



QSI Curriculum Guidelines and Adjustments 2021-2022

NEW UPDATE!

Face-to-Face Instruction (all year)	Online / Blended Learning (due to Covid)
#1 No TSW reduction	Follow the 3 Guidelines below
#2 Portfolio/Project is used as a selective unit	
#3 Complete all units	

Three guidelines (see below for details):

😊 **Guideline #1 - TSW Evaluation and Reduction**

😊 **Guideline #2 - Portfolio/Project Unit**

😊 **Guideline #3 - Unit Completion Expectations**

Introduction

Given the ever-changing situations across the globe, there are many uncertainties that we personally face every day. QSI wants to address the difficult nature of online and blended learning and difficulties coming back to school after a long time not face to face. These curriculum guidelines and adjustments are to try to alleviate some of your worries about teaching curriculum in 2021-2022. We have produced some guidelines that will help you begin and finish the year in a strong manner and help our students make progress and reduce their stress. QSI is committed to helping our students focus throughout the full school year and engage in relevant learning.

There is mixed advice on approaches to beginning school year with assessment to determine learning gaps. Some articles suggest just start on new content and address gaps as you progress during the year. Some articles suggest doing gap assessments to see where gaps are and do some reteaching. The approach is up to the school. We have in place some assessment tools to assist if you want to find gaps in learning. School administrators can find reading, writing, and mathematics assessments compiled for administrative access in the QSI Toolkits: Leading for Learning: Addressing Academic Gaps. This is for admin only so teachers ask your director or DI/AC about them.

Guideline # 1

TSW Evaluation and Reduction

TSW Evaluation and Reduction Expectations: ALL AGES 5-Secondary IV

With the concept of *Less is More*, it is essential to begin and finish this year positively for everyone. We want teachers to evaluate the following questions for each unit they teach:

- What TSWs in a unit MUST the students know to be successful next year?
- What thinking processes in the TSWs are important for next year in this unit?
- How can I get students involved in deciding how they show A level Mastery?
- *A level mastery can be beyond just a single TSW but it can be about the complete unit about how students think through their issues. Verbal communication is a great way to let them explain their thinking.*

Based on these questions, we trust that teachers can use their professional judgement to decide what TSWs they will teach in the unit that address the above questions. We accept that all TSWs will not be taught for each unit. We accept that a majority of the TSWs will be taught and we trust teachers to remove TSWs that do not address the questions above. Feel free to discuss individual concerns with directors. The expectation is that a majority will be taught but not all.

After you pick out the TSWs you will teach for a specific unit, ask yourself: Do the TSWs I have chosen allow for higher order thinking? If they do not, then please go back and choose more TSWs that will promote this kind of thinking and assessment.

How to approach shorter unit evaluation?

Now is not the time to focus on traditional methods of paper and pencil tests in an any learning environment. Assessments could be projects, short answers, discussions, mini conferences, experiential learning, demonstrations, etc. QSI has always believed that using multiple methods of evaluating students is important. In the time of online learning simple conversations with students one on one may be all that you need to see that they have mastered a concept. Make the demonstration of mastery more open and not restricted to traditional methods.

Guideline #2

Portfolio/Project Unit

Selective Portfolio/Project Unit

This unit *could* be engaged at the beginning of the year and open all year long and is available for each course in QSI. It is a way for teachers to guide students to reflect on their learning. This unit works well with schools who do student led conferences. All QSI administrators have access to resources to support student-led conferences and portfolio construction. Administrators click [here](#) to find access to this.

Teacher access for the unit click [here](#). The unit is also on the [QSI Curriculum and Resources](#) website.

The Portfolio/Project unit has been created to focus on the review of concepts learned during the course of the school year. *Each teacher can use this unit in their course to replace another essential or selective unit.* This unit replicates the process leading up to student-led conferences. Teachers guide students to reflect on their year in meaningful ways. This portfolio unit will be available for each course across all age levels. This unit allows for collaboration, communication, creativity, and critical thinking as students reflect on their learning for the school year. It is therefore important that a part of the teachers' planning should include student conferencing and providing feedback ongoing reflection on portfolio progress throughout the year. *This unit is NOT designed to be “dumped” on students and parents as extra work.*

Portfolio Examples

Elementary: Teachers can engage in the Portfolio selective unit for Mathematics, Reading, Writing, Science, and Cultural Studies. They can earn a grade for each course but only do one portfolio. Their review and reflection for mathematics, reading, writing, science, cultural studies would be combined to one portfolio.

Secondary Example 1: Biology, Advanced Mathematics I, and World History will engage students in the Portfolio selective unit under their course. They can earn a grade for each course but only do one portfolio.

Secondary Example 2: A Biology teacher will not be able to engage in a science fair for the year can teach 9 essential units and substitute the Portfolio/Project unit to finish the course following those TSWs.

TSWs would still be engaged in for each Portfolio unit opened in each course. There would be a grade for each portfolio unit completed. But the actual portfolio would be one combined product.

*This unit is **not mandatory** for any teacher but can be taken on as a way to encourage collaboration between teachers, to provide a “product” for students to take out of their courses, and to reduce teacher planning for some of the online learning time.*

If schools chose to mandate this unit school wide, they need to engage in this at the beginning of the school year and build on it all year long.

Guideline #3

Unit Completion Expectations

Elementary 5-year-olds to 11-year-olds

While the goal of all our work in school typically should be to complete the full course of required units for all courses, we also understand the constraints of our current mixed learning environments. Given these constraints, the following allowances for unit completion are in effect for all of 2020-2021:

- Reading/Writing: finish 8 units
- Mathematics: finish all 10 units of math
- Science and Cultural Studies: finish 4 units of Science and 4 units of Cultural Studies
- MAP Goal Setting units can be used this year but you may need to use other data besides MAP. (Portfolio/Project unit can also serve to help students reflect at the beginning of the year and set goals and collect evidence of goal setting.)
- **Elementary specials courses** (PE, Music, Art, Library, etc.) should reduce TSWs. Elementary are required to only do 2 units per year. Important factors:
 - Reduce TSWs in the 2 units
 - Create fun projects that will allow students to feel success and no stress.
 - This year participation in specials courses is a key element to evaluating students.
 - No participation (has never been to class) = don't engage in the unit
 - No participation (is online seldom) = P
 - Limited participation but there is some mastery of the selected TSWs for evaluation = E
 - Participation and mastery of the selected TSWs = B
 - Above and beyond level of participation and high level of mastery of the selected TSWs for evaluation = A
- **Elementary LOE**—reduce units or put language learning on hold as the core subjects Mathematics, Reading, and Writing are most important. **Schools can choose (not mandated) to retool LOE time to meet the academic needs of elementary students using LOE time for catch up in the 3 core courses.**
 - Taught 5 days a week finish approximately 6 units
 - Taught 3 days a week finish approximately 4 units
 - LOE should NOT stress students out and if you move to online learning this is essential
 - This year participation in elementary LOE is a key element to evaluating students.
 - No participation (has never been to class) = don't engage in the unit
 - No participation (is online seldom) = P
 - Limited participation but there is some mastery of the selected TSWs for evaluation = E
 - Participation and mastery of the selected TSWs = B
 - Above and beyond level of participation and high level of mastery of the selected TSWs for evaluation = A

- **Elementary Intensive English-** It is important to find relevant activities that teach and move students ahead in their acquisition of the English language.
 - You are not on a timeline of 10 units a year. IE students sometimes do more or less depending on the speed of which they master the skills to move on.
 - This approach is best looked at as the IE curriculum as a continuum of skills to master to work towards a level of mastery where they can be in the mainstream classroom.
 - Skipping units or reducing TSWs serves no purpose. Just go at a slower pace through the units.
 - Guidelines for IE placement can be found in the [Intensive English User's Guide](#).
- With the number of units being less, however, you can still go deeper and have more fun.
- And consider the addition of the portfolio unit in place of a content unit in each course

If you finish the unit expectations, please ensure that students are engaged in additional units until the end of the year. Please remember to keep students actively engaged in meaningful learning for the full school year.

At the beginning of the following school year, schools will reassess students' level of mastery of mathematics and reading/literature and writing to determine the gaps in their learning. More details later about how this will look.

***Note* The above allowances are to respond to a temporary situation and are only in effect for the 2021-2022 school year. Schools should revert to the usual unit completion expectations for the 2022-2023 school year.**

Elementary 12- and 13-year-olds

While the goal of all our work in school typically should be to complete the full course of required units for all courses, we also understand the constraints of our current mixed learning. Given these constraints, the following allowances for unit completion are in effect:

- Reading/Writing: finish 8 units
- Mathematics: finish all 10 units of math
- Science: finish 8 units
- Cultural Studies: finish 8 units
- MAP Goal Setting units can be used this year but you may need to use other data besides MAP. (Portfolio/Project unit can also serve to help students reflect at the beginning of the year and set goals and collect evidence of goal setting.)
- **12/13yo specials courses** (PE, Music, Art, Library Drama, etc.) should reduce TSWs. Typically, 12/13 yo students are required to only do 2-4 units per year depending on the course. Important factors:
 - Reduce TSWs in the 2-4 units
 - Create fun projects that will allow students to feel success and no stress.
 - This year participation in specials courses is a key element to evaluating students.
 - No participation (has never been to class) = don't engage in the unit
 - No participation (is online seldom) = P

- Limited participation but there is some mastery of the selected TSWs for evaluation = E
 - Participation and mastery of the selected TSWs = B
 - Above and beyond level of participation and high level of mastery of the selected TSWs for evaluation = A
- **12/13yo LOE**—reduce units or put language learning on hold as the core subjects of Mathematics, Reading, and Writing are most important.
 - If a 12/13yo student is taking LOE at the secondary level with parent permission, they will need to finish either 5 units (half a year) or 10 units (full year). TSW reductions can apply for secondary LOE courses. Finishing 6 or 8 units on a secondary transcript looks incomplete. See secondary guidelines below for more information.
 - If a 12/13-year-old student is NOT taking secondary level LOE they adjust units:
 - If LOE is 5 days a week finish 6-7 units
 - If LOE is 3 days a week finish 3-4 units
 - LOE should NOT stress students out and if you move to online learning this is essential
 - This year participation in elementary LOE is a key element to evaluating students.
 - No participation (has never been to class) = don't engage in the unit
 - No participation (is online seldom) = P
 - Limited participation but there is some mastery of the selected TSWs for evaluation = E
 - Participation and mastery of the selected TSWs = B
 - Above and beyond level of participation and high level of mastery of the selected TSWs for evaluation = A
- **Presecondary Intensive English**- It is important to find relevant activities that teach and move students ahead in their acquisition of the English language.
 - You are not on a timeline of 10 units a year. IE students sometimes do more or less depending on the speed of which they master the skills to move on.
 - This approach is best looked at as the IE curriculum as a continuum of skills to master to work towards a level of mastery where they can be in the mainstream classroom.
 - Skipping units or reducing TSWs serves no purpose. Just go at a slower pace through the units.
 - Guidelines for IE placement can be found in the [Intensive English User's Guide](#).
- With the number of units being less, however, you can still go deeper and have more fun.
- And consider the addition of the portfolio unit in place of a content unit in each course

If you finish the unit expectations, please ensure that students are engaged in additional units until the end of the year. Please remember to keep students actively engaged in meaningful learning for the full school year.

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Secondary

Secondary students should finish 10 units in each course applying guidelines on TSW reduction and Portfolio/Project unit above. Our secondary I, II, and III students will graduate and need a strong transcript with full courses. This applies also for 12/13-year-old students, with parent approval, engaged in LOE, Algebra, or technology at the secondary level.

Please make plans for students to close gaps in unit from the previous year and make a plan and by building time into your schedule to give students more time to make up missing units.

Secondary IV Students

It is essential that we review transcripts *early* to check on our Secondary IV students to see where they have gaps in graduation requirements this year. Expectations have not changed but your support for these secondary IV students must increase.

If a student doesn't participate in online or face-to-face school or complete units now, then the conversation starts early about earning a diploma. The expectation from QSI for schools is increased verbal conversations (not just emails) and virtual meetings with secondary IV students (and parents) who fell behind last year; this is to keep them from falling further behind this year which may endanger their graduation. Parents being involved in their child's progress is essential from the very start of the year.

Missing Units in Transcripts for Secondary IV Students ONLY

These must be addressed at the beginning of the year. It is recommended that a there is a plan made with deadlines, a parent meeting, and all parties sign off on the plan in the parent meeting. Starting early on this is essential!

AP and IB Content Coverage

You need to meet the secondary requirements for finishing courses with 10 units each. As the year progresses, teachers will need to monitor communications from AP and IB for any adjustments during the 2021-2022 school year. You are still required to follow all content requirements to prepare our students for their external exams. I would recommend that you pay VERY close attention to internal assessments this year as they may again be used to evaluate IB students.

If you have any additional questions, please contact maura-martin@qsi.org.