

Learning as an 11-Year-Old

What to Expect This School Year



2021 Issue



QUALITY SCHOOLS
INTERNATIONAL



QSI ESTABLISHED SCHOOLS IN...

1971

Yemen, *SANAA*

1991

Albania, *TIRANA*

1992

Ukraine, *KYIV*

1993

Belarus, *MINSK*
Kazakhstan, *ALMATY*

1994

Azerbaijan, *BAKU*
Kyrgyzstan, *BISHKEK*
Slovakia, *BRATISLAVA*
Turkmenistan, *ASHGABAT*

1995

Armenia, *YEREVAN*
Georgia, *TBILISI*

1996

North Macedonia, *SKOPJE*
Moldova, *CHISINAU*

1997

Bosnia & Herzegovina,
SARAJEVO

1999

China, *ZHUHAI*

2000

Thailand, *PHUKET*

2001

China, *SHENZHEN*

2002

China, *CHENGDU*

2004

China, *DONGGUAN*
Tajikistan, *DUSHANBE*
Venezuela, *EL TIGRE*

2005

Timor-Leste, *DILI*
Italy, *BRINDISI*
Kazakhstan, *NUR-SULTAN*
Vietnam, *HAIPHONG*

2006

Montenegro, *PODGORICA*

2007

Kazakhstan, *ATYRAU*
Malta, *MOSTA*

2011

Belize, *BELMOPAN*

2012

Benin, *COTONOU*
China, *SHENYANG*
Hungary, *PÁPA*

2015

Germany, *MÜNSTER*
Kosovo, *PRISTINA*

2016

Djibouti, *DJIBOUTI*

2018

Suriname, *PARAMARIBO*

WELCOME TO QUALITY SCHOOLS INTERNATIONAL!

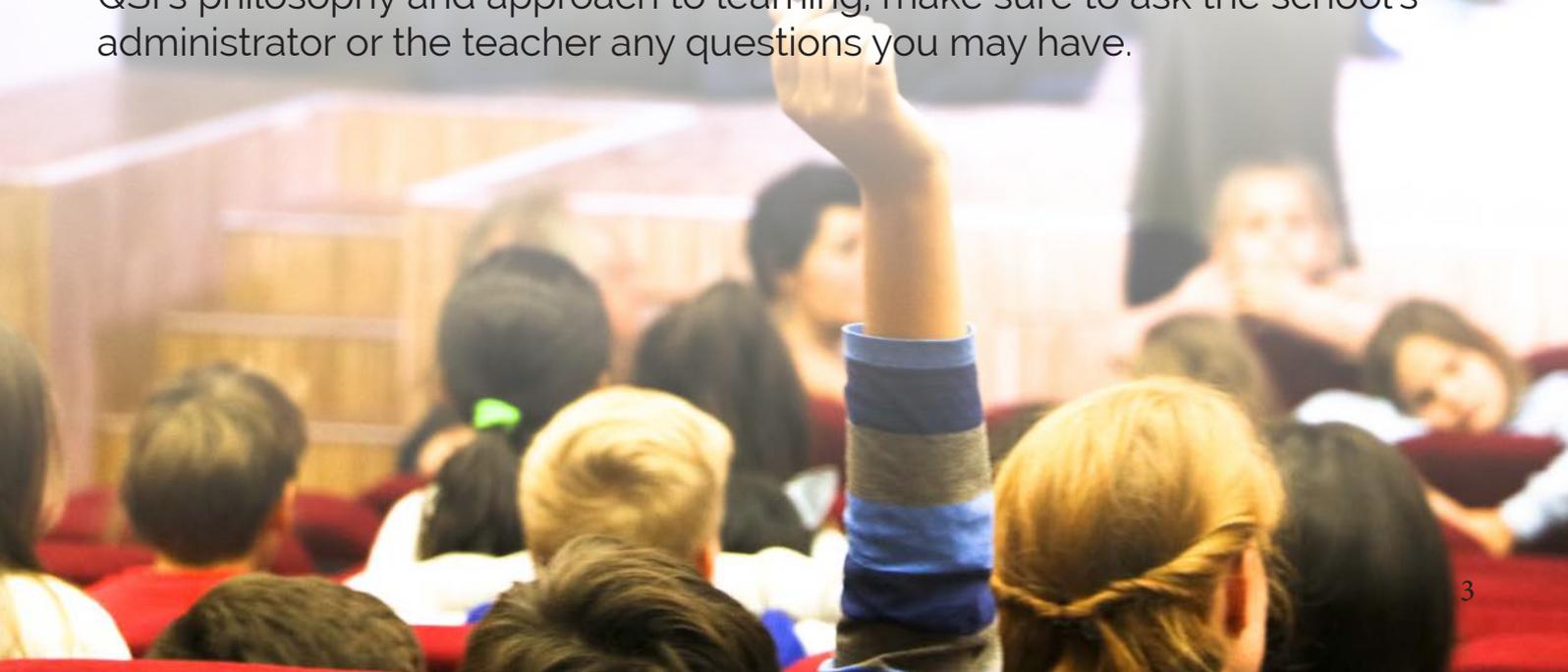
Welcome to Quality Schools International! This school is part of QSI, a group of schools that offers high-quality education throughout Asia, Europe, Africa, and the Americas. With more than thirty years in international education, we offer the same educational model, curriculum, and materials throughout our schools.

This booklet informs you about what a 11-year-old student (equivalent to sixth grade in the USA and Year 7 in the UK) will be learning in school. Our classrooms bring hands-on and minds-on learning to our students. Our teachers empower students to learn about things they investigate about in the world around them.

Here we will present the four unique components of being a student in a QSI school.

- Building character and a culture of success
-Success Orientations
- Model of education
-Mastery Learning
- Methods to measure success
-Evaluation
- What a 11-year-old will learn
-Curriculum

For more information or if you would like to talk in more detail about QSI's philosophy and approach to learning, make sure to ask the school's administrator or the teacher any questions you may have.



SUCCESS ORIENTATIONS

Building Character and a Culture of Success

Success is so much more than getting A's and B's. We understand how important it is for students to develop the many good habits and skills that lead to being successful. QSI wants all students to grow in leadership, confidence, creativity, and the capacity to collaborate with others. We teach and help students to be trustworthy, responsible, concerned for others, kind and polite, successful group members, able to appreciate the environment around them, and be independent. We call these the **Success Orientations**.

Trustworthiness...

...means students tell the truth and are honest about their interactions. It means that someone, like a friend or a teacher, can trust the students and count on them to do the right thing.

Responsibility...

...means students come to school on time, prepared, and ready to learn each day. It also means they bring homework, materials, and books to school when needed and do their best consistently in every class, every day.

Concern for Others...

...means students accept other people no matter where they are from or what their beliefs are. It means that students include others in their activities and help friends or others who may be sad or hurt. Students show others their care and concern for others through acts of sharing and moments of empathy.





Kindness and Politeness...

...means students are kind and polite to everyone at school, not just teachers and friends, but also others who might not be their friends. It also means they are helpful and patient with everyone.

Group Interaction...

...means students work well with others in class and in small groups. They cooperate with those in the group and work on ways to solve problems, find positive solutions, and develop collaborative skills. It also means they listen to others and their ideas even if they disagree.

Aesthetic Appreciation...

...means students respect the spaces that they use in the school, such as their cubby/locker, classroom, hallway, or cafeteria. It means that they take care of the environment inside and outside the school by picking up trash and cleaning up after themselves. It also means students respect how other people create their ideas, not just in art and music, but in every class.

Independent Endeavor...

...means teachers assign students work and students then do it by themselves. They pay attention to personal work and stay focused on the task at hand. Teachers can trust students to do the work independently and to the best of their ability. Students may pursue an interest beyond curricular expectations to further increase their understanding of the topic.



MASTERY LEARNING

Education That Makes Sense

QSI utilizes the Mastery Learning model when teaching students in our schools. It is a well-researched practice with strong evidence for being highly effective where students learn more information than traditional school methods which receive a percentage grade to pass and move on. Mastery Learning is not a new concept but is starting to become the model for schools looking to reach all students in a more engaging and meaningful way. The idea is simple. In a traditional school, students can pass their courses and miss 40%, 30%, 20%, 10%, and even 5% of the course content. In Mastery Learning schools, we care about the students mastering 100% of the course content. We believe that these gaps in learning, if left unchecked, turn into deficits, difficulties, and frustrations in learning in the future.

Time is a Resource



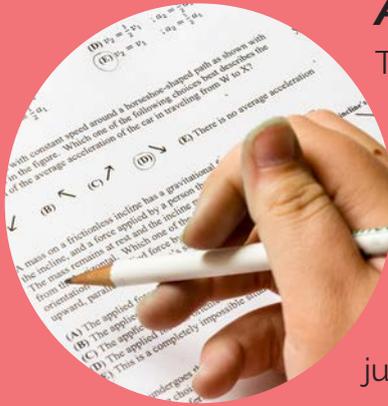
Most education programs have some system of separating students based on academic achievement. It is acceptable for most school systems to teach all students the same things, to give identical exams to assess student learning, and then to observe, record, and report the differences in student achievement. In this scenario, performance becomes the focused variable. In mastery learning, time becomes the focused variable and changes with the intention of increasing all student performance. Time is not an indicator OF success but a tool FOR success. As such, it becomes one of the most valuable tools for students and teachers. All students are different and enter the classroom with varying levels of language fluency, emotional intelligence, work ethic, curiosity, aptitude for their studies, and degrees of content comprehension. It stands to reason that not all students will be able to reach a high standard of performance at the same time. As a result of varying the time indicator for success, more students are able to demonstrate proficiency and achievement at higher levels throughout the year. As the quality and quantity of time work together to provide a positive learning environment, there is a shift in the perception of time. It is now used as a tool FOR learning that simultaneously develops and promotes a growth mindset. This shift in mindset leads to a solid foundation of learning and a healthy perspective of success that will benefit students throughout their education and careers.

Instruction at the Appropriate Level



We believe that success builds upon success. When students master all the learning objectives in one unit, they move onto the next unit. Learning at a level that is too easy may lead to boredom, and learning at a level that is too difficult often leads to frustrations. When students come to a QSI school for the first time, they will take placement assessments in mathematics, reading, and writing. After our initial placement assessment, it may be necessary to do follow up assessments. This process helps the school know just the right placement for new students to be in the right place for successful learning. Teachers use a variety of instructional strategies to ENGAGE all students as they explore the content within each unit.

Assessment FOR Learning



Traditional education systems often identify the gaps without any plan or process to fill them. Mastery learning adheres to the principle that students must demonstrate proficiency or mastery in knowledge, content, and skills. If a student is not able to demonstrate mastery, he or she is provided with additional and differentiated support to first re-learn the material and is then reassessed on it. This cycle continues, similar to one-on-one tutoring until the learner has achieved true mastery. In this way, QSI uses assessment FOR learning, rather than just assessment OF learning.



METHODS TO MEASURE SUCCESS

When students finish studying a unit in a course, they will get a grade. Grading in QSI is different than in traditional schools. We don't use percentages when we assign grades. We use rubrics and make sure students master all of the learning objectives at a B level. These rubrics define what an A and a B look like for each learning objective. We call these objectives TSWs (The Student Will). Students must master all the TSWs in a unit. If students do not master a specific TSW, the teacher will work and support students using different methods to reteach until students attain mastery.

Here are two examples of some learning objectives for 11-year-olds:

- The Student Will identify and provide supporting evidence of internal and external conflict of characters in relation to plots. The Student Will identify parts of a plant.
- The Student Will evaluate numerical expressions with whole number exponents and use them to represent real world and mathematical problems.

Teachers will ask students to demonstrate what they know in a variety of ways. This can be done by the following:

- projects
- paper tests
- interviews to explain what they know or have investigated
- Etc.

QSI teachers encourage students to demonstrate learning in many ways, ensuring enduring understanding and a sense of success.

Grades Indicating Mastery

QSI Grade Definitions

A: The student mastered all the TSWs and consistently demonstrated higher-order thinking in their learning and made connections across subjects.

B: The student mastered all the TSWs and used many new skills to show their thinking.

Grades Indicating “Not Yet”

P: The student is currently engaged in learning this unit. This may be during the current unit, or remaining from a previous unit.

H: The unit is on hold and the student will come back to this unit because they need more time.

W: The student is no longer engaged in this course or unit.

Grades Indicating Insufficient Effort

D: The student did not try as hard as expected. They gave up during the unit and stopped working. “D” grades are never given without student and parent communication and opportunity.



WHAT AN 11-YEAR-OLD WILL LEARN

QSI Curriculum Development

QSI Curriculum is developed by a trained team of QSI teachers who dedicate their time and efforts to improving the education of our students by embedding 21st Century skills and practices into our courses. They align the curriculum to various standards found in the United States, such as Common Core, NGSS, Aero, etc. Our textbook programs that support our curriculum are also from the United States. We then verify the success of our program by utilizing NWEA's MAP Growth assessments in Reading, Language Usage, and Mathematics. These computer-based, adaptive assessments are given to our students in the fall and the spring. We use the data to inform our instruction and evaluate our program.

Courses Throughout the School Year

An 11-year-old student will grow in their knowledge, experience, and curiosity in these core areas: Reading, Writing, Mathematics, Science, and Cultural Studies. They will also learn broader subject areas such as: Art, Library Skills, Music, Physical Education, and Technology. If students have already mastered English, they may learn a new language. Each QSI school offers students various opportunities depending on the school's location (e.g., Spanish, French, Russian, Chinese, etc.). These language courses are called LOE or Languages Other Than English.

English Language Support

If a student does not know English, they will be enrolled in classes that will help support their learning to read, write, speak, and understand English. These classes are called Intensive English and will be offered at designated support times during the school day. The best way to learn English is to be immersed in a lesson where the teacher and students speak and learn in English.

Curriculum Organization

Listed below are the course subjects with the units outlined in each content area. Subjects contain both essential and selective units. Essential units (ex. E01, E02, E03, etc.) are always taught. Selective units (ex. S01, S02, S03, etc.) are teacher-chosen units that fill out the course and vary from year to year.



Mathematics-11

The Mathematics-11 course was designed to allow students to learn mathematical concepts in a meaningful way, connecting learning to previous mathematical understanding as well as to the real world. The program encompasses number sense, including rational numbers in the forms of fractions and decimals, ratio reasoning, measurement of area/volume and data analysis. Algebra is also introduced as students explore equality and inequality as well as gain an understanding of variables and how equations and inequalities can be used to help solve problems. Collaboration is highly valued, with students discussing a variety of strategies and modelling those strategies to help gain a deeper understanding of the concepts being covered. Throughout the course of the year, students should tackle open-ended "low-floor, high ceiling questions" allowing all to be successful and involved.

Essential Units

(must be mastered to complete the course)

- E01 – Positive Rational Numbers
- E02 – Integers & Rational Numbers
- E03 – Numeric & Algebraic Expressions
- E04 – Equations & Inequalities
- E05 – Ratio & Rate
- E06 – Percent
- E07 – Area & Volume
- E08 – Display, Describe, & Summarize Data

Selective Units

(to complete the course content or for additional study)

Teachers and/or students will pick two of the following units to complete Mathematics-11 with a total of ten units.

- S01 – Goal Setting
- S02 – Peer Tutoring
- S03 – Mathematical Investigation 1
- S04 – Mathematical Investigation 2
- S05 – Athletics
- S06 – Portfolio/Project
- S07 – Mathematical Reinforcement

Expected study time per course:

45 minutes for minimally five days per week for a total of ten required units.



Literature-11

The Literature-11 course is designed to be taught to the eleven-year-old class, and concurrently with Writing-11. Skills from both are interrelated. Fiction, informational texts, poetry, drama, documentaries, feature films, episodic television, short films, and Internet media are the various mediums offered for literary analysis in the course's units. The aim of the course is the analysis of literature in all of its many forms.

Essential Units

(must be mastered to complete the course)

- E01 – Reader's Response
- E02 – Plot, Conflict & Setting
- E03 – Character Analysis in Folk Literature
- E04 – Poetry Analysis
- E05 – Novel Study
- E06 – Nonfiction Analysis
- E07 – Argument & Persuasion

Selective Units

(to complete the course content or for additional study)

Teachers and/or students will pick three of the following units to complete Literature-11 with a total of ten units.

- S01 – Goal Setting: Using MAP Data
- S02 – Media Analysis
- S03 – Drama
- S04 – Sustained Silent Reading
- S05 – Science Fiction
- S06 – Novel Study II

Expected study time per course:

45 minutes for minimally five days per week for a total of ten required units.



Writing-11

Writing-11 is designed to be engaged concurrently with Literature-11. The essential units for both courses are aligned to take advantage of interrelated skills. One grammar unit is provided to promote grammar acquisition. The students will explore writing in its four modes; narration, description, exposition and persuasion. They will also respond to literature, have an opportunity for creative writing, and script writing and media creation.

Essential Units

(must be mastered to complete the course)

- E01 – Grammar
- E02 – Narrative Writing
- E03 – Poetry Writing
- E04 – Literary Analysis
- E05 – Expository Writing
- E06 – Persuasive Writing
- E07 – Portfolio

Selective Units

(to complete the course content or for additional study)

Teachers and/or students will pick three of the following units to complete Writing-11 with a total of ten units.

- S01 – Goal Setting Using MAP Data-
- Language Usage
- S02 – Media Creation
- S03 – Research Writing
- S04 – Script Writing
- S05 – Creative Writing

Expected study time per course:

45 minutes for minimally five days per week for a total of ten required units.



Cultural Studies-11

The Cultural Studies 11/12/13 curriculum has been designed as a three-year walk through history from Early Man to the mid-1800s. This three year progression begins with the History of Early Man and ends with the founding of the United States. It is important to make sure the students understand how each course relates chronologically to the other.

The Cultural Studies-11 continues to nurture students to compare and contrast groups of peoples along with promoting connections between various ancient cultures and civilizations with modern history. Students will examine some of the earliest known civilizations, thus providing a solid basis for further cultural study in later years.

Essential Units

(must be mastered to complete the course)

- E01 – Early Humankind
- E02 – Mesopotamia
- E03 – Ancient Egypt & the African Kingdoms of Nubia & Kush
- E04 – Ancient India

Selective Units

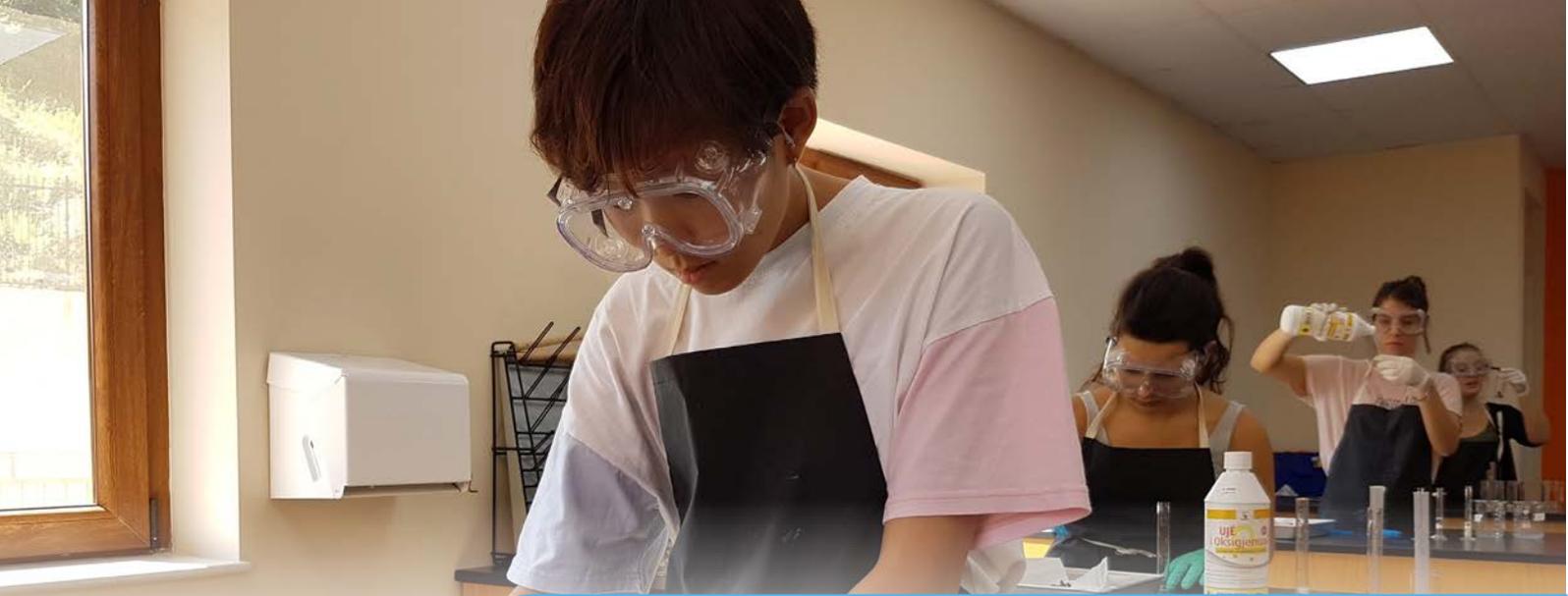
(to complete the course content or for additional study)

Teachers and/or students will pick one of the following units to complete Cultural Studies-11 with a total of five units.

- S01 – Home/Host Country: Environment
- S02 – The Power of Man: A Biographical Investigation
- S03 – Shaping a Civilization: A Regional Study of Visual Art

Expected study time per course:

Science and Cultural Studies combine to make a full year of ten units; 5 required Science units and 5 required Cultural Studies units; 45 minutes five days per week.



Science-11

The 11 year old science program references the New Generation Science Standards, (NGSS). These standards address the need for preparing students to actively locate and solve problems, to design and use models, and to think critically. In an age when factual information is changing rapidly and is available at one's fingertips, the ability to utilize the information in a productive manner is important. The program will provide students with opportunities to apply the eight essential science and engineering practices listed below through engineering, design, and technology in the context of physical, life, earth and space science topics. This establishes a bridge to the full spectrum of secondary science courses. Each course contains a Science and Engineering Practices unit (E01) that will remain open all year.

Essential Units

(must be mastered to complete the course)

- E01 – Science & Engineering Practices
- E02 – Investigating Energy
- E03 - Investigating Chemistry
- E04 - Investigating Forces

Selective Units

(to complete the course content or for additional study)

Teachers and/or students will pick one of the following units to complete Science-11 with a total of two units.

- S01 – Engineering & Design
- S02 – Further Investigations with Energy
- S03 – Further Investigations with Chemistry
- S04 – Further Investigations with Forces
- S05 – Investigating Waves
- S06 – Gardening
- S07 -- Further Investigations with Waves

Expected study time per course:

Science and Cultural Studies combine to make a full year of ten units; 5 required Science units and 5 required Cultural Studies units; 45 minutes five days per week.

SPECIAL SUBJECTS

Special subjects allow students to explore other outlets for their learning. We explore creativity, fitness, technology, and languages other than English. These courses below are offered to all our students. The purpose is to develop a well-rounded student and to allow them to explore other avenues of communication. Regardless of the QSI school, we ensure that students learn all these special subjects. Some schools may be able to offer more time to some of these subjects than others because of school-based resources.

Success Orientations, Social Emotional, and Child Protection Lessons

QSI is committed to teaching children habits and skills that help them to build character, manage emotional and social situations, and keep themselves safe. Currently, we have a full range of lessons on Child Protection that we teach children of all ages. We are also developing specific, age-appropriate lessons for Success Orientations and Social Emotional Development.



Essential Units: (must be mastered to complete the course)

E01 – Foundations of Visual Art

Selective Units: (to complete the course content or for additional study)

Teachers and/or students will pick one of the following units to complete Art-11 with a total of two units.

- S01 – Exploration of Drawing
- S02 – Exploration of Painting
- S03 – Exploration of Various Media
- S04 – Exploration of 3-D Art
- S05 – Cultural Connections
- S06 – Visual Journals

Expected study time per course:

45 minutes for a minimum of one day per week for mastery of the two required units.



Art-11

Art-11 is designed to teach visual literacy as well as artistic process to students in the 11-year-old class. It is modeled on the National Core Arts Standards for Visual Arts. These standards are based on the artistic processes of creating, presenting, responding, and connecting with artistic ideas and works of art.



Library-11

Within the Quality Schools International mastery learning framework 11-Year-Old students must gain the ability to identify, access, evaluate, and use information from the library, third-party vendors (i.e., databases) and the Internet. These skills will create independent learners by fostering students' research, information literacy, technology, communication, and critical thinking skills. It is of equal importance to instill a need to read for pleasure.

Essential Units: (must be mastered to complete the course)

- E01 – General Skills
- E02 – Information Literacy Skills

Selective Units: (to complete the course content or for additional study)

Teachers and/or students can choose an additional selective unit if time allows.

- S01 – Author Study
- S02 – Autobiography / Biography / Memoir
- S03 – Electronic Book (eBook)
- S04 – Fiction Book Review
- S05 – Fiction Book Trailer
- S06 – Reader's Theater

Expected study time per course:

45 minutes for a minimum of one day per week for a total of two units.

Selective Units:

Teachers and/or students will pick two of the following units to study based on student interest and/or teacher expertise to complete the learning in Music with a total of two units.

- S01 – Performance
- S02 – Rudiments, Interpretation & Analysis of Music
- S03 – Classical-Popular Music Connections
- S04 – Music Appreciation: Historical & Contemporary
- S05 – Beginning Ukulele
- S06 – Advanced Ukulele
- S07 – Music Theater
- S08 – S13 Instrumental Music
- S14 – S18 Vocal Music
- S19 – S22 Music Composition

Expected study time per course:

45 minutes for a minimum of one day per week for mastery of the two required units.



Music-11

In the Music-11 the student will listen to music in creative ways through discussion and improvisation. Basic music theory and improving ear-training will also be a focus. Hearing and listening for specific qualities or characteristics of music, along with matching pitches, and moving rhythmically and creatively to music constitute the essence of this program. Learning about musical works of other times, places and cultures as well as developing choral music skills will also constitute a portion of this course. Students also have the opportunity to begin learning a band or orchestra instrument. An important element of the 11-year-old music course is performance as a tool of building confidence and stage presence skills. Concepts, which form the intellectual framework of the music program, are divided into five elements: rhythm, melody, harmony, form and expression.



Physical Education-11

Physical Education-11 is for students with maturing bodies and skill capabilities. The focus of this course is to develop efficient, effective, and expressive movement patterns that promote overall physical wellbeing and appropriate social and behavior skills in a Physical Education environment. Fundamental skills of body awareness, body movement locomotion, spatial awareness and manipulative skills are developed. The goal is for all students to feel safe participating in physical education classes. While team games/sports can be incorporated at this level, they should not be the central activity as the focus remains on inclusion and successful participation by all students. This is facilitated by allowing flexibility and adaptations in all games and activities to maximize participation. Developing an ongoing interest in physical activity is the ultimate end result.

Essential Units: (must be mastered to complete the course)

- E01-Fitness
- E02 - Object Manipulation
- E03 - Throwing/Catching
- E04 - Kicking/Striking
- E05 - Team/Character Building
- E06 - Team/Individual Sports

Selective Units: (to complete the course content or for additional study)

- S01 - Life Sport – Swimming
- S02 - Life Sport – Skiing/Snowboarding
- S03 - Advanced Team Sports
- S04 - Host/Home Country Games
- S05- Tumbling/Gymnastics
- S06 - Rhythms

Expected study time per course:

45 minutes for a minimum of three days per week for mastery of the six required units.

Essential Units: (must be mastered to complete the course)

- E01 – Keyboarding
- E02 – Digital Citizenship
- E03 – Projects in Publishing
- E04 – Practical Programming

Selective Units: (to complete the course content or for additional study)

Teachers and/or students can choose an additional selective unit if time allows.

- S01 – Simulated Physics
- S02 – Basic Web Page Design
- S03 – Robotics
- S04 – Virtual Reality
- S05 – Projects in Emerging Technology

Expected study time per course:

45 minutes for a minimum of two days per week for a total of four units.



Technology

Technology-11 will build on keyboarding skills already obtained in earlier levels, which will free students up in their technology use. In addition, new concepts in digital citizenship are introduced, which are extremely crucial at this age, because the 11-year-old student often likes to explore a larger world independently. Elements of Computer Science and Programming are introduced and may be practiced as a continuation from previous years.



Languages Other Than English (LOE)

These courses are offered to students of all ages who are enrolled in mainstream English reading and writing courses. In order to learn a new language, we want to ensure that students enrolled in our schools have a sufficiently high level of mastery in English first. Each school has different language options available to them and those language options are based on the countries where the QSI school is located. Please ask the Director or school office for details of the LOE program.

The LOE program focuses on learning how to listen, speak, read, and write in a chosen new language. Communicating in another language gives students the advantage of developing an awareness of a new culture and an appreciation of others in the world.

Each QSI school determines how many times a week LOE is offered.

If students are enrolled in LOE, the classes per week may vary between three-five times a week.

Expected study time per course:

45 minutes two to five days per week for mastery of the four-ten units depending on how often the class meets.

Quality Schools International (QSI), a nonprofit foundation, receives invitations to open schools from embassies, businesses, and agencies around the world. QSI responds to the needs of expatriates and host country nationals seeking a quality, progressive, English-language, North-American style, international education.

QSI schools accredit through Middle States Association of Colleges and Schools.

