



Course Overviews for Grade Nine

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History – Grade 9

Course Overview

Grade 9 History is a one-semester course that explores the Age of Revolution with in-depth study of the U.S. War of Independence, the writing of the U.S. Constitution, the French Revolution and Napoleon, and the Haitian Revolution. The course also focuses on historical research, the problems of historical analysis, and the evaluation of documents and resources.

The course strengthens critical thinking skills and helps students construct additional meaning from historical events and the way they are interpreted. Interdisciplinary connections are made whenever applicable. Students continue to sharpen skills that enable them to differentiate between fact and opinion, cause and effect, and multiple perspectives. Skill development focuses on research methodology, close reading, source analysis, and analytical writing.

This course encourages students to:

- study history from an international viewpoint, and specifically to be familiar with the history of the late 18th century;
- develop an understanding of, respect for, and tolerance of different cultures, beliefs and traditions;
- develop an understanding of and an ability to apply historical method, including an understanding of different historical perspectives; and
- develop a sense of social and civic responsibility and a concern for justice.

Content / Units of Study

The following topics are explored over the course of the semester:

- the study of history, research and historical analysis; and
- an exploration of the nature of revolution and the core meaning of democratic government, through a study of:
 - Rebellion and revolution in British North America and the establishment of constitutional government in the United States of America;
 - The French Revolution and its global legacy;
 - Slave rebellion and revolution in Haiti

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.

Geography – Grade 9

Course Objectives

Geography is a valuable medium for the education of young people. Its contributions lie in the content, cognitive processes, skills and values. The subject of Geography helps students to better explore, understand and evaluate the social and environmental dimensions of the world. Geography also evokes feelings for issues in places.

The grade 9 Geography course is composed of interlinked themes, which are studied at various scales. Geographical skills are integrated throughout the course.

Content/Unit of Study

- Population Geography
- Population Movement and Migration at Various Scales
- Urban Geography Planning and Change
- Contemporary Geographical Interactions

Geography Skills

- Interpret information from variety of maps.
- Data Description and Analysis
- Case Studies
- Research Skills
- Written Development
- Identify Spatial and Temporal Patterns, Trends and Anomalies

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.

English (Language A) – Grade 9

Course Overview

In English 9, a year-long course, the goals are to have students:

- respond reflectively and critically to a variety of texts;
- communicate effectively and appropriately in speech and writing for a variety of purposes, showing an awareness of audience;
- develop an appreciation of stylistic choices and the writing process: planning, drafting, revising, and editing; and
- explore areas of universal human concern, thus leading to a greater understanding of themselves and others.

Content / Units of Study

The course will pursue the following areas of concentration:

Writing Domains—analytical, persuasive, creative, reflective and informative, with a focus on planning and drafting (formats include commentary, expository essay, short story, poetry, pastiche, report and reviews)

Oral Work—group discussion, speech, oral commentaries, dramatic readings and formal presentation

Examples of literary texts taught during the year are:

I Know Why the Caged Bird Sings by Maya Angelou

As You Like It by William Shakespeare

The Ocean at the End of the Lane by Neil Gaiman

Selected poems 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 of tasks include projects, quizzes, oral 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 9

(Regular and Advanced Mathematics are on offer in grade 9.)

Course Overview

The aims of this year-long 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 and check and interpret the results;
- develop the ability to reason logically, to classify, to generalize and to prove;
- acquire a foundation appropriate to the further study of mathematics and of other disciplines; and
- develop mathematical knowledge and oral, written and practical skills in a way that encourages confidence and provides satisfaction and enjoyment.

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 quadratic models as part of a piece of written work. The analysis will be based on data 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 9

(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:

- develop an understanding of biological knowledge comprising facts, principles and concepts;
- develop practical and analytical skills as a result of involvement in scientific activity;
- develop the ability to communicate scientific ideas effectively; and
- develop appreciation and respect for all forms of life and the unique position of humans within such an interacting system.

Content / Units of Study

The course is organized along the following topics:

Characteristics of Living Things & Diversity of Life – Students will learn about the different characteristics of living things through examining the six different kingdoms of life. Microscope use and safety will be the focus in laboratory activities involving cells.

Reproduction of Life – Students will investigate different types of reproduction through the lens of the six different kingdoms, including bacteria, protists, fungi, plants, and humans and other animals.

- Bacteria and Protists
- Fungus and Plants
- Animals

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 – Grade 9

(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:

Atomic Theory and Periodicity – understanding the different theories and their application to the Periodic Table.

Naming and Bonding – studying the different types of bonding the applications of these bonds.

Reactions – classifying different types of reactions and applying previous knowledge to these different types.

Uncertainty – understanding accuracy and precision with the application of significant figures

Several major projects call on students to use creative and cross-disciplinary approaches, including:

- Periodic Table Presentations
- Bridge Inquiry Project (Redox Reactions)

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.

Physics 1

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 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 9:

- *Motion and Forces*—speed, velocity, acceleration, Newton’s laws, force, momentum
- *Work and Energy*—kinetic energy, potential energy, conservation of energy and energy resources, work and power
- *Thermal Physics*—temperature scales, heat energy, heat capacity and latent heat

Assessment

A WIS semester grade includes a variety of assessment tasks, including homework, 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.

Languages – Grade 9

The language program in grade 9 focuses on written and oral communication. The more advanced courses, intended for native and near-native speakers, 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 is offered for beginners or near-beginners.

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.

NINTH GRADE LANGUAGE OPTIONS OVERVIEW	
<i>Target Second Language</i>	<i>Other Language Options</i>
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 beginners 5 periods	One year transition into Language B track
Chinese Intermediate for students who have had several years of instruction in Chinese 5 periods	Continuation of French or Spanish as an additional language

Visual Arts – Grade 9

Course Overview / Content

There are two separate Visual Arts electives in grade 9: 2-D Art and 3-D Art. Each lasts one semester.

The major emphases in 2-D Art are:

Visual Expression—The emphasis is on understanding the concept of balance in artworks. Students will apply the basic elements of design to a variety of paintings, drawings, collage, etc. These principles will be explored through the use of black and white and color applications using dry and wet media. Students are encouraged to consider how their approach affects the outcome and to be risk takers in their work. Artists and art movements relevant to projects are studied (e.g., Richard Diebenkorn, Rangoli, Wayne Thiebaud, Japanese Block Printing).

Technique—Students begin the year by investigating principles of abstract design as well as observational drawing. Projects include line drawing, design of a balanced composition using geometric shapes, application of value using dry and wet media, use of negative space as a design element, the mixing and application of paints in black and white as well as color, and collage as a design tool.

The major emphases in 3-D Art are:

Visual Expression—The emphasis is on basic principles of design and skill building. Students study balance as a basis for all sculptural forms. This idea is expanded when applying the principles to new materials and forms. Students are encouraged to develop a vocabulary of sculptural terms to enrich analytical skills. Artists and art movements relevant to projects are studied (e.g., Richard Serra, David Smith, Nancy Holt, Andy Goldsworthy).

Technique—Students begin exploring the ideas of physical and visual balance by building a structure made up of geometric forms. Throughout the year the students will investigate the nature of three dimensional forms while working with cardboard, clay, plaster, wire, etc. Plans and ideas are worked out through the use of thumbnail sketches and maquettes. The way that surface texture and color affects the overall balance will also be explored.

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 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 9

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 speaks “extemporaneously.” Stanislavski based.
- Develop given circumstances and create ensemble through collaboration.
- Explore published text from the perspective of an actor/designer.

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 9

Course Overview

This course introduces students to design techniques, skills, and tools. Students will experiment with a variety of media applications and formats and will be introduced to general design principles, applying them to in-class projects using common design applications.

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.

Topics in the History of Design: Students explore aspects of major design movements throughout history and create projects reflecting these movements.

Introduction to Principles of Visual Design: Students are introduced to basic design theory and techniques.

Introduction to Graphic Design: Students explore periods and styles of graphic design and learn the basic functions of common design applications.

Basic Digital Image Manipulation: Students learn to capture and manipulate digital images. They learn the essentials of image editing programs such as iPhoto and Photoshop.

Digital Presentations: Students will learn to combine still and moving images, sounds, and animations to create digital stories.

Designing for the Web: This is an introduction to basic web design principles. Students learn basic HTML coding and create simple websites using text editors. They are introduced to web development applications.

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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