

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

BE INQUISITIVE

Pursue knowledge with creativity, joy, and rigor; be courageous in questioning and seek deep understanding.

ACT WITH INTEGRITY

Be honest and accountable; demonstrate empathy, kindness, and respect.

BE INCLUSIVE

Embrace diverse cultures and perspectives; foster a school community where all feel welcomed and valued.

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. It is a natural continuation of the International Baccalaureate (IB) Primary Years Program in Preschool through Grade 5. The challenging IB Diploma Program (DP) is 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 includes 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. The schedule is built on an eight-day cycle with most courses meeting five times per cycle.

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 prepare our students for the next stages of their lives. We want to equip students with the discipline, standards, skills, creativity, and flexibility to facilitate their growth toward self-awareness, self-reliance, and responsible participation in a diverse society.

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ACADEMIC PROGRAM: GRADES 6-10

The program in Grades 6-10 is arranged in six curricular blocks designed to build student capacities in key areas, facilitating their academic and social-emotional growth. The blocks are: inquire, think, communicate, make, impact, grow. Teachers are encouraged to use the fully-equipped Alan Reese Design Lab when there are opportunities to extend learning through hands-on creation.

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.

Additional 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. Students may also elect to study Chinese as a third language, beginning as early as Grade 6.

Mathematics

Students take integrated courses that include arithmetic, algebra, geometry, trigonometry, and probability and statistics. An advanced math course is offered in Grades 9-10.

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/Vocal or Instrumental 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; DC History (Grade 7); Theatre Arts; Design Technology; Digital Media (Grade 6); Digital Media Studio (Grade 7); Digital Storytelling (Grade 8); and LearnServe French or Spanish (Grade 8).

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ACADEMIC PROGRAM: GRADES 6-10

Sciences

Students take an integrated science course in Grades 6, 7, and 8. The course incorporates biology, chemistry, physics, and STEM (science, technology, engineering, 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.

Physical Education/Health (Grades 6-8)

Physical Education (Grades 9-10)

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

ADVISORY 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. In addition, the Creating Caring Conversations program focuses on social/emotional learning and development, addressing issues related to mental health, diversity and identity, current events, and building intrapersonal and interpersonal skills.

Students in Grades 9-11 also have a single-semester seminar that meets once per cycle. Seminar complements the Advisory program, and covers topics such as applying to college, career planning, academic honesty, research skills, making healthy choices, mental health and well-being, and service learning.

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.

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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 semester of Geography in Grade 10)
- » Physical Education/Seminar

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

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.

Digital Communities (Grades 6-10)

The digital communities curriculum is designed to ensure that students understand the impact of their online behavior. Students develop skills for protecting and creating online communities during advisory (Grades 6-8) and Seminar (Grades 9-10).

GRADE 10 PROJECT

In Grade 10, students design and develop an independent study in an area of particular interest. They are asked to focus on issues that not only have personal meaning, but which also have a community (local or global) connection. Each student is paired with a sponsor who provides a sounding board and any needed guidance.

Over the course of the fall semester of their Grade 10 year, students conduct research on their chosen topic. They complete reflections on their learning, considering the challenges they have faced as well as their accomplishments.

Projects are shared with the community during the Grade 10 Project Fair. Students make presentations explaining their process and present a prototype or product.

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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)	Math (5)	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) (semester or year) 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 • Beginning Spanish • Transitional French • Transitional Spanish • Advanced French • Advanced Spanish 	Second Language (5) <ul style="list-style-type: none"> • Beginning French • Beginning Spanish • Intermediate French • Intermediate Spanish • Advanced French • Advanced Spanish 	Second Language (5) <ul style="list-style-type: none"> • Intermediate French • Intermediate Spanish • Advanced French • Advanced Spanish 	Second Language (5) <ul style="list-style-type: none"> • Intermediate/Advanced French • Intermediate/Advanced Spanish • Advanced French • Advanced Spanish • Language Tutorials 	Second Language (5) <ul style="list-style-type: none"> • Intermediate/Advanced French • Intermediate/Advanced Spanish • Advanced French • Advanced Spanish • Language Tutorials
Advisory (1)	Advisory (1)	Advisory (1)	Seminar (1)	Seminar (1)
Art & Music (5) (one semester each)	Art & Music (5) (one semester each)	Art & Music (5) (one semester each)	Physical Education (3)	Physical Education(3)
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 (semester), Theatre Arts (semester)	Elective (5) OPTIONS: Build Your Brain Power, Intermediate Chinese, French Enrichment, Spanish Enrichment, DC History (semester), Design Technology (semester), Digital Media Studio (semester), Theatre Arts (semester)	Elective (5) OPTIONS: Intermediate Chinese, LearnServe French, LearnServe Spanish, French Enrichment (semester), Spanish Enrichment (semester), Theatre Arts (semester), Design Technology (semester), Digital Storytelling (semester)	OPTIONS: Chinese, Design Technology, Jazz Ensemble, Journalism, Narrative Film, Photography, Programming and Computer Science, Symphonic Band, Theatre Arts, Third Science, Visual Art 2D or 3D, Vocal Music	OPTIONS: Chinese, Design Technology, Geography, Jazz Ensemble, Journalism, Narrative Film, Photography, Programming and Computer Science, Symphonic Band, Theatre Arts, Third Science, Visual Art 2D or 3D, Vocal Music

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. Service projects are often sponsored by the student government or by a club with a specific focus.

In Grades 6-8 there is no defined community service requirement, but initiatives 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.

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 museums to investigation of the Chesapeake Bay ecosystem to historical walking tours. 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 exchange. 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 travel to Spain. WIS students host their correspondents in Washington, DC as well.

Prior to the COVID-19 pandemic, Upper School students had the opportunity to participate in overseas trips during Spring Break or summer. The School hopes to resume such programs in the future.

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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 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 subjects, and not more than four, 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.

Studies in Language and Literature

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

- » *Literature (English only)* 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. *This course is required of all students.*
- » *Language and Literature (French or Spanish only)* 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.

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ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

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 language and literature course may be taken to satisfy the language acquisition requirement. Students who choose this option are eligible to earn an IB Bilingual Diploma, based on IB Exam results.

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,

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, Activity, 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.

Students have three sessions of TOK class during each eight-day cycle. All DP teachers are encouraged to bring TOK concepts, such as the different "ways of knowing," into their classroom discussions.

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ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

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.

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.

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—or an interdisciplinary World Studies topic—and become acquainted with the level of independent research and writing skills expected in university study. Students may write the essay in English or another language they study at WIS.

Students begin working on the Extended Essay in Grade 11 and continue their research and writing through the first several months of Grade 12. Each student is assigned an Extended Essay advisor; this individual serves as a mentor and guide, helping students to produce high-quality work. Advisors also participate in reflection sessions with students, a mandatory aspect of completing the essay.

WIS 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.

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- » *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. The 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* allows students to 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.
- » *Computer Science* explores system fundamentals; computer organization; networks; and computational thinking, problem solving, and programming. Computer

science students become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. The course raises awareness of the moral, ethical, social, economic, and environmental implications of using science and technology. While the methodology used to solve problems in computer science may take a wide variety of forms, the course emphasizes the need for both a theoretical and practical approach.

THE IB DIPLOMA PROGRAM



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ACADEMIC PROGRAM: GRADES 11-12/IB DIPLOMA PROGRAM

CORE ELEMENTS, *continued*

Creativity, Activity, 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.

Activity 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 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 service.

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

Mathematics

All DP students must complete a mathematics course. The mathematics program offers two courses, both available at Higher and Standard Level.

- » *Mathematics: Analysis and Approaches* is appropriate for students who seek to develop their mathematics expertise to become fluent in the construction of mathematical arguments and to master skills in mathematical thinking. They learn real and abstract applications of these ideas, with and without the use of technology. Students who take *Mathematics: Analysis and Approaches* will be those who enjoy mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics.
- » *Mathematics: Applications and Interpretation* is appropriate for students who seek to develop their mathematics expertise in order to describe the world and solve practical problems. They will also be interested in building mathematical models using technology as well as algebra. Students who take *Mathematics: Applications and Interpretation* will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, economics, psychology, and design.

WASHINGTON INTERNATIONAL SCHOOL

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Arts

For the Arts requirement, students must choose either one subject in the arts (Visual Arts, Music, or Theatre) or one additional subject from Studies in Language and Literature, Language Acquisition, Individuals and Societies, or Sciences.

- » *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 pass rate is typically between 96% to 100% of candidates, while worldwide averages are significantly lower. WIS candidates also demonstrate exceptional achievement in earning the prestigious IB Bilingual Diploma. On average, 60% to 70% of WIS candidates earn this distinction, compared to about 28% worldwide. Additional statistics about IB Diploma performance as well as more details about courses offered at WIS are available online (<https://www.wis.edu/academics/upper-school/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 (<https://www.wis.edu/academics/university/colleges-attended>).

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.

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The School admits qualified students without regard to race, color, national and ethnic origin, sex, sexual orientation, gender identity or expression, religion, mental or physical disability, age, or any other status protected by applicable law, including the DC Human Rights Act, to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The School likewise complies with all applicable laws in the selection of its Board of Trustees and in the administration of its educational, admissions, scholarship and loan, athletic, and other School-administered policies and programs.