

Washington International School in Taichung 2025-2026 1st Semester – Second 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 second midterm exam of the fall semester will cover these lessons: Civilization, City-States in Mesopotamia, Pyramids on the Nile, Planned Cities on the Indus, and River Dynasties in China. 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 (33%), True-False / Fill in the Blank (9%), Multiple-Choice (18%), and Essay (40%).	8ASL-1/ASL-2 – Mr. Kerslake Module 8 Lessons 1-5 Question Types: Multiple Choice, True and False, Short Answer, Vocabulary, Essay	9Honors - Mr. Zahn The second midterm exam of the fall semester will cover these lessons: Luther Leads the Reformation, The Reformation Continues, The Catholic Reformation, and Social Unrest. 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 (28%), True-False / Fill in the Blank (18%), Multiple-Choice (14%), and Essay (40%).
	7LD-1/LD-2 – Mr. Genech Lessons, 1, 2, 3 & 5 - Civilization, Mesopotamia, Egypt, & China Question Types: M/C, False Statements, Fill in the Blanks, Short Answer DBQ, Short Essay Paragraph	8SL –Mr. Genech Lessons, 1, 2, 3, 4 & 5 - Rise of Islam, Islam Expands, Muslim Culture, Ottomans, Culture Blends Question Types: M/C, False Statements, Fill in the Blanks, Short Answer DBQ, Short Essay Paragraph	9SL-1/SL-2 - Mr. Engels Chapter 15, Lessons 1, 2, 3, and 4 Question Types: Multiple Choice, Vocabulary/Definitions, T/F, Paragraphs, Essay
		8LD –Mr. Genech Lessons, 1, 2, 3, 4 & 5 - Rise of Islam, Islam Expands, Muslim Culture, Ottomans, Culture Blends Question Types: M/C, False Statements, Fill in the Blanks, Short Answer DBQ, Short Essay Paragraph	9LD –Mr. Ritco Textbook - PP. 568 - 595: Chapter / Module 15: Reformation & Upheaval Lessons 1 - 4; Workbook - Chapter 15: Lessons 1 - 4; ManageBac: PPTs for Chapter 15: Lessons 1 - 4; All assignments & quizzes for Chapter 15: Reformation & Upheaval. Question Types: Multiple Choice, Fill in the Blank, Document - Based Questions (short paragraph responses).

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ELA	7SL-1 /7SL-1–Mr. de Wit / Mr. Pienaar 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 • Highs and Lows (StudySync Unit) ○ Highs and Lows (Reading - Blast) ○ Casey at the Bat (Reading - Poetry) ○ My Mother Really Knew (Reading - Poetry) ○ Deep Water (Reading - Short Story) ○ Remember the Titans (Film) Skills & Concepts • Skills ○ Developing a clear thesis statement to guide the literary analysis. ○ Organizing argumentative writing with logically structured body paragraphs. ○ Using reasons and relevant textual evidence to support claims. ○ Crafting effective introductions, transitions, and conclusions. ○ Applying a formal tone and precise language for style. ○ Using adjective clauses, noun clauses, and complex sentences for clarity and variety. • Concepts ○ Literary analysis as a form of	8ASL-1/8ASL-2–Mr. Hopkins / Ms. Alice Readings & Film “The Tell-Tale Heart” by Edgar Allan Poe “The Monkey’s Paw” by W. W. Jacobs The Count of Monte Cristo (film study) Grammar Focus: Conditionals Skills, Concepts & Literary Devices Vocabulary: definitions, context clues, and using words in full sentences Understanding themes across short stories and film Character analysis: motivations, development, and symbolic actions Literary devices: imagery, mood, suspense, pattern, prediction, metaphor, symbolism, etc. First-person point of view: effects and limits Writing structure: TS, EL, SD, ER, CS Grammar: Conditionals Image interpretation: visual description and text-to-text connections	9Honors - Mr. Dumont Note Students will not sit a timed exam. Instead, they will complete a 3–5 minute persuasive speech (“Belonging Begins Here”) as their exam assessment. The project applies skills learned from Martin Luther King Jr.’s “I Have a Dream” and Malcolm X’s “By Any Means Necessary.” Texts / Readings “I Have a Dream” – Martin Luther King Jr. “By Any Means Necessary” – Malcolm X Skills & Concepts Developing a clear claim and strong supporting reasons Using persuasive appeals (ethos, pathos, logos) Applying rhetorical devices (antithesis, anaphora, repetition, parallelism, and metaphor) and using persuasive diction targeted to the specific audience. Structuring and delivering a coherent, engaging speech Exploring the theme of belonging Question Types: 3-5 minute Persuasive Speech (Written) 9SL-1/9SL-2 - Mr. Cooper / Ms. Farris Vocabulary, The 7 Ages of Man, Island Morning, Spring is like a perhaps hand, Haiku & Honku, The Open Window, The Wind Rises Question Types: Vocabulary, Grammar, Multiple Choice, Visual Interpretation &

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ELA	argumentative writing, focusing on themes of love, loss, familial relationships, and emotional growth. - Analyzing poetic elements (e.g., structure, rhyme, rhythm, symbolism, figurative language) to convey meaning. - Comparing and contrasting experiences across texts to draw broader insights. - Using mentor texts to model analysis and inspire original arguments. Assessment In this unit, students write an informative essay in response to the following prompt: How can an act of courage change people’s lives and influence others? Think carefully about the question above. Then, write an informative essay on Rosa Parks in which you explain what happened in the Montgomery bus incident and why it mattered, and show how this act of courage connects to the themes, characters, or events in Remember the Titans. Use only the Rosa Parks text provided and your notes from the film. Identify the event, explain its impact, and show how it relates to courage, unity, or standing up for what is right in both the Rosa Parks story and the film.	Question Types: I. Vocabulary II. Multiple Choice III. Grammar IV. Images & Writing V. Short & Long Answer Response Questions VI. New Text (Unseen Reading) 8SL –Mr. Pienaar Readings & Film “The Tell-Tale Heart” by Edgar Allan Poe “The Monkey’s Paw” by W. W. Jacobs The Count of Monte Cristo (film study) Grammar Focus: Conditionals Skills, Concepts & Literary Devices Vocabulary: definitions, context clues, and using words in full sentences Understanding themes across short stories and film Character analysis: motivations, development, and symbolic actions Literary devices: imagery, mood, suspense, pattern, prediction, metaphor, symbolism, etc. First-person point of view: effects and limits Writing structure: TS, EL, SD, ER, CS	Analysis, Writing, Reading and Literary Analysis 9LD –Mr. Alan Reading: The Cask of Amontillado, The Raven Sound Devices in Poetry Narrative Poetry Symbolism and Themes Sensory Details Question Types: Vocabulary, MCQs, Short Answers Questions, Imagery Questions, Paragraph Questions, Extra Reading

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ELA	7LD-1/7LD-2 – Ms. Ann Liou / Ms. Jenny 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 Highs and Lows (StudySync Unit) - Highs and Lows (Reading - Blast) - Casey at the Bat (Reading - Poetry) - My Mother Really Knew (Reading - Poetry) - Deep Water (Reading - Short Story) - Remember the Titans (Film) Skills & Concepts Skills - Developing a clear thesis statement to guide the literary analysis. - Organizing informative writing with logically structured body paragraphs. - Using reasons and relevant textual evidence to support claims. - Crafting effective introductions, body paragraphs, and conclusions. - Applying a formal tone and precise language for style. - Using infinitives, and gerunds in the sentences for clarity and variety.	Grammar: Conditionals Image interpretation: visual description and text-to-text connections Question Types: I. Vocabulary II. Multiple Choice III. Grammar IV. Images & Writing V. Short & Long Answer Response Questions VI. New Text (Unseen Reading) 8LD –Ms. Bei Readings: Short Story 1&2 – The Tell-Tale Heart / The Monkey’s Paw Reading skill & Literacy device: Hyperbole / Personification / Simile / Metaphor / Suspense / Mood Writing: Narrative Writing Exposition Conflict Rising action Climax Falling action Resolution Theme of the story Grammar Section: Run-on Sentences Exam Questions type:	

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ELA	• Concepts ○ Literary analysis as a form of informative writing, focusing on themes of love, loss, familial relationships, and emotional growth. ○ Analyzing poetic elements (e.g., structure, rhyme, rhythm, symbolism, figurative language) to convey meaning. ○ Comparing and contrasting experiences across texts to draw broader insights. ○ Using film study notes and informational texts to model analysis and inspire response to the project writing prompts. Assessment In this unit, students write an informative essay in response to the following prompt: How can an act of courage change people’s lives and influence others? Think carefully about the question above. Then, write an informative essay on Rosa Parks in which you explain what happened in the Montgomery bus incident and why it mattered, and show how this act of courage connects to the themes, characters, or events in Remember the Titans. Use only the Rosa Parks text provided and your notes from the film. Identify the event, explain its impact, and show how it relates to courage, unity, or standing up for what is right in both the Rosa Parks story and the film.	1) Vocabulary: Definitions & Sentence Making 2) Reading Comprehension - Multiple Choice - Short answers 3) Grammar in use 4) Extra Reading & Writing 5) Narrative Writing	

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Math	7 Group-1-Mr. CJ Chapters 6 ~ 8 Question Types: MCQ, True/False, Free Response 7 Group-2-Ms. Apple Yuan Chapter 3 – Expressions and Equations 3.3 Solving Equations Using Addition or Subtraction 3.4 Solving Equations Using Multiplication or Division 3.5 Solving Two-Step Equations Chapter 4 – Inequalities 4.1 Writing and Graphing Inequalities. 4.2 Solving Inequalities Using Addition or Subtraction 4.3 Solving Inequalities Using Multiplication or Division 4.4 Solving Two-Step Inequalities Chapter 5 – Ratios and Proportions 5.1 Ratios and Rates 5.2 Proportions 5.2 Graphing Proportional Relationships (Extension) 5.3 Writing Proportions 5.4 Solving Proportions Question Types: Multiple choice and Free response	8 Group-1- Mr. CJ Chapters 1 ~ 4 Question Types: Vocab, True or False, Solving (Free Response) 8 Group-2- Mr. Willemse Solving Systems of Linear Equations and Inequalities 4.1 – 4.5 Linear Functions 5.1 – 5.5 Question Types: Multiple choice and Free response 8 Group-3-Mr. Josh Unit 4 Solving Systems of Linear Equations: 4.1-4.5 Unit 5 Linear Functions: 5.1, 5.1e, 5.2-5.5 Question Types: • Multiple choice • Free response 8 Group-4-Mr. Wu 3.5 and4.1-4.5 and5.1-5.5 Question Types: Free response, paragraphs, multiple choice	9 Group-1- Mr. Willemse Algebra 1 Review 0.1 – 0.4 Linear Functions 1.1 - 1.4 Quadratic Functions 2.1, 2.2, 2.4 Piecewise Functions Extension Solving Quadratic Equations 3.1 – 3.6 Polynomials 4.1 – 4.2 Question Types: Multiple choice, Free response 9 Group-2-Mr. CJ Chapters 3 ~ 4 Question Types: Vocab, True or False, Solving (Free Response) 9 Group-3-Mr. Michael Huang 3.1~4.3 Question Types: Multiple choice, free response 9 Group-4- Mr. Wu 3.1-3.5 and 4.1-4.3 Question Types: Free response, paragraphs, multiple choice

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Math	7 Group-3-Mr. Michael Huang 3.3-5.4 Question Types: Multiple choice, free response 7 Group-4-Mr. Wu 3.3-3.5 and 4.1-4.4 and 5.1-5.4 Question Types: Multiple choice, Free response		

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Science	7 Group 1- Mr. Geswint 11.31 - 11.61 (All Chapters of the textbook) Question Types: Multiple Choice, True or False, Anatomical drawings with labels, Short Questions	8 Group 1- Mr. Anacoura 5.1 - 5.15 - Book 2 Question Types: Multiple Choice and Free Response	9 Group 1-Biology – Ms. Dela Cruz 2.18 Glucose and ATP 2.19 Chloroplast 2.20 Leaves and Photosynthesis 2.21 Photosynthesis 2.22 Calvin Cycle 2.23 Photosynthesis Summary 2.24 Chemosynthesis 2.25 Cellular Respiration 2.26 Glycolysis 2.27 Krebs Cycle 2.28 Electron Transport 2.31 Cell Division 2.32 Cell Cycle 2.33 Chromosomes 2.34 Mitosis Question Types: Multiple choice, Modified true or false, Diagram, Free response questions
	7 Group 2-Ms. Dela Curz 11.31 Respiratory System 11.32 Respiratory System Organs 11.35 Breathing 11.36 Excretory System 11.37 Urinary System 11.40 Nervous System 11.41 Nerve Impulse 11.42 Central Nervous System 11.43 Peripheral Nervous System 11.53 Pathogen 11.55 Infectious Diseases 11.59 Noninfectious Diseases 11.61 Inflammatory Response Question Types: Identification, Diagram, Free response, Modified true or false	8 Group 2- Mr. Geswint 5.1 - 5.15 (All chapters of the textbook) Question Types: Multiple Choice, True or False, Labels, Short Questions	9 Group 2 - Biology- Mr. Anacoura 2.11 - 2.13, 2.18 - 2.36 Question Types: Multiple Choice and Free Response
	7 Group 3-Mr. Malimata 11.21 Cardiovascular System 11.23 Heart 11.24 Blood Vessels 11.26 Blood 11.31 Respiratory System	8 Group 3- Mr. Malimata 5. Plate Tectonics 5.1 Continental Drift 5.2 Wegener and the Continental Drift Hypothesis 5.4 Bathymetric Evidence for Seafloor Spreading 5.5 Magnetic Evidence for Seafloor Spreading 5.6 Seafloor Spreading Hypothesis 5.7 Earth's Tectonic Plates 5.8 Tectonic Plate Motions 5.9 Theory of Plate Tectonics 5.10 Divergent Plate Boundaries in the Oceans 5.11 Divergent Plate Boundaries 5.12 Transform Plate Boundaries 5.13 Ocean-Continent Convergent Plate Boundaries 5.14 Ocean-Ocean Convergent Plate Boundaries 5.15 Continent-Continent Convergent Plate Boundaries Question Types: Part A. Multiple Choice Part B. Modified True or False Part C. Free Response	9 Group 3- Biology- Ms. Karen Lin 2.18-2.34 Question Types: Multiple Choice, Completion, True or False, Short and Long Response

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Science	11.32 Respiratory System Organs 11.35 Breathing 11.36 Excretory System 11.37 Urinary System 11.40 Nervous System 11.41 Nerve Impulse 11.42 Central Nervous System 11.43 Peripheral Nervous System 11.53 Pathogen 11.55 Infectious Diseases 11.59 Noninfectious Diseases 11.61 Inflammatory Response Question Types: Part A. Multiple Choice Part B. True or False Part C. Free Response	8 Group 4- Ms. Karen 5.1-5.15 Question Types: Multiple Choice, Completion, True or False, Short Response	9 Group 4 - Biology- Mr. Geswint 2.18 - 2.34 (NOT 2.35 and 2.36) Question Types: Multiple Choice, True or False, Drawings/Pictures with labels, Short Questions
	7 Group 4- Ms. Karen Lin 1-13 Cardiovascular System 1-14 Heart 11.31- 11.55 (Respiratory system, Respiratory System Organs, Breathing, Excretory system, Urinary System, Nervous System, Nerve Impulse, Central Nervous System, Pathogen, Infectious Diseases) Question Types: Multiple Choice, Completion, True or False, Short Response		

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Chinese	G7-1/7-2 –Mr. Franky 一、考試範圍： 1. 國文一上 第六課（《心囚》） 2. 字音字形表 3. 即席演講學習單 二、 評分標準 1. 閱讀理解能力標準 理解文意：能夠掌握文章主旨與段落大意。 細節理解：能正確回答文章中的明確訊息題。 推論能力：能根據上下文合理推論隱含意思。 語境判斷：能辨識詞語在文中的用法與意義。 整合表達：簡答題回答完整、語句清楚，不偏離問題。 2. 寫作能力標準： A. 內容完整（40%）：有明確主題（15 分）提供足夠細節或例子（10 分） 內容與題目切合（15 分）。 B. 結構清楚（30%）：段落分明，條理清晰（10 分） 開頭、結尾交代完整（10 分） 過渡自然（10 分）。 C. 語言正確（30%）：用字正確，不偏離語境（10 分） 錯別字少、無使用注音（10 分） 文句通順（10 分）。 Question Types: 1. 改錯字 2. 選擇題 3.閱讀理解 4.摘要速寫	G8-1/8-2–Mr. Franky 一、 考試範圍 1. 國文一上 第四課（《愛蓮說》） 2. 字音字形表 3. 寫作學習單 二、 評分標準 1. 閱讀理解能力標準 理解文意：能夠掌握文章主旨與段落大意。 細節理解：能正確回答文章中的明確訊息題。 推論能力：能根據上下文合理推論隱含意思。 語境判斷：能辨識詞語在文中的用法與意義。 整合表達：簡答題回答完整、語句清楚，不偏離問題。 2. 寫作能力標準 A. 內容完整（40%）：有明確主題（15 分）提供足夠細節或例子（10 分） 內容與題目切合（15 分）。 B. 結構清楚（30%）：段落分明，條理清晰（10 分） 開頭、結尾交代完整（10 分） 過渡自然（10 分）。 C. 語言正確（30%）：用字正確，不偏離語境（10 分） 錯別字少、無使用注音（10 分） 文句通順（10 分）。 Question Types: 1. 改錯字 2. 選擇題 3.閱讀理解 4.寫作	

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Foreign Language			Spanish I – Ms. Ivania 王意嵐老師 UNIDAD 1 Question Types: - Part A: Completa el diálogo. - Part B: Interpreta las frases en chino o inglés. - Part C: Completa con el artículo determinado adecuado. - Part D: Completa con el artículo indeterminado adecuado. - Part E: Completa el cuadro. - Part F: Escribe los números en español. Spanish I – Ms. Wang 王文英老師 Book p.17,19,21,67(time) Question Types: Filling blanks, choice Spanish II-1 – Ms. Tsai 蔡宜珍老師 ESTAR 動詞運用 adjetivo / vocabulario de los lugares estar 現在進行式 Question Types: 選擇題 Spanish II-2 – Ms. Lin 林美伶老師 動詞變化 20%，相反詞 10%，hay、estar 應用 10%，聽力 20%， 地方詞 10%，日期 20%，時間 10%。 Question Types: 填充題

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Foreign Language			Spanish III – Ms. Roxana Pat participle - Present Perfect and time expressions - Free time activities - Camping - Colloquial expressions for opinions - At the hotel - Culture: Day of the Dead Question Types: Free response, multiple choice, fill the blanks, translation French I – Ms. Huang 黃鈴琚老師 1.動詞變位(Etre 、 avoir 、 er 結尾的第一組動詞) 2.文法: 國家前面的介係詞、Quel 用法、定冠詞複習 3.單字: P.21 、 27 、 35 Question Types: Multiple choice French II – Ms. Julie Cooper Chapter 1: talking about daily activities, time schedule and being able to ask questions with the correct verb. Question Types: Assessment Criteria – French (Daily Routine / Unit Review) 1. Les verbes pronominaux (reflexive verbs) • Correctly use and conjugate common reflexive verbs: se lever, se coucher, se promener, se laver, s’habiller, etc. 2. Le verbe connaître • Correctly conjugate and use connaître in context. 3. Les adverbes de fréquence • Appropriately use adverbs of frequency: jamais, de temps en temps, parfois, souvent, toujours. 4. Dire l’heure et décrire une activité • Accurately tell the time and associate it with a daily

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Foreign Language			activity (e.g., Je me lève à sept heures.) 5. Poser des questions selon la réponse donnée - Formulate correct questions corresponding to given answers (using est-ce que, inversion, or intonation). 6. Compléter un courriel avec le verbe approprié (20%) - Read an email and fill in the blanks with the correct form of the given verbs. 7. Compréhension écrite (30%) - Reading comprehension about the daily life of a French student. - Answer questions to demonstrate understanding of vocabulary and grammar in context Japanese I – Ms. Hsieh 謝宛妮老師 大家日本語第 2、3 課 動詞變化 第一類動詞 五段動詞 第二類動詞 上下段動詞 第三類動詞 サ、力行變格動詞 Question Types: 選擇題 填空題 Japanese II – Ms. Pearl Lu Lesson 3.1 Vocabulary, conversation, grammar, verb conjugation, Hiragana, Katakana Question Types: Multiple Choice, fill-in blanks, cloze

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Foreign Language			Japanese III – Ms. Chang 張育如老師 大家的日本語進階 3 28 頁到 47 頁 Question Types: 選擇題 30 題 Korean I – Ms. Chiang 姜圭珍老師 第 2、4 課 Question Types: multiple choice, short answer type German II – Mr. Hsieh 謝志明老師 Lesson 12. , Imperative Question Types: Vocabularies, free response, reconstruct sentences German III – Ms. Lin 林秋樺老師 Lesson 1-2 Question Types: 選擇、是非、配合、問答