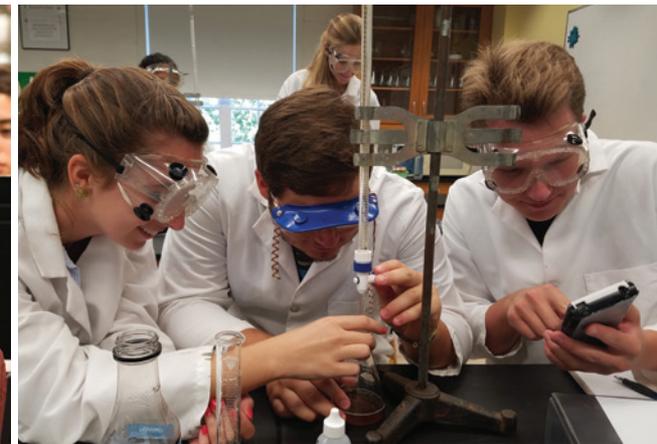


WASHINGTON INTERNATIONAL SCHOOL

MIDDLE AND UPPER SCHOOLS CURRICULA

WIS WASHINGTON
INTERNATIONAL
SCHOOL



OUR MISSION

OUR MISSION IS TO BE AN EXEMPLARY LEARNING COMMUNITY—ENRICHED BY DIFFERENCES, INFORMED THROUGH INQUIRY, GLOBAL IN REACH.

CORE VALUES

INQUIRY-BASED LEARNING

WIS students investigate the arts, humanities, sciences, and technology through a rigorous, visionary, research-based curriculum inspired by academic innovators worldwide.

GLOBAL PERSPECTIVE

WIS students learn two or more languages, embrace diverse cultures and viewpoints, and have the ability and confidence to navigate a complex world.

INDIVIDUAL RESPONSIBILITY

WIS students pursue community engagement and demonstrate empathy, honesty, and civility.

WASHINGTON INTERNATIONAL SCHOOL

MIDDLE AND UPPER SCHOOLS CURRICULA OVERVIEW

We operate with the premise that education can foster understanding among young people around the world, enabling future generations to live peacefully and productively.

The educational program in Grades 6-12 is learner-centered and inquiry-based: a natural continuation of the International Baccalaureate (IB) Primary Years Program in Preschool through Grade 5 as well as preparation for the challenging IB Diploma Program (DP), the course of study followed by all Grade 11 and 12 students.

Washington International School (WIS) was the 21st school certified to offer the DP, making it one of the earliest IB schools in the world. The curricular structure meshes well with our educational philosophy, including a dual language program that enables students to be functionally bilingual when they graduate, a world history and geography curriculum building understanding sequentially through time, and multi-year math and science curricula based on European models. A basic principle at WIS is that students benefit from being taught in two languages.

WIS's academic program also draws on classroom-based research of pedagogical practices and curriculum design from organizations such as Project Zero, a research group based in the Graduate School of Education at Harvard University.

Our administration and faculty are constantly and consistently engaged in analyzing and adapting the Middle and Upper School curricula in order to best prepare our students for the next stages of their lives and for a world which is increasingly interconnected.

WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 6-10

At a time when adolescents are confronted with a vast and often bewildering array of choices, the curriculum in Grades 6-10 equips students with strong values and provides opportunities to develop sound judgment, while preparing them for the changing demands of life in the 21st century.

Students in Middle School (Grades 6-8) and the first two years (Grades 9-10) of Upper School develop disciplinary skills and knowledge that lead to deeper understanding of the topics being taught in each subject. The schedule is built on an eight-day cycle with most courses meeting five times per cycle.

This curriculum aims to provide the discipline, standards, skills, creativity, and flexibility to aid a student's growth toward self-awareness, self-reliance, and responsible participation in a diverse society.

SUBJECT DESCRIPTIONS

English

In Middle School, the English department focuses on five overall objectives: reading for enjoyment and understanding; interpreting human experience through literature; writing as a way of thinking and expression; communicating in fluent, effective language; and understanding forms and function of language. Studies in Grades 9 and 10 encourage deeper reflection on and critique of literature, including stylistic choices in writing and how/why literature impacts society.

MIDDLE SCHOOL CORE SUBJECTS

In Grades 6-8, students take seven core subjects each year:

- » English
- » Second Language (French or Spanish)
- » Mathematics
- » Integrated Science
- » Humanities (History and Geography combined)
- » Arts (Visual Arts/Music)
- » Physical Education/Health

In addition, students choose from an array of electives for their eighth subject. These include: Build Your Brain Power (Grades 6 and 7); Chinese; French or Spanish Enrichment (Grades 6 and 7); Theatre Arts; Design Technology; Digital Media Workshop (Grade 6); Digital Media Studio (Grade 7); Digital Storytelling (Grade 8) and LearnServe French or Spanish (Grade 8).

WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 6-10

Second Language

All students in Grades 6-10 take a second modern language—French or Spanish—offered at several levels to accommodate students' varied background and preparation, including beginner classes in Grades 6 and 7.

Mathematics

Students take integrated courses that include arithmetic, algebra, geometry, trigonometry, and probability and statistics. An advanced math course is offered in Grades 7-10.

Sciences

Students take an integrated science course in Grades 6, 7, and 8. The course incorporates biology, chemistry, physics, and STEM (science, technology, engineering, and math) topics. In Grade 9 students choose two of the three lab sciences; in Grade 10 students continue to take those two sciences. In Grades 9 and 10 students may add a third science as an elective.

Humanities

Students take world history, taught chronologically through the centuries over the five-year curriculum, and world geography, including physical and human geography. *(Students in Advanced French or Spanish take their Humanities course in that language in Grades 6-8; all other students take it in English.)*

Arts

In each of the Middle School years, students must take one semester of visual arts and one semester of music (either instrumental or vocal). In Grades 9 and 10 students generally take one or more of the fine or applied arts, as four semesters are required during the Upper School years.

ADVISORY, LIFESKILLS and SEMINAR

In addition to daily homeroom, Middle and Upper School students meet with their advisors for an extended period at least once per cycle. In Middle School, each student has a scheduled Advisory class once per cycle as well as an extended homeroom once per cycle.

These sessions allow advisors to check in with individual students and monitor their academic and social/emotional well-being. Advisors work in coordination with the student support team to keep administrators, other teachers, and parents informed about student achievements or issues of concern. Advisory sessions may also feature guest speakers.

Students in Grades 9 and 10 have one semester of a special seminar and one semester of lifeskills; both courses meet twice per cycle. Seminar topics vary based on which faculty members are leading the sessions. The goal is to provide students with an introduction to a topic that would not normally be covered as part of the standard curriculum.

Lifeskills explores topics such as peer pressure, balancing school and home life, substance use/abuse, and individuals' online footprint.

WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 6-10

GRADES 9 and 10 CORE SUBJECTS

In Grades 9 and 10, students begin specializing as they near the IB Diploma Program years, when course choices narrow to six. They take these six core subjects each year:

- » English
- » Second Language (French, Spanish, or language tutorial)
- » Mathematics
- » Science (a choice of two among Biology, Physics, and Chemistry, with the option to add a third)
- » Humanities (three semesters of History and one of Geography are required, with an option to take an additional half year of Geography in Grade 10)
- » Physical Education/Lifeskills/Seminar

In addition, students choose two to four (depending on whether they are semester or year-long courses) electives each year. Options include: Chinese; Dutch (select grades only); a language tutorial; a third science; Geography (Grade 10 only); Journalism; Vocal Music; Symphonic Orchestra; Jazz Ensemble; Visual Art (2D or 3D); Theatre Arts; Digital Design; Photography and Film; Computer Systems, Programming and Robotics; and Design Technology.

Physical Education/Health (Grades 6-8)

Physical Education/Lifeskills (Grades 9-10)

Students take PE and participate in a variety of physical activities, including soccer, basketball, tennis, track, cross country, volleyball, and other competitive sports. Health or Lifeskills classes are held at least once each eight-day cycle and cover health and social issues relevant to adolescent development at each grade level.

Technology and 1:1 Program

Information technology skills are integrated into all subjects through various projects and activities. The 1:1 device program in Grades 6-10 offers additional tools for collaboration, communication, and organization. Several of the elective courses also have a strong technology focus.

GRADE 10 PROJECT

In Grade 10, students design and develop an independent study in an area of particular interest. The Grade 10 Project may be a research essay, an artistic production, an original experiment, an invention, or some other means of expression. WIS students have built boats and bicycles; written historical fiction, poetry and screenplays; designed dresses and shoes; composed sonatas and drum solos; created art work; explored their family history; developed new skills such as glass-blowing or pastry decoration; and designed and constructed websites.

A critical portion of the Grade 10 Project involves reflection on the process of creating the project (tracked through each student's process journal) and completion of a Reflection Statement highlighting challenges, successes, and lessons learned.

WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 6-10

GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10
English (5)	English (5)	English (5)	English (5)	English (5)
Math (5)	Math (5) regular and advanced	Math (5) regular and advanced	Math (5) regular and advanced	Math (5) regular and advanced
Humanities (5) <i>World History and Geography</i> Students in advanced French or Spanish take Humanities in that language; all other students take this course in English.	Humanities (5) <i>World History and Geography</i> Students in advanced French or Spanish take Humanities in that language; all other students take this course in English.	Humanities (5) <i>World History and Geography</i> Students in advanced French or Spanish take Humanities in that language; all other students take this course in English.	History and Geography (5) (one semester each)	History (5)
Science (5)	Science (5)	Science (5)	Science (5) (one semester each) Choice of two: Biology, Chemistry or Physics; (third science may be taken as an elective)	Science (5) (one semester each) Continuation of two studied in Grade 9; (third science may be taken as an elective)
Second Language (5) <ul style="list-style-type: none"> Beginning French Advanced French Intermediate/Advanced Spanish Advanced Spanish 	Second Language (5) <ul style="list-style-type: none"> Beginning/2nd Year French Advanced French Intermediate/Advanced Spanish Advanced Spanish 	Second Language (5) <ul style="list-style-type: none"> Intermediate French Advanced French Intermediate/Advanced Spanish Advanced Spanish 	Second Language (5) <ul style="list-style-type: none"> Intermediate/Advanced French Advanced French Intermediate/Advanced Spanish Advanced Spanish Language Tutorials 	Second Language (5) <ul style="list-style-type: none"> Intermediate/Advanced French Advanced French Intermediate/Advanced Spanish Advanced Spanish Language Tutorials
Advisory (1)	Advisory (1)	Advisory (1)	Seminar (2 - one semester)	Seminar (2 - one semester)
Art & Music (5) (one semester each)	Art & Music (5) (one semester each)	Art & Music (5) (one semester each)	PE/Lifeskills (5) (Lifeskills is one semester)	PE/Lifeskills (5) (Lifeskills is one semester)
PE/Health (4)	PE/Health (4)	PE/Health (4)	Elective (5)* (two each semester)	Elective (5)* (two each semester)
Elective (5) OPTIONS: Build Your Brain Power, Beginning Chinese, French Enrichment, Spanish Enrichment, Design Technology (semester), Digital Media Workshop (semester), Theatre Arts (semester)	Elective (5) OPTIONS: Build Your Brain Power, Intermediate Chinese, French Enrichment, Spanish Enrichment, Design Technology (semester), Digital Media Studio (semester), Theatre Arts (semester)	Elective (5) OPTIONS: Intermediate Chinese, LearnServe French, LearnServe Spanish, Theatre Arts (semester), Design Technology (semester), Digital Storytelling (semester)	OPTIONS: Third Science, Intermediate Chinese, Language Tutorials, Journalism, Vocal Music, Symphonic Orchestra, Jazz Ensemble, Visual Art 2D or 3D, Theatre Arts, Digital Design, Photography and Film, Design Technology, Computer Systems, Programming and Robotics	OPTIONS: Third Science, Intermediate Chinese, Language Tutorials, Geography, Journalism, Vocal Music, Symphonic Orchestra, Jazz Ensemble, Visual Art 2D or 3D, Theatre Arts, Digital Design, Photography and Film, Design Technology, Computer Systems, Programming and Robotics

*Please contact Admissions Office regarding availability of Dutch

Notes: The number in parentheses after the course name indicates how many times a course meets during the eight-day cycle. Some electives in Grades 9 and 10 are semester courses and some are year-long courses.

EDUCATION OUTSIDE THE CLASSROOM

SERVICE LEARNING

Because a WIS goal is to prepare students for a life of active, responsible community engagement, service is a key part of the curriculum. Students engage in numerous and wide-ranging endeavors such as fundraising and environmental improvement to involvement with local and international service agencies worldwide. Through these efforts, students gain insight into the problems faced by others and the satisfaction of knowing they may have made a difference.

In Grades 6-8 there is no specific community service requirement, but efforts are integrated into the curriculum and students are encouraged to pursue service interests outside of class. Students in Grades 9 and 10 must complete a total of 20 hours of service, some of which may be on-campus activities; service requirements for Grades 11 and 12 are described later in this publication. In the Upper School, students may have the option of participating in school-organized summer trips with a service focus; recent trips have included Habitat for Humanity build trips to El Salvador and Costa Rica.

FIELD TRIPS

Faculty members are encouraged to explore the wide array of resources available in the area to enhance in-class learning. Field trips range from visits to local museums, to investigation of water conditions on the Chesapeake Bay to observation of open-heart surgery at a local hospital. There are also grade-level trips for students, which focus on priorities such as team-building or developing leadership skills; these trips may also include academic and service components.

OVERSEAS TRIPS

A highlight for Middle School students is anticipation of and participation in the Grade 8 language trips. These 10-day sojourns immerse students in either French or Spanish and include home stays as well as visits to cultural highlights and a partner school. Students taking French travel to France every year while those studying Spanish alternate between South America and Spain.

Aside from the service learning trips described above, other summer trips have included travel to China for language and cultural studies (optional for students enrolled in Chinese) and an Upper School trip to Japan with a focus on examining business and economics.

WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

The IB Diploma Program provides a challenging university preparatory curriculum for the final two years of high school. A comprehensive and intellectually stimulating course of study, the DP is recognized by colleges and universities throughout the world, often leading to preferential admissions and advanced standing.

The Diploma Program (DP) provides a balanced educational experience with a global perspective, designed for committed, academically capable students. WIS distinguishes itself by having all of its students, unlike most other IB schools, enroll in IB courses, earning either the full Diploma or successfully completing multiple DP courses at graduation. (*Additional information is available at www.ibo.org.*)

ACADEMIC SUBJECTS

Students select one course from each of six subject groups. At least three, and not more than four, subjects are taken at Higher Level (HL), and the remainder at Standard Level (SL). Flexibility in choosing HL concentrations allows students to pursue areas of special interest while meeting requirements for university entrance.

Group 1: Studies in Language and Literature

Each DP student must complete a Group 1 language course. WIS offers these courses in English, French, Spanish, and Dutch; over 50 other Group 1 language courses can be taken on a tutorial basis.

- » *Literature* students learn oral and written communication skills and develop respect for the literary heritage of the language. All courses provide a broad perspective through a world literature component.
- » *Language and Literature* courses explore a range of relevant topics. The courses consolidate and extend oral and written communication skills in a variety of styles in conjunction with literary texts.

WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

Group 2: Language Acquisition

A variety of course options reflects the range of linguistic backgrounds of students enrolled in the DP. Each course focuses on communication between speakers and writers of the language.

- » *Language B* courses provide second-language learning through a communicative approach for students with two to five years of study in that language. Students develop skills of listening, speaking, reading, and writing through a wide range of literary and non-literary texts.
- » *Ab initio* courses, available at Standard Level only, are designed for beginners. Students are prepared to use the language appropriately in different settings.
- » A second *Group 1* language may be taken by bilingual students to satisfy the Group 2 requirement.

DIPLOMA PROGRAM CORE ELEMENTS

In addition to their six main subjects, students must also satisfy three additional requirements—the Core Elements:

- » Extended Essay
- » Theory of Knowledge (TOK)
- » Creativity, Action, Service (CAS)

These three elements offer additional academic specialization and a recognition of interests outside the classroom.

Theory of Knowledge: This course provides coherence to a student's six main DP subjects. Students discuss the strengths and limitations of particular forms of knowledge and examine the grounds for the moral, political, and aesthetic judgments that individuals make in their daily lives. Emphasis is placed on the role of language and thought and on the development of students' critical thinking skills.

At WIS, a team of faculty members teaches the TOK class in discrete modules, with Grade 11 and 12 students rotating through each section. All DP teachers are encouraged to bring TOK concepts, such as the different "ways of knowing," into their classroom discussions.

WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

Group 3: Individuals and Societies

Students choose one subject in the humanities or social sciences.*

- » *History* develops students' understanding of 20th century world history through the acquisition and synthesis of knowledge. Students are expected to explain different approaches to and interpretations of historical events and place them in context. Topics include in-depth study of nationalist and independence movements, decolonization, challenges facing new states; the rise and rule of single-party states; and the Cold War.
- » *Geography* includes both human and economic geography as complementary and reinforcing concepts. Topics include geology, geomorphology, atmospheric and oceanic systems, biospheres, population geography, urban geography, economic development and trade, agriculture, and industrial and transport geography. Students apply a modern scientific approach by using statistical methods in investigation, interpret topological maps, and conduct fieldwork.
- » *Economics* includes introductory microeconomics, macroeconomics, international trade, and economic growth and development. Students learn how individuals, organizations, societies, and regions organize themselves in the pursuit of economic objectives. They apply tools of economic analysis to past and contemporary situations.
- » *Psychology* uses an integrative approach to examine the interaction of biological, cognitive, and sociocultural influences on human behavior. The aims of the course are to understand the way psychological knowledge is generated, developed, and applied, as well as to consider ethical concerns raised by the methodology and application of psychological research.

*Students must take *History*, *Geography* or *Economics* for the Group 3 selection; *Psychology* can be taken as the Group 6 option.

CORE ELEMENTS, *continued*

Extended Essay: This is an original research paper of 3,500 to 4,000 words. Students choose a topic in one of the groups defined by the IB curriculum and become acquainted with the level of independent research and writing skills expected in university study.

In recent years, students have pursued research in areas ranging from art to physics, and including such diverse topics as John Waters' filmmaking, cortisol levels in mood disorder subjects, World War I poetry as propaganda, ethanol as alternative fuel and the effect of Reconstruction on African Americans.

Two WIS students from the Class of 2010 were recognized for their top-scoring Extended Essays (36 out of 36 possible points) by the International Baccalaureate. Their papers ("The Influence of Distance from the City Centre and Albedo on Air Temperatures in Metropolitan Washington, DC" and "When Does Photo Journalism Transcend into Art?") were both published in the 2011 IB publication *50 More Excellent Extended Essays*.

WIS Diploma candidates also had the opportunity to participate in the pilot of the interdisciplinary "World Studies" Extended Essay, which asks students to examine both local and global aspects of an issue touching on two of the six core subject areas.

WASHINGTON INTERNATIONAL SCHOOL

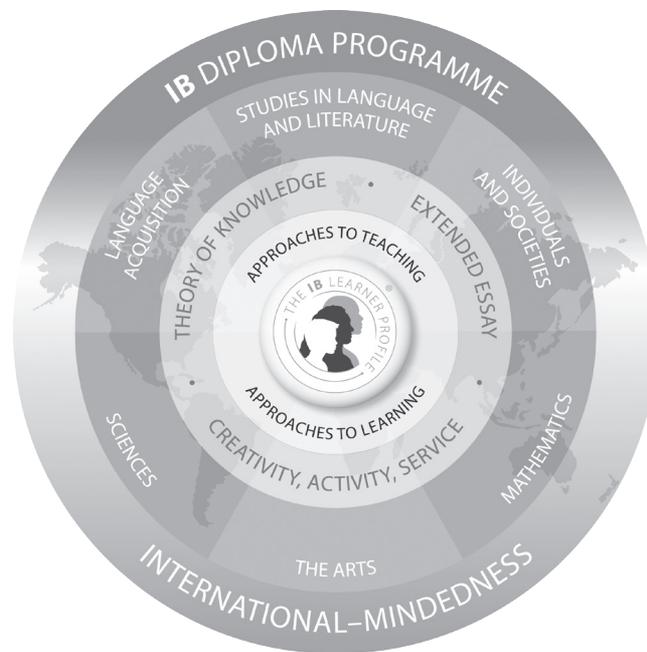
ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

Group 4: Experimental Sciences

DP science courses emphasize scientific concepts, principles, and applications. Practical laboratory skills are given prominent attention.

- » *Biology* is taught through four unifying themes: structure and function; universality and diversity; equilibrium within systems; and evolution. Major topics include cells, the chemistry of life, genetics, ecology, human reproduction, human health and physiology, defense mechanisms, diversity, and plant science.
 - » *Physics* includes conceptual and mathematical models of the most important concepts in all areas of physics, with emphasis on problem solving and qualitative explanations of phenomena. Topics include mechanics, molecular theories, waves, electricity and magnetism, models and properties of atoms, and some optional topics.
 - » *Chemistry* provides a solid grounding in physical, inorganic, and organic chemistry, and develops logical thought and quantitative skills. Students learn to analyze chemical information and develop an appreciation for the dependence of chemical behavior on the underlying structure. A large laboratory component teaches students to manipulate a wide variety of apparatus, apply appropriate techniques, and interpret results correctly.
 - » *Environmental Systems and Societies* promotes understanding of environmental issues at a variety of scales, from local to global. Major topics include ecosystems, resource management, conservation, biodiversity, pollution management, global warming, and environmental value systems.
- » *Design Technology* can be taken as an *ab initio* course; that is, no previous experience in the subject is required. Students use manipulative skills, processes, and techniques to carry out technological activities with precision and safety. The course focuses on the design of products in the real world, with an emphasis on the design process and on the stages of the production cycle as well as a product's life cycle. Throughout the course there is an emphasis on sustainable design in general as well as on specific manufacturing techniques.

THE IB DIPLOMA PROGRAM



WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

CORE ELEMENTS, *continued*

Creativity, Action, Service: The CAS component emphasizes experiential learning, or learning by doing.

Students pursue interests outside of regularly scheduled classes to fulfill the **creativity** requirement. They may use course electives in art, music, theatre arts, or journalism as springboards to further creative activity.

Action is defined as participation in athletics or other fitness activities.

Service encompasses a wide variety of volunteer community service work, in and out of school. A minimum of 60 hours of outside volunteer service is required in Grades 11 and 12 and WIS students regularly exceed this amount. Participation and leadership in school clubs and activities may also count toward in-school service.

Students write a self-evaluation of personal performance for each activity and write a longer, reflective piece on their CAS experience in the spring of their Grade 12 year.

Group 5: Mathematics

All DP students must complete a mathematics course. Three choices are available for differing degrees of student ability and interest.

- » *Mathematics Higher Level* is an appropriate course for students intending to study mathematics, physics, engineering, technology, or similar subjects at university level. Major units of study include functions and calculus, matrices, vectors, probability, and optional topics.
- » *Mathematics Standard Level* provides a sound mathematical base for students interested in further study of chemistry, economics, geography, and business. Major units include algebra and coordinate geometry, geometry, trigonometry, functions and calculus, vectors, matrices, and probability and statistics.
- » *Mathematics Studies Standard Level* stresses the applications of mathematics to real-world situations. Students learn functions, algebra, sets and logic, geometry, trigonometry, probability and statistics, and introductory calculus.

WASHINGTON INTERNATIONAL SCHOOL

ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

Group 6: Arts

For the Group 6 requirement, students must choose either one subject in the arts (Visual Arts, Music, or Theatre) or one additional subject from Groups 1 to 4.

- » *Visual Arts* students learn techniques in the use of a variety of media and relate art to its historical and social context. Students acquire sufficient technical skills to produce works of quality and an ability to present this work appropriately.
- » *Music* students develop skills in critical understanding, listening, and making music through composing, improvising, and performing. The course includes a historical perspective of the continuity and change in Western music as well as music of other cultures.
- » *Theatre* students learn to interpret play scripts and other theatrical texts analytically and imaginatively, as well as study the art of the stage and the essential nature of criticism. Students perform before an audience and demonstrate skill in acting techniques and the basic processes of theatrical production.

IB DIPLOMA EXAMS and BEYOND

At the end of Grade 12, IB Diploma candidates complete a three-week battery of oral and written examinations in all of their Diploma Program subjects. Exams are then marked by a team of 5,000 external examiners under the supervision of the IB chief examiners, who are renowned in their fields.

Students at WIS have a consistently superior record of success in the IB Diploma exams. The WIS average pass rate over the past ten years has been 95%, compared to a worldwide average of 79%. During the same time period, 62% of WIS candidates have also earned the prestigious IB Bilingual Diploma. Additional statistics about IB Diploma performance as well as more details about courses offered at WIS are available online (<http://www.wis.edu/ibdiploma>).

WIS graduates enter competitive universities in the United States, Canada, the United Kingdom, and elsewhere. A complete list of universities attended by the graduates of the four most recent graduating classes is included on the WIS website (<http://www.wis.edu/collegelist>).

IB LEARNER PROFILE

WIS BELIEVES IN FOSTERING THE 10 CHARACTERISTICS IDENTIFIED IN THE INTERNATIONAL BACCALAUREATE LEARNER PROFILE. OUR GOAL IS TO EDUCATE STUDENTS WHO ARE:

INQUIRERS: Students nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

KNOWLEDGEABLE: Students develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

THINKERS: Students use critical and creative thinking skills to analyze and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: Students express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: Students act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

OPEN-MINDED: Students critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and are willing to grow from the experience.

CARING: Students show empathy, compassion and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around them.

RISK-TAKERS: Students approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.

BALANCED: Students understand the importance of balancing different aspects of their lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.

REFLECTIVE: Students thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

**MIDDLE AND UPPER SCHOOLS
TREGARON CAMPUS**
3100 MACOMB STREET NW
WASHINGTON, DC 20008

ADMISSIONS
TEL: 202.243.1815
FAX: 202.243.1807
ADMISSIONS@WIS.EDU

WWW.WIS.EDU

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