Course Overviews for Grade Ten

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TABLE OF CONTENTS

History – Grade 10

Course Overview
This year-long course focuses on the "long Nineteenth Century" with an in-depth study of the Industrial Revolution, slavery in the United States and the American Civil War, The Reconstruction Era in the United States, European Imperialism, and the First World War. The aims are to:

- develop understanding of the following historical concepts: change, continuity, causation, consequences, perspectives, and significance;
- develop critical thinking skills in research, primary and secondary source analysis, analytical writing, and verbal and written argumentation; and
- develop the ability to identify different perspectives and interpretations of history, to explain them clearly and succinctly, and to evaluate their significance.

Course Content
This course covers major events from the Industrial Revolution to the First World War, relating topics to the major themes: the causes and consequences of war; economic, political and social development; human rights; and nationalism.

Students consider:
- How and why did industrialization develop and reshape society and culture?
- Why do wars and conflict occur?
- What are the social and economic consequences of war and conflict?
- How do the terms by which conflicts are ended impact short- and long-term political developments?
- How and with what impact are modern wars fought?
- Why does imperialism occur?

Assessment
A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, essays, Socratic seminars, and tests, as well as formative exercises such as skill practice and class participation. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

The major project in Grade 10 History is a research essay evaluating the development of imperialism in a case-study country.

Geography – Grade 10

Course Objectives
During this one-semester course students develop an understanding of both the natural and human environments at various scales. The curriculum gives the teacher and students the opportunity to select case studies to understand various themes. Students are expected to show their understanding of these themes by reference to appropriate, terminology, facts, concepts, models and case studies at various levels, and using appropriate geographical techniques.

The specific objectives for the course are to have students:

- study contemporary issues in various places and regions, enabling students to understand the opportunities and constraints that result from the human-land interaction;
- apply terminology, concepts, models and theories in Geography to interpret and explain the various spatial patterns present at the global, regional, national and local levels;
- use graphical and cartographic techniques to illustrate processes and patterns that occur over time and space;
- apply statistical techniques in Geography to understand the concept of statistical significance in the cause and effect relationship of a topic under study.

Content / Units of Study
The major units of study are:

- World Population Transition: Issues in ageing and youthful societies
    - Changes in population structure: the demographic transition model
    - Measurements and spatial patterns of fertility and mortality
    - Measurable characteristics, age–sex pyramids and dependency ratios
    - Population–resource relationships (Malthus, Boserup, Limits to Growth Model)
    - Population projections
    - Anti-natal and pro-natal policies

- Spatial Pattern of World Development:
    - Understanding of and issues in LICs, MICs and HICs
    - Patterns of production and consumption (energy resources)
    - Quantitative and composite indicators of development, trade, aid, globalization
    - Millennium Development Goals

By the end of the semester, students will be expected to:

- recognize spatial patterns from maps;
- produce a solid research essay;
- use case studies to answer questions; and
- use and interpret data from graphs to answer questions

Assessment
A WIS semester grade includes a variety of assessment tasks. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing. Assessment criteria developed by the US S4 Department are used in evaluating major assignments. Informal ongoing assessment takes place in every class.

English (Language A) – Grade 10

Course Overview
In English 10, the goals are to have students:

- respond reflectively and critically, evaluating techniques of style and structure that define the character of works they read;
- communicate effectively and appropriately in speech and writing for a variety of purposes, and engage with others in discussion, inquiry, and decision making;
- develop an appreciation of stylistic choices and the writing process, and construct arguments that respond critically and analytically to questions and that defend a point of view; and
- reflect upon the nature and varieties of human experience and the guidance provided by literature.

Content / Units of Study
The course will pursue the following areas of concentration:

Writing Domains—analytical, reflective, persuasive, creative, informative, with a focus on planning and drafting (formats include commentary, expository essay, short story, poetry, pastiche, report, and reviews)
Oral Work—group discussion, oral commentaries, dramatic readings, and formal presentation

Examples of literary texts taught during the year are:
Hamlet by Shakespeare
Kindred by Octavia Butler
Rosencrantz and Guildenstern Are Dead by Tom Stoppard
Selected poetry and short stories

Assessment
A WIS semester grade includes a variety of formative and summative assessment tasks, both written and oral. Informal ongoing assessment takes place in every class. Some tasks include projects, quizzes, presentations, literary analysis, among others. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the US English Department are used in evaluating major assignments. Assessment rubrics are tailored to specific tasks as appropriate.

Students will sit a final exam at the end of the year.

Mathematics – Grade 10

(Regular and Advanced Mathematics are on offer in grade 10.)

Course Overview

Aims of the course are to enable students to:

- develop a feel for numbers, carry out calculations and understand the significance of the results obtained;
- solve problems, present the solutions clearly, check and interpret the results;
- develop the abilities to reason logically, to classify, to generalize and to prove; and
- acquire a foundation appropriate to their further study of mathematics and of other disciplines.

Content / Units of Study

The course consists of the study of five core topics as well as a mathematical exploration.

The core requirements are:

- Number and Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Geometry
- Statistics and Probability

An individual exploration will employ trigonometric models as part of a piece of written work. The analysis will be based on data, which will be provided. The assessment will be criteria-based and scored as one unit test.

Assessment

A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests and class participation. The numbers on the grading scale represent the following values:
7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the US Mathematics Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class.

On average, students can expect six tests per semester, as well as several quizzes. The last test of each semester will be a broad-based cumulative test. Pop quizzes based on the previous class assignment can be expected.

Biology – Grade 10

(In grades 9-10, students choose to take two of three sciences—Biology, Chemistry and Physics—for one semester each. They have the option of taking a third science as an elective in grades 9-10.)

Course Overview
This course is designed to introduce and prepare students with the information and understanding to comprehend and make informed decisions in today's scientific community. This course will also provide a solid background for those students who wish to continue in the study of biology. Labs will be a regular part of the class to give students a practical understanding of the concepts, with a focus on the technology used in biological research and application.

Content / Units of Study
The course is organized along the following topics:

- Cancer and the Cell
- Molecular Biology
- Biotechnology and Genetics

Assessment
A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests and class participation. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the US Science Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class. Throughout the course connections to other subjects and general knowledge are explored.

Chemistry 2

(In grades 9-10, students choose to take two of three sciences—Biology, Chemistry and Physics—for one semester each. They have the option of taking a third science as an elective in grades 9-10.)

Course Overview

This course aims to:

- promote the understanding of chemistry within the world that we inhabit;
- assist in the development of the student's ability to deduce, observe and interpret chemical reactions in the laboratory; and
- encourage a wider interest in chemistry as a science and appreciate the chemical nature of everyday objects and processes.

Content / Units of Study

The following topics will be explored:

Measurement and the Mole – Understanding how measurement uncertainties are used when collecting and processing data. Using the mole as a unit of measurement in chemistry.

Stoichiometry – The quantitative study of chemical reactions.

Solutions – Applying the concepts from moles of solids, liquids and gases to solutions including acid and base solutions.

Gas Laws – A study of the chemistry of elements and compounds in the gaseous state with an emphasis on ideal gasses and the ideal gas law.

Assessment

A WIS semester grade includes a variety of assessment tasks, including homework, projects, quizzes, tests, and lab reports.

The numbers on the grading scale represent the following values:
7 – Excellent
6 – Very Good
5 – Good
4 – Satisfactory
3+ and below – Failing

Assessment criteria developed by the US Science Department are used in evaluating major assignments.
Informal ongoing assessment takes place in every class.

Throughout the course connections to other subjects and general knowledge are explored.

Physics 2 – Grade 10

(In grades 9-10, students choose to take two of three sciences—Biology, Chemistry and Physics—for one semester each. They have the option of taking a third science as an elective in grades 9-10.)

Course Overview
This course aims to have students:

- acquire a sufficient understanding and knowledge of the principles of physics in order to become
  confident citizens in a technological world and to recognize the usefulness and limitations of science in everyday life;
- develop conceptual and practical skills as a result of involvement in scientific investigations; and
- develop the ability to analyze scientific information critically and communicate scientific ideas effectively.

Content / Units of Study
The following topics will be the focus of Physics 2:

Uncertainties and significant figures—the importance of significant figures in data manipulation and presentation; graphing uncertainties.

Motion in two dimensions—finding the resultant of several vectors; resolving vectors into perpendicular components; using vectors to solve simple problems in relative velocity and drawing free-body diagrams; projectile motion; circular motion; solving problems involving objects in orbit around a large mass.

Electricity & Magnetism—general properties of magnets; magnetic fields of the Earth, a long wire, a loop and a solenoid; the electric motor effect and its applications; direct and alternating current generators; the transformers; the electricity supply system; safety with electrical systems.

Assessment
A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests, homework, and class participation. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the US Science Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class. Throughout the course connections to other subjects and general knowledge are explored.

Languages – Grade 10

The language program in grade 10 focuses on written and oral communication. The more advanced courses put emphasis on reading and interpreting literature in the target language. Enrichment activities enhance the academic program throughout the year.

Advanced courses are on offer in French and Spanish; Chinese is offered at the intermediate level; and Spanish Foundation for beginners or near-beginners continues from grade 9.

Tutored language instruction can be arranged through the school, at an extra cost to the family.

A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests and class participation. The numbers on the grading scale represent the following values:
7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the World Languages Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class.

TENTH GRADE LANGUAGE OPTIONS OVERVIEW	
Target Second Language	**Other Language Options**
French or Spanish A for near native or native speakers 5 periods per cycle	Continuation of Chinese as an additional language
French or Spanish B for students who have had basic communication skills instruction as a second language 5 periods	Continuation of Chinese as an additional language
Spanish C for students with at least one year of Spanish instruction 5 periods	For new students who cannot merge into the 10B, it has existed in the past. Not at present.
Chinese Intermediate for students who have had 3-4 years of instruction in Chinese 5 periods	Continuation of French or Spanish as an additional language

Visual Arts – Grade 10

Course Overview / Content
There are two Visual Arts electives in grade 10: 2-D Art and 3-D Art. Each lasts the entire year.

The major emphases in 2-D Art are:
Visual Expression—Grade 10 students continue to refine skills while also expanding the depth and level of their personal expression. The structure and organization of visual works are studied while expanding students' knowledge and ability to manipulate the basic elements of design. Students explore more abstract forms and concepts and refine their use and understanding of materials. Students have begun the year by making simple silkscreen prints using shape and line. They are now creating more complex images intended to convey a message. Artists and art movements relevant to the projects are studied (e.g., Shepard Fairey, Andy Warhol, Vija Celmins, Matthew Ritchie, Kara Walker).

Technique—Students are asked to make informed choices, as they begin each piece, about composition, color, value, etc. A wide range of materials and techniques are explored including dry materials (graphite, chalk pastels, charcoal and collage) and wet materials (ink, oil sticks and acrylic paints). Projects explore the use of line, value, balance and color through observational and non-objective drawing, painting and printing.

The major emphases in 3-D Art are:
Visual Expression—Students will continue to refine their skills while investigating the idea of structure and organization in a work of art. Through the use of sculptural forms, the students explore the idea of giving form to more abstract ideas (e.g., giving form to an emotion). Artists and art movements relevant to projects are studied in class (Robert Smithson, Andy Goldsworthy, Louise Nevelson, Richard Long, Anish Kapoor, etc.).

Technique—Students are asked to make educated choices about which materials are best suited for their individual designs. This requires that they be aware of the properties and characteristics of materials used. They will work with clay, plaster, wire, cardboard, photographic images, etc. We will stress the care and maintenance of tools, the development and application of skills, time management and cooperation with others.

Assessment
A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests and class participation. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing. Assessment criteria developed by the Visual Arts and Design Department are used in evaluating major assignments.

In Visual Arts, group critiques are used to allow students to give and receive feedback in an objective manner. They will decide how well the work succeeds at solving the problems presented and what they might do differently the next time. The use of subject specific language is expected.

Students will use their small sketchbook/journals to record written reflections, work out ideas and research relevant artists.

Vocal Music – Grades 9 and 10

Course Overview
Through study and performance of choral literature, students will develop and improve their musical literacy, aesthetic awareness and creative expression.

Course Content / Units of Study
All year: Students will work on sight-singing exercises from the text and on listening skills, vocal technique, vocal production, posture, breath control, articulation, and diction.

Semester work: Students will rehearse for the Winter and Spring Concerts. They will also rehearse and commit to memory a varied repertoire of choral music (different periods, styles, languages). Through this music, students will develop an understanding of the musical elements, standard notation symbols, genre, style, and form. They will also gain an understanding of the music from cultural, historical and social perspectives.

Students will give at least three performances for the WIS community, and hopefully other performances for the greater Washington community.

Assessment
A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests and class participation. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the Performing Arts Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class. Self-assessment of videotaped performances will also take place.

Instrumental Music – Grades 9 and 10

Course Overview
The aim of this course is to instill in students an understanding and appreciation of music that will enable them to be lifelong participants in music. The course provides students an opportunity to express themselves musically on a chosen instrument for serious music study and recreational playing, developing music reading and playing skills and providing a variety of instrumental ensemble experiences. The following are specific aims:

- to become familiar with the standard repertoire for the particular instrument and ensemble combinations and to perform standard repertoire whenever feasible;
- to perform with different combinations of instruments;
- to perform a variety of musical styles and cultures;
- to develop reading and listening skills;
- to develop playing and performance skills; and
- to develop ensemble skills.

Content / Units of Study
Throughout the course, students will:

- read through a variety of works appropriate for given instrumentation and playing levels of students;
- choose pieces for intensive study and execute a performance which demonstrates playing technique, rhythmic accuracy, musical expression through dynamics, stylistic interpretations, phrasing, tempo and sense of ensemble;
- choose progressively challenging music to expand musical development on given instrument and ensemble skills;
- perform regularly throughout the year: in class, two performances per semester; in public performance at lunchtime, Winter and Spring Concerts; for school functions and outside WIS for community service; and
- complete a Portfolio Project by choosing a performance or a piece that exemplifies the best sample of work, perform it on video if not already on tape, and write a self-assessment and reflection of the performance and its process.

Assessment
A WIS semester grade includes a variety of assessment tasks. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the Performing Arts Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class.

In Instrumental Music, students also are assessed on their progress in playing proficiency, performance exams, quizzes on theory and history, and concerts.

Theatre Arts – Grade 10

Course Overview
Our guiding philosophy across the theatre arts curriculum is how do we create and tell compelling stories through performance? Students will gain a general knowledge of world theatre and dramatic processes.

Our Essential Questions are:

- How do we develop basic acting skills to portray characters using the methodology of Constantin Stanislavski?
- How do we create effective ensemble?
- How do we create improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history in order to tell effective stories?
- How do we form analysis, evaluation, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions in order to understand context?

Content / Units of Study
Students will:

- Explores personal context to create character that effectively and compellingly tells stories. Stanislavski based.
- □□Extend the work of the ensemble by devising collaboratively to create an original piece of art.
- □□Explore published text from the perspective of a director.

Assessment
A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests and class participation. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the Performing Arts Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class.

Physical Education/Life Skills – Grades 9 and 10

Course Overview
The aims of the Physical Education course are to improve physical fitness: muscular strength, flexibility, muscular endurance, body composition, and cardiovascular endurance.

The Life Skills program builds on the Middle School Health program and deals with a broad spectrum of important topics in an integrated and holistic way. The ultimate goal is to facilitate the development of healthy attitudes and to increase students' knowledge of critical issues they are facing as adolescents.

Students in grades 9-10 take three hours of Physical Education and two of Life Skills per 8-day cycle. (Life Skills lasts one semester only; in the other semester, in lieu of Life Skills, a Grade 9 Seminar on various topics is required.)

Content/Units of Study
The following are examples of the units offered in PE during the school year. In physical education, students may have the opportunity to participate in the following units while at WIS. These units may not be offered each year due to facilities availability and weather constraints. They include cooperative games, badminton, basketball, flag football, soccer, volleyball, team handball, flag football, weight training, Ultimate Frisbee, physical education and technology, conditioning, dance, self-defense, and yoga.

In grade 9 Life Skills, among topics explored are emotional intelligence, identity, relationships, effective communication, growing up online and gender roles.

Assessment
A WIS semester grade includes a variety of assessment tasks. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the PE Department are used in evaluating major assignments in PE. In Life Skills, students receive a pass/fail grade.

Informal ongoing assessment takes place in every class.

Design Technology – Grades 9 and 10

Course Overview
The overall aim of this semester-long course is to give students experience in using the design cycle to solve challenges that involve creating a product that will conform and perform to certain specifications.

Content / Units of Study
This course centers on two large-scale projects, both of which help to develop a student's skills when designing for and working with various materials.

9/10 DT, Year 1
Students will learn how to draw isomorphic and orthographic projections. They will then use those skills on two major projects. Firstly they will research, design, and model a new monument (of their choice) for the National Mall. Then they will move on to construct the seven parts of a Soma cube and investigate many of the 240 ways to put them together. If time allows, they will design masks they can then vacuum form out of polystyrene.

9/10 DT, Year 2
Students will review orthographic and isometric drawing. They will then study airfoils and transfer that knowledge to the design and construction of a boomerang. A second project will involve designing and constructing a classic Pinewood Derby car and then evaluating its performance. If time allows, they will also investigate the possibility of redesigning a human arm or leg as a 1st or 2nd class level.

For both projects, students will keep a journal in the form of a blog.

Assessment
A WIS semester grade includes a variety of assessment task. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the Visual Arts and Design Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class.

In Design Technology, students are also assessed on their written design brief and design specifications, their investigation, their three designs, their final design, their detailed plan, and the evaluations of their and their product's performance.

Assessment of use of proper, efficient, and safe construction practices is included.

Finally, students are assessed on how well their product fits the design criteria as well as how the product performs as it was designed to perform.

Computer Programming, Systems and Robotics – Grades 9 and 10

Course Overview
In this course students explore the complex and intricate world of computer systems, computer programming and robotics. As a class, students will examine the information architecture involved in navigating and programming computer systems and the architecture of live web content management systems. They will have the opportunity to explore programming for games, website publishing, app development, beginning robotics and exploration of various 'maker' technologies. A culminating project emphasizes the students' engagement with design thinking and documentation.

Content / Units of Study
Programming: Students will explore architecture of computing languages, their discrete functions, grammar and syntax.

Computer Systems: Students will explore the evolution of modern computer hardware and software with a focus on current operating systems, information architecture and networks.

Robotics: Students will expand their programming explorations to the application in autonomous hardware as well as the ethical implications of the use of autonomous machinery and artificial intelligence.

Assessment
A WIS semester grade includes a variety of assessment tasks including student blogging, individual and collaborative projects and reflection. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the Visual Arts and Design Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class.

Digital Design – Grade 10

Course Overview
This course builds on basic design techniques, skills, and tools to guide students through successful multimedia design projects. Students will apply general design principles in order to solve authentic problems using web design, animation, and multimedia production.

Content/Units of Study
Each unit presents a major design concept coupled with a specific technology application. Students will learn the concept and then apply it to a design project specific to that unit. Throughout the course, these projects may potentially incorporate multiple applications. Students are also introduced to elements of the design process.

Using Principles of Visual Design: Students apply knowledge of basic principles of layout, color choice, composition and typography to solve design problems.

Graphic Design Workshop: Students incorporate basic graphic design skills into projects using vector illustration tools and techniques. Students are introduced to vector animations.

Mastering Digital Image Creation: Students learn to capture and manipulate digital images using cameras, scanners, and advanced editing tools in Adobe Photoshop.

Digital Presentations: Students use video editing tools to create coherent multimedia presentations incorporating images, text, graphics, music and video.

Designing for the Web: Students explore web design principles and learn to structure information on the web. They will gain experience with web authoring tools and will learn to manage a simple website. Students will also learn the essentials of web animation and user interactions programmed in Adobe Flash.

Understanding Universal Accessibility: Students experiment with different types of assistive technologies. Students are introduced to the basic concepts of designing for usability and apply these concepts to information design.

Assessment
A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests and class participation. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the Visual Arts and Design Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class.

Photography and Film – Grades 9 and 10

Course Overview
In this semester-long course students will explore the composition and creation of still and moving images through photography as well as narrative and documentary film. We will explore several photography genres including but not limited to portraiture, documentary and photojournalism. Through the study of photography students will examine the composition of still images and their relationship to film/video and the composition of the moving image.

Our film/video explorations will include film analysis/critique, history and production. Film/video productions in this class will explore narrative, documentary and experimental film/video production and editing. Students will create three to five projects during the semester on topics that are both assigned and self-directed.

Content/Units of Study
Image Composition and Analysis: Students will learn the technical aspects of composing and creating both still and moving images using iPads and DSLR cameras.

Story and Image: Students will learn to express their ideas through the intentional composition of still and moving images.

Still & Moving Images as Communication: Students will develop their ideas through writing, screenwriting and storyboarding.

Digital Photography and Film Production: Students will learn to use digital photography and film equipment, applying different techniques of light design, sound design, narrative composition, and editing.

Assessment
A WIS semester grade includes a variety of assessment tasks including student blogging, individual and collaborative projects and reflection. There is a culminating project in this course. The numbers on the grading scale represent the following values: 7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the Visual Arts and Design Department are used in evaluating major assignments.

Informal ongoing assessment takes place in every class.

Journalism – Grades 9 and 10

Course Overview
Grade 9 and 10 Journalism meets five times each eight-day cycle for one semester. Students will focus on developing the skills and attitudes necessary to becoming good journalists, and will also produce articles that will be submitted to the *International Dateline* (the Upper School newspaper) for consideration by the editors.

Content / Units of Study
The following topics will be addressed during the course:

- exploring and explaining the function and variety of news and newsgathering in human society;
- modeling and applying good journalistic practice;
- collecting, analyzing and organizing discriminating research for articles;
- appreciating and applying skills needed to conduct thoughtful interviews;
- generating different types of articles using language and style appropriate for each
- acting as peer editors;
- managing time effectively;
- thinking critically, creatively and independently;
- working productively as members of a team; and
- taking responsibility for one's own actions and decisions.

Throughout the semester, students will be divided into teams, each of which is responsible for creating one issue of the *International Dateline's* "doubletruck" (double spread in the middle of the paper). They will come up with the concept, do the research and the writing, and design and lay out the spread during one of our layout weekends.

Assessment
A WIS semester grade includes a variety of assessment tasks, including projects, quizzes, tests and class participation. The numbers on the grading scale represent the following values:
7 – Excellent, 6 – Very Good, 5 – Good, 4 – Satisfactory, 3+ and below – Failing.

Assessment criteria developed by the Visual Arts and Design Department are used in evaluating major assignments.

Formal and informal assessment will take place during the course. Effort is as important as the quality of actual work turned in, as it affects the final product.


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