

Washington International School in Taichung 2026-2027 1st Semester — First Term Exam
Review Criteria (Junior)

年級 科目	國一 Grade 7	國二 Grade 8	國三 Grade 9
Social Studies	7SL-1/SL-2 – Mr. Zahn The first midterm exam of the fall semester will cover these lessons: The Study of World History, Human Origins in Africa, Humans Try to Control Nature, and Neolithic Cultures. Make sure you review all of your advanced-reading quizzes, as well as your card quiz. The breakdown of the exam will look like this: Fill in the Blank (24%), Matching (5%), True-False / Fill in the Blank (14%), Multiple-Choice (17%), and Essay (40%). 7LD-1/LD-2 – Mr. Cronje Module 1: The Beginnings of World History Lesson 1: The Study of World History Textbook: pp. 4–10 Workbook: Lesson 1 Lesson 2: Human Origins in Africa Textbook: pp. 11–19 Workbook: Lesson 2 Lesson 3: Humans Try to Control Nature Textbook: pp. 20–28 Workbook: Lesson 3 Lesson 4: Neolithic Cultures Textbook: pp. 29–33 Workbook: Lesson 4 Question Types: Multiple Choice, Vocabulary Matching, Fill in the Blanks, Spot the Mistake / True or False, Picture / Map / Source Questions, and Short Answer (1–2 sentences).	8ASL –Mr. Zahn The first midterm exam of the fall semester will cover these lessons: India’s First Empires, Trade Spreads Indian Religions and Culture, and Han Emperors in China. Make sure you review all of your advanced-reading quizzes, as well as your card quiz. Question Types: The breakdown of the exam will look like this: Fill in the Blank (28%), True-False / Fill in the Blank (4%), Multiple-Choice (28%), and Essay (40%). 8SL-1/SL-2 –Mr. Engels Chapter 7: Lesson 1, 2 and 3 Question Types: Multiple Choice Questions, Definitions, Fill-in-the-Blanks, Essay Question 8LD –Mr. Kerslake Module 7 Lessons 1 – 3 Question Types: Multiple Choice, True/False, Short Answer, Guided Essay	9Honors - Mr. Zahn The first midterm exam of the fall semester will cover these lessons: Birth of the Renaissance, The Italian Renaissance, The Northern Renaissance, and Renaissance Achievements. Make sure you review all of your advanced-reading quizzes, as well as your card quiz. The breakdown of the exam will look like this: Fill in the Blank (18%), True-False / Fill in the Blank (30%), Multiple-Choice (8%), Short Answer (4%), and Essay (40%). 9SL-1/SL-2 - Mr. Kerslake Module 14 Lessons 1-4 Packs Question Types: Multiple Choice, T/F, Short Answer and Analysis, Long Answer (concept question) 9LD –Mr. Cronje Module 14: The Renaissance Lesson 1: Birth of the Renaissance Textbook: pp. 538–545 Workbook: Lesson 1 Lesson 2: The Italian Renaissance Textbook: pp. 546–551 Workbook: Lesson 2 Lesson 3: The Northern Renaissance Textbook: pp. 554–559 Workbook: Lesson 3 Lesson 4: Renaissance Achievements Textbook: pp. 562–565

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Social Studies			Workbook: Lesson 4 Question Types: Multiple Choice, Fill in the Blanks, Word Matching, Short Answer, Source/Picture Questions, Paragraph Questions
ELA	7SL-1 / 7SL-1—Mr. Pienaar / Ms. Alice Students will not sit a formal timed exam in Term 1. Instead, they will complete an individual written/oral project showing the skills, concepts, and knowledge gained through this term’s StudySync engagements. The assignment rubric is provided to students and posted on ManageBac. Texts / Readings ● Conflicts and Clashes (StudySync Unit) ● Conflicts and Clashes (Reading Blast) ● A World Away (Reading - Short Story) ● Rikki-Tikki-Tavi (Reading - Short Story) ● Skills & Concepts Textual evidence, Theme, Narrative Structure, Cite/Quotation, Figurative Language, Genre-Fiction Assessment In this unit, students will complete a group oral project response to the following prompt: When do differences become conflicts? Although personal differences offer lessons and opportunities for growth, they can also be sources of conflict. Strategies for dealing with personal differences	8ASL—Ms. Alice Texts / Readings ● Everyone Loves a Mystery (StudySync Unit) ● Everyone Loves a Mystery (Reading Blast) ● The Tell-Tale Heart (Reading - Short Story) ● The Monkey’s Paw (Reading - Short Story) ● The Lottery (Reading - Short Story) ● Ten Days in a Mad-House (Reading - Nonfiction) Skills & Concepts Textual evidence, Central Idea, Narrative Structure, Cite/Quotation, Genre-Fiction Assessment In this project, you will write and present an original suspenseful narrative. You will use what you have learned from “The Tell-Tale Heart” and “The Monkey’s Paw” about how writers develop plot, characters, setting, conflict, point of view, and suspense. Your narrative should have a clear beginning, middle, and end and use narrative techniques to keep your audience interested and wondering what will happen next. As you develop your story, think carefully about how description, dialogue, pacing, and point of view can build suspense and lead toward an effective climax and resolution.	9Honors-1 / Honors-2 - Mr. Dumont / Mr. Pienaar Literary analysis of the novel The Chrysalids. Students will focus on theme and key concepts; thesis development; textual evidence and quotation integration; PEEL body paragraph analysis structure; analysis of evidence; essay organization; MLA citation; grammar and academic writing conventions. Question Types: Students will choose one of a selection of essay prompts related to key concepts studied this term. Summative 5-paragraph literary analysis essay. Students will develop a thesis with three (X,Y, Z) controlling ideas, support each body paragraph with direct textual evidence, analyze how the evidence supports their argument, and write a clear introduction, three analytical body paragraphs, and conclusion. 9SL-1/9SL-2 - Mr. Cooper / Ms. Farris Students will work with a partner to learn about their classmate’s experiences, challenges, decisions, growth, and goals. Students will then use the information they gather from an interview to write an informative essay that tracks their classmate’s journey and explains what can be learned from it. Students will follow the writing process to produce their final draft of the informative essay. Question Types: Informative essay - A Classmates Journey

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ELA	can help us navigate academic and personal situations that call for compromise. As a class, brainstorm a list of differences that can lead to conflict for members of your school community/peer group. By yourself, select one situation from the list and write a short dramatic scene. 7LD-1/7LD-2 – Ms. Ann Liou / Ms. Queena Students will not sit a formal timed exam in Term 1. Instead, they will complete a combined written/oral project showing the skills, concepts, and knowledge gained through this term’s StudySync engagements. The assignment rubric is provided to students and posted on ManageBac. In this unit, students will complete an individual written and oral project in response to the following essential question: <i>When do differences become conflicts?</i> Sometimes differences can help us learn and grow, but they can also lead to misunderstandings and conflict. Learning how to understand and manage differences can help us in school and in everyday life. Task: - As a class, brainstorm differences or disagreements that could lead to conflict among young people. - Individually, choose one realistic situation to develop into an original story.	8SL-1/ SL-2 –Ms. Ann / Mr. Gawdan Students will not sit a formal timed exam in Term 1. Instead, they will complete a combined written/oral project showing the skills, concepts, and knowledge gained through this term’s StudySync engagements. The assignment rubric is provided to students and posted on ManageBac. Texts / Readings - Conflicts and Clashes (Reading Blast) - A World Away (Reading - Short Story) - We’re on the Same Team (Informational Text) - Seventh Grade (Reading - Short Story) Skills & Concepts Textual evidence, Central Idea, Narrative Structure, Cite/Quotation, Genre-Fiction Assessment In this project, you will write and present an original suspenseful narrative. You will use what you have learned from “The Tell-Tale Heart” and “The Monkey’s Paw” about how writers develop plot, characters, setting, conflict, point of view, and suspense. Your narrative should have a clear beginning, middle, and end and use narrative techniques to keep your audience interested and wondering what will happen next. As you develop your story, think carefully about how description, dialogue, pacing, and point of view can build suspense and lead toward an effective climax and resolution.	9LD –Mr. Alan Select a classmate to interview about their journey. Using the information you gather from your interview, write an informative essay that: - introduces your classmate and establishes the focus of their journey - defines and describes the journey your classmate has taken - explains how your classmate has changed or developed from the beginning of the journey to the present - uses specific evidence from your interview to support your ideas - explains what your classmate has learned along the way - uses a logical organizational structure - ends with a conclusion that explains the significance of the journey Question Types: Informative Essay

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ELA	3. Plan and write a short narrated story that shows: - the difference or disagreement, - how it develops into a conflict, - how the characters respond, - and how the conflict could be managed or resolved. 4. Revise and edit the story through a guided writing process. 5. Present the completed story through an individual video-recorded storytelling performance. Texts / Readings - Conflicts and Clashes (Reading Blast) - A World Away (Reading - Short Story) - We’re on the Same Team (Informational Text) - Seventh Grade (Reading - Short Story) Skills & Concepts - Textual evidence, Central Idea, Narrative Structure, Cite/Quotation, Genre-Fiction	8LD –Ms. Bei Texts / Readings Everyone Loves a Mystery (StudySync Unit) - Everyone Loves a Mystery (Reading Blast) - The Tell-Tale Heart (Reading - Short Story) - The Monkey’s Paw (Reading - Short Story) Skills & Concepts Genre, Making Predictions/Inferences, Textual evidence, Theme, Narrative Structure, Cite/Quotation, Figurative Language (Simili / Metaphor / Hyperbole / Personification) <u>Assessment – Written Project & Video Presentation</u> 1. Instruction: Students will not sit a formal timed exam in Term 1. Instead, they will complete an individual written/oral project showing the skills, concepts, and knowledge gained through this term’s StudySync engagements. The assignment rubric is provided to students and posted on ManageBac. In this project, you will write and present an original suspenseful narrative. You will use what you have learned from “The Tell-Tale Heart” and “The Monkey’s Paw” about how writers develop plot, characters, setting, conflict, point of view, and suspense. Your narrative should have a clear beginning, middle, and end and use narrative techniques to keep your audience interested and wondering what will happen next. As you develop your story, think carefully about how description, dialogue, pacing,	

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ELA		and point of view can build suspense and lead toward an effective climax and resolution. 2. Assessment Guidelines: You will complete the project through the writing process 1. Prewrite – Brainstorm and develop your story idea. 2. Plan (10%) – Plan your characters, setting, point of view, and plot. 3. Draft & Revise (10%) – Develop your narrative and revise it to strengthen the plot and suspense. 4. Final Draft (40%) – Edit and submit your completed suspenseful narrative. 5. Presentation (40%) – Present your narrative clearly and effectively to an audience.	

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Math	7 Group-1-Mr. Moen Ch.3 Expressions and Equations Ch.4 Inequalities Ch.5 Ratios and Proportions Question Types: Multiple Choice and Free response	8 Group-1- Mr. Moen Ch.1 Basics of Geometry Ch.2 Reasoning and Proofs Question Types: Multiple Choice and Free response	9 Group-1- Mr. Willemse Algebra 1 Review topics 0.1 – 0.4 Parent Functions and Transformations 1.1 Transformation of Linear Functions 1.2 Modeling with Linear Functions 1.3 Solving Linear Systems 1.4 Piecewise Defined Functions Notes Transformation of Quadratic Functions 2.1
	7 Group-2-Mr. McLoughlin Chapter 1: 1.1 to 1.5, Chapter 2: 2.1 to 2.4, Chapter 3: 3.1 Question Types: MCQ, Free response	Slope of a Line, including Parallel and Perpendicular Lines 2.2, 2.2b Graphing Linear Equations in Slope-Intercept Form and Standard Form 2.3, 2.4 Writing Equations in Slope-Intercept Form and Point-Slope Form 2.5, 2.6	Question Types: Free Response and Multiple Choice
	7 Group-3-Mr. Michael Huang 1.1~3.2 Question Types: Free response, multiple choice	Graphing Linear Equations in Slope-Intercept Form and Point-Slope Form 2.5, 2.6 Real Life Applications of Linear Equations 2.7 Graphing Linear Inequalities 3.5 Question Types: Free Response and Multiple Choice	9 Group-2- Mr. Moen Ch.1 Basics of Geometry Ch.2 Reasoning and Proofs Question Types: Multiple Choice and Free Response
	7 Group-4-Mr. Wu CH1, CH2, 3.1-3.2 Question Types: Free response, multiple choice	8 Group-3- Mr. McLoughlin Chapter 2: 2.1 to 2.6e, Chapter 3: 3.5 Question Types: MCQ, Free response	9 Group-3-Mr. Michael Huang 1.1~1.6. 2.4~ 2.5 Question Types: Free response, multiple choice
		8 Group-3-Mr. Wu Algebra Review, Chapter 2, 3.5 Question Types: Free response, paragraphs, multiple choice	9 Group-4- Mr. Wu 1.1-1.6 ,2.4-2.5 Question Types: Free response, paragraphs, multiple choice

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Science	7 Group 1- Mr. Geswint 1.1 Human Body Organization 1.2 Homeostasis 1.3 Skin, Nails, and Hair 1.4 Vision and Eyes 1.5 Skeletal system and joints 1.6 Muscles and Its Type 1.7 Digestive system and digestive system organs 1.8 Cardiovascular system 1.9 Heart, Blood Vessels, and Blood Question Types: Multiple Choice, Completion, Short Answer, Free Response	8 Group 1- Mr. Anacoura Change Over Time: Module 1 : Geologic Time, Module 2: Natural Selection and Adaptations (Lesson 1 & 2 only) Question Types: Multiple Choice, Completion, Free Response Questions	9 Group 1 / Group 2-Biology— Ms. Dela Cruz 1.7 Organization of Living Things 1.10 Carbohydrates 1.11 Proteins 1.12 Lipids 1.13 Nucleic Acids 1.17 Enzymes 2. Cell Biology 2.1 Parts of the Cell 2.2 Prokaryotic and Eukaryotic Cells 2.3 Phospholipid Bilayer 2.4 Membrane Proteins 2.5 Cytoplasm and Cytoskeleton 2.6 Nucleus 2.7 Ribosomes and Mitochondria 2.8 Cell Structure 2.9 Plant Cell Structure 2.10 Cell Organization 2.11 Diffusion 2.12 Osmosis 2.13 Passive Transport 2.14 Active Transport Question Types: Multiple choice, modified true or false, identification, free response and diagram
	7 Group 2-Ms. Dela Cruz 1.1 Human Body Organization 1.2 Homeostasis 1.3 Skin, Nails, and Hair 1.4 Vision and Eyes 1.5 Skeletal system and joints 1.6 Muscles and Its Type 1.7 Digestive system and digestive system organs 1.8 Cardiovascular system 1.9 Heart, Blood Vessels, and Blood Question Types: Multiple Choice, Completion, Short Answer, Free Response	8 Group 2- Mr. Malimata Change Over Time: Module 1 : Geologic Time, Module 2: Natural Selection and Adaptations (Lesson 1 & 2 only) Question Types: Multiple Choice, Completion, Free Response Questions	
		8 Group 3- Ms. Karen Change Over Time: Module 1 : Geologic Time, Module 2: Natural Selection and Adaptations (Lesson 1 & 2 only) Question Types: Multiple Choices, Completion, Free Response Questions	
		8 Group 4- Ms. Karen Change Over Time: Module 1 : Geologic Time, Module 2: Natural Selection and Adaptations (Lesson 1 & 2 only)	9 Group 3- Biology- Mr. McLoughlin 1.7 Organization of Living Things 1.10 Carbohydrates 1.11 Proteins 1.12 Lipids

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Science	7 Group 3-Mr. Malimata 1.1 Human Body Organization 1.2 Homeostasis 1.3 Skin, Nails, and Hair 1.4 Vision and Eyes 1.5 Skeletal system and joints 1.6 Muscles and Its Type 1.7 Digestive system and digestive system organs 1.8 Cardiovascular system 1.9 Heart, Blood Vessels, and Blood Question Types: Multiple Choice, Completion, Short Answer, Free Response	Question Types: Multiple Choice, Completion, Free Response Questions	1.13 Nucleic Acids 1.17 Enzymes 2. Cell Biology 2.1 Parts of the Cell 2.2 Prokaryotic and Eukaryotic Cells 2.3 Phospholipid Bilayer 2.4 Membrane Proteins 2.5 Cytoplasm and Cytoskeleton 2.6 Nucleus 2.7 Ribosomes and Mitochondria 2.8 Cell Structure 2.9 Plant Cell Structure 2.10 Cell Organization 2.11 Diffusion 2.12 Osmosis 2.13 Passive Transport 2.14 Active Transport
	7 Group 4- Ms. Karen Lin 1.1 Human Body Organization 1.2 Homeostasis 1.3 Skin, Nails, and Hair 1.4 Vision and Eyes 1.5 Skeletal system and joints 1.6 Muscles and Its Type 1.7 Digestive system and digestive system organs 1.8 Cardiovascular system 1.9 Heart, Blood Vessels, and Blood Question Types: Multiple Choice, Completion, Short Answer, Free Response		Question Types: Multiple choice, modified true or false, identification, free response and diagram 9 Group 4 - Biology- Mr. Geswint 1.7 Organization of Living Things 1.10 Carbohydrates 1.11 Proteins 1.12 Lipids 1.13 Nucleic Acids 1.17 Enzymes 2. Cell Biology 2.1 Parts of the Cell 2.2 Prokaryotic and Eukaryotic Cells

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Science			2.3 Phospholipid Bilayer 2.4 Membrane Proteins 2.5 Cytoplasm and Cytoskeleton 2.6 Nucleus 2.7 Ribosomes and Mitochondria 2.8 Cell Structure 2.9 Plant Cell Structure 2.10 Cell Organization 2.11 Diffusion 2.12 Osmosis 2.13 Passive Transport 2.14 Active Transport Question Types: Multiple choice, modified true or false, identification, free response and diagram
Chinese	G7-1/7-2 –Ms. Alice Lin 第一課 夏夜 Question Types: 國字注音、改錯字、配合題、單一選擇題、短文分析	G8-1/8-2–Ms. Alice Lin 第一課 田園之秋選 Question Types: 國字注音、改錯字、配合題、單一選擇題、短文分析	

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Foreign Language			Spanish I—Ms. Ivania 王意嵐老師 ESPACIO JPVEN A1 P.8-17 Question Types: - Part A: Match each letter with its pronunciation. - Part B: Based on the pronunciation, write the corresponding letter. - Part C: Answer to the following questions in Spanish. - Part D: Please write the “masculino” or the “femenino.” Spanish I-2—Ms. Wang 王文英老師 Espacio joven p.11,12,18,19,20 Question Types: Choice, filling in blanks Spanish II-1—Ms. Tsai 蔡宜珍老師 現在式動詞變化，形容詞用法，單字食物 Present-tense verb conjugation Use of adjectives Food vocabulary Question Types: Multiple choice Spanish II-2—Ms. Lin 林美伶老師 Present indicative forms of the regular and irregular (estar, ser, tener), genders of nouns, Adjectives of Physical Appearance and Personality Traits, basic conversation, Personal pronoun, adverbs of frequency, numbers, use of "gustar", activities in weekend

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Foreign Language			Question Types: Short-answer, Fill-in-the-blank French I — Ms. Huang 黃鈴琚老師 1. Edito P.66~P.70 ; 2. 一些法文問句與回答 Question Types: Multiple choice French II — Ms. Justine Yen 嚴如玲老師 Edito A1 P11-25 Question Types: Fill up blanks, Short-answer questions, Multiple choice 填空，句子及選擇題 Japanese I — Ms. Pearl Hiragana & its relevant vocabulary Question Types: MCQ & Fill-in-blanks Japanese II — Ms. Hsieh 謝宛妮老師 第 13 課單字，第 14 課單字 Unit 13-14 vocabulary Question Types: 選擇題 40 題 60% 聽解 40% MCQ x40 (60%), Listening 40% (in-class exam)

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Foreign Language			Korean II—Ms. Chiang 姜圭珍老師 Chapter 10 and chapter 1 Question Types: Multiple choice, short answer questions, true/false quiz German I—Mr. Lin 林宗賢老師 Lektion 1 Question Types: 選擇題 填空題 配合題 Multiple-choice, Fill-in-the-blank, Matching