long Term Learning Targets: I can create a children's book about my location in the universe.

Guiding Questions: Where do we exist in the universe?

Assessment of Learning: Universal Neighborhood Children's Book

[Universal Neighborhood Children's Book](#)

Write and illustrate a Children's Book about your (or your main character's) position in the universe. You'll begin by describing your position on Earth then you'll zoom out to describe where we live in the solar system, referencing the celestial objects that are "neighbors" to Earth. In the ending of your story, you will explain to your reader what lies beyond our "solar system neighborhood." You can do this assignment the old fashioned way by writing and illustrating it on paper or you can use the website, StoryJumper. To present your work to a real and authentic audience, you will coordinate with a child who you know in your neighborhood. The child may be a sibling, family friend, neighbor, relative, or a friend's younger sibling. You will plan a read-aloud with them over zoom or by meeting up with them in a safe, socially distanced way.

MATH

Case Study 1: Linear Equations and Inequalities

Long Term Learning Targets:

- 1) I can simplify and evaluate expressions.
- 2) I can solve equations with one variable.
- 3) I can model real world problems by creating and solving equations.
- 4) I can solve inequalities and plot them on a number line.

Guiding Questions: How do we act on numbers and variables to create change?

Assessment of Learning:

Equations and Inequalities Aol Exam