

Learning as a 12-Year-Old

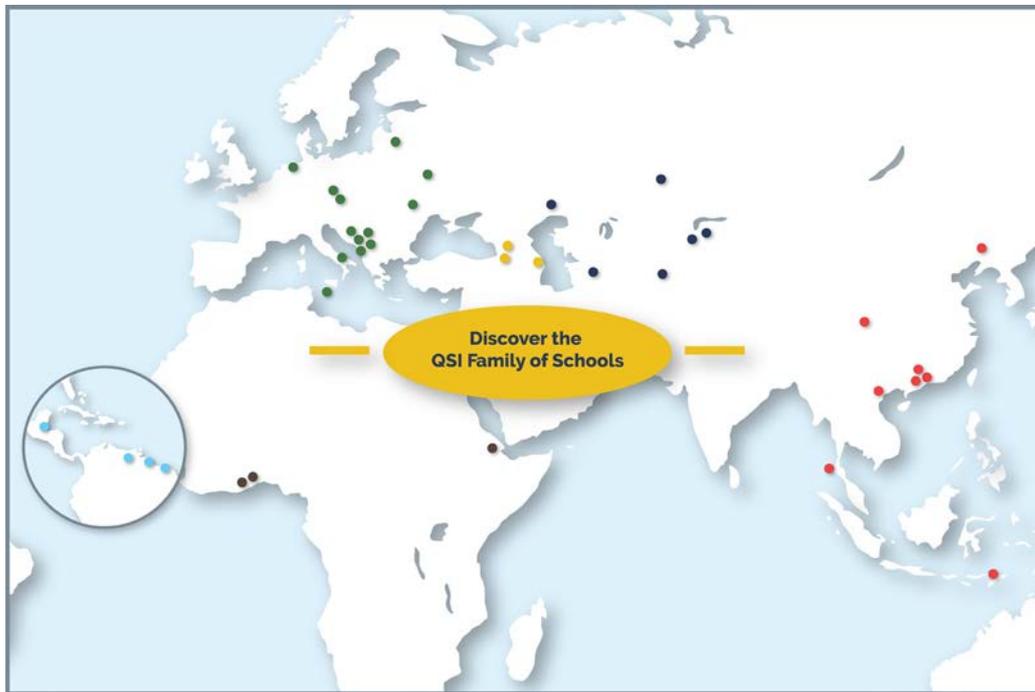
What to Expect This School Year

2022 Issue

QSI



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*

2022

Guyana, *GEORGETOWN*

2022

Togo, *LOMÉ*

WELCOME TO QUALITY SCHOOLS INTERNATIONAL!

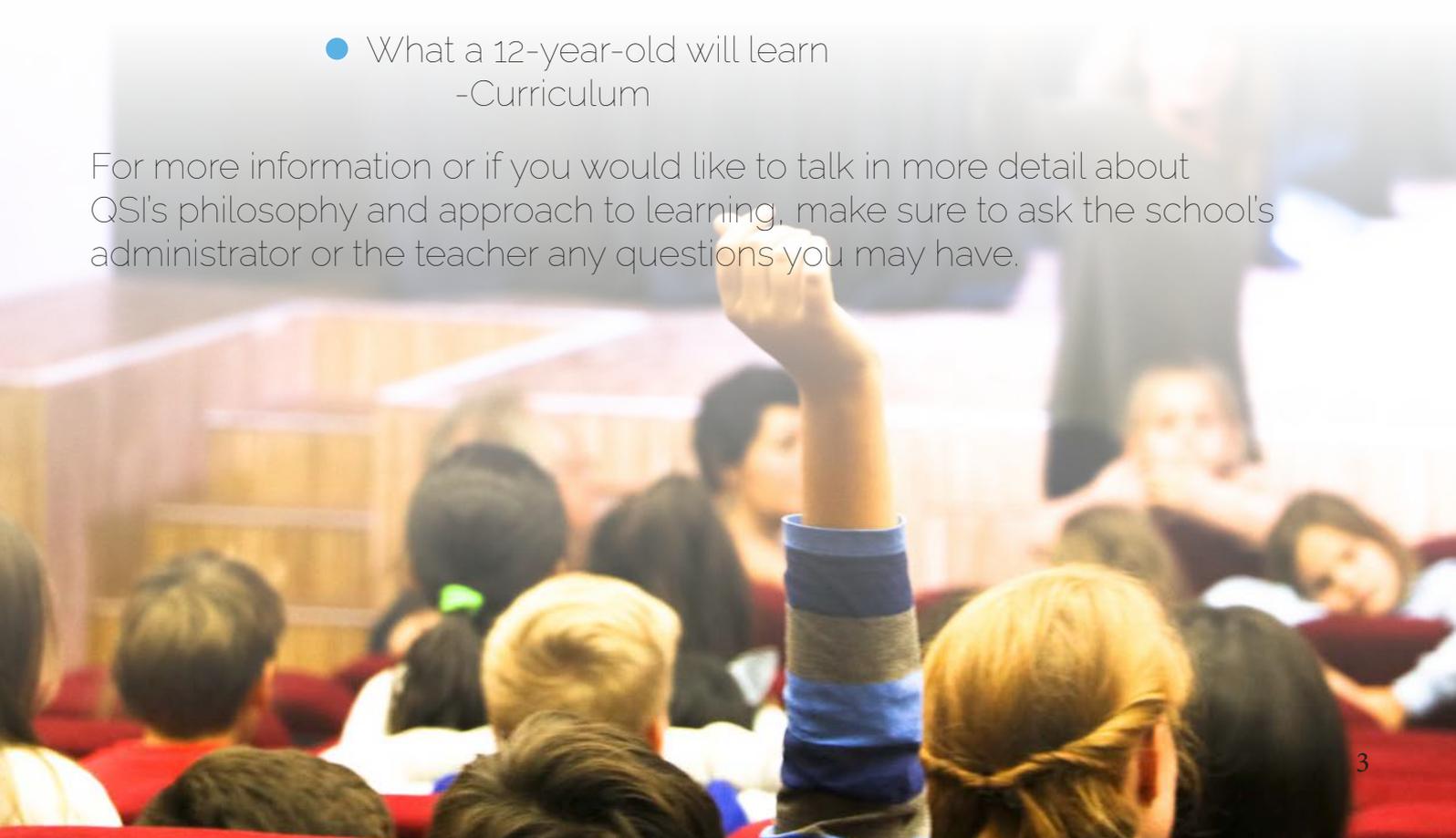
Welcome to Quality Schools International! This school is part of QSI, a group of schools that offers high-quality education throughout Asia, Europe, Africa, and the Americas. With more than thirty years in international education, we offer the same educational model, curriculum, and materials throughout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

This booklet informs you about what a 12-year-old student (equivalent to seventh grade in the USA and Year 8 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 12-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



within

each unit.

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

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 12-year-olds:

- TSW explain the use of rhetorical devices (ethos, pathos and logos) in various arguments and persuasive pieces.
- The Student Will create proportion models that will be used to solve percent situations.

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 A 12-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 12-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-12

The Mathematics-12 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 an understanding of integers and rational numbers as well as the analysis and use of proportional relationships. Students will explore and generate equivalent expressions and use equations and inequalities to solve problems. Sampling and geometry are also investigated in this course. The final two topics are real numbers and analyzing and solving linear equations.

This course can lead to high school level Algebra for students who meet certain criteria. If a student needs more time for Algebra readiness, they can go into Foundations of Algebra-13 in the 13 year old class.

Essential Units

(must be mastered to complete the course)

- E01 – Integers & Rational Numbers
- E02 – Analyze & Use Proportional Relationships
- E03 – Analyze & Solve Percent Problems
- E04 – Generate Equivalent Expressions
- E05 – Solve Problems Using Equations & Inequalities
- E06 – Data Sampling
- E07 – Solve Problems Involving Geometry
- E08 – Real Numbers
- E09 – Analyze & Solve Linear Equations

Selective Units

(to complete the course content or for additional study)

Teachers and/or students will pick one of the following units to complete Mathematics-12 with a total of ten units.

- S01 – Goal Setting
- S02 – Congruence & Similarity
- S03 – Peer Tutoring
- S04 – Mathematical Investigation 1
- S05 – Mathematical Investigation 2
- S06 – Mathletics
- S07 – Probability
- S08 – Portfolio/Project
- S09 – Mathematical Reinforcement

Expected study time per course:

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



Literature 12/13- Course I

The Literature 12/13 Course I is designed to be taught concurrently with the Writing 12/13 Course I. The essential units for both classes are aligned to take advantage of the inter-related skills in these courses. All Essential Units in this course include a required written component. Courses I for 12/13 Literature and Writing have been designed to allow flexibility in grouping students at this level. In cases where 12 and 13 year old classes are combined, students can take Literature course I or II in any order.

Essential Units

(must be mastered to complete the course)

- E01 – SSR/Reader's Response (Student Self-selected Texts)
- E02 – Face the Facts (Nonfiction: Information, Argument, and Persuasion)
- E03 – Weaving a Story (Plot, Conflict, & Setting)
- E04 – Personality Tests (Analyzing Character and Point of View)
- E05 – Lessons to Learn (Understanding Theme)
- E06 – Finding a Voice (Mood, Tone, and Style)
- E07 – The Novel I-Character Development

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-12 with a total of ten units.

- S01 – Goal Setting Using Map Data-Reading
- S02 – Picture the Moment (Appreciating Poetry)
- S03 – Sharing Our Stories (Folk Literature)
- S04 – Writing a Life (Biography and Autobiography)
- S05 – Drama (Audience & Motivation)
- S06 – The Novel II - Long-form Storytelling

Expected study time per course:

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



Writing- Course I

Writing-12-13 Course I/II is designed to be taught concurrently with the Literature-12-13 Course I/II. The essential units for both courses are aligned to take advantage of the interrelated skills. Writing-12-13 Courses I & II are primarily meant to be writing courses with grammar components. A diagnostic Test is provided for the grammar components in each unit. Students who show mastery of this test should be credited with mastery for the applicable essential outcomes. Students who show mastery of parts of the test should focus on areas not yet mastered. Courses I for 12/13 Literature and Writing have been designed to allow flexibility in grouping students at this level. In cases where 12 and 13 year old classes are combined, students can take Writing course I or II in any order.

Essential Units

(must be mastered to complete the course)

- E01 – Grammar
- E02 – Narrative Writing
- E03 – Expository Writing
- E04 – Persuasive Writing (Arguments/Persuasion)
- E05 – Poetry Writing
- E06 – Research Writing
- E07 – Student 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-12 with a total of ten units.

- S01 – Goal Setting Using MAP Data- Language Usage
- S02 – Response to Literature
- S03 – Write and Illustrate a Children's Book
- S04 – Advanced Narrative Writing
- S05 – Advanced Expository Writing
- S06 – Advanced Persuasive Writing (advanced Arguments/Persuasion)
- S07 – Plagiarism

Expected study time per course:

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



Cultural Studies 12/13- Course I

Cultural Studies-12/13 Course I is a comprehensive historical study focusing predominantly on the Hellenistic period to the fall of the western Roman empire, the rise of the Islamic empires, the later Chinese dynasties, and Japan. Using the inquiry process, students will ask and investigate answers to complex, open-ended questions. Course I is the first part of a two-year course where students examine and evaluate primary and secondary sources from multiple perspectives to find answers to their important questions. Their findings provide them with an understanding of how this dynamic period of history eventually led to the Renaissance, the Enlightenment, the Age of Exploration, and the Scientific Revolution taught in Course II.

Essential Units

(must be mastered to complete the course)

- E01 – The Hellenistic World
- E02 – Ancient Rome
- E03 – Growth of Christianity
- E04 – Civilization of Eastern Europe
- E05 – The Rise of Islam
- E06 – Early African Civilizations
- E07 – Later Chinese Dynasties
- E08 – Japan

Selective Units

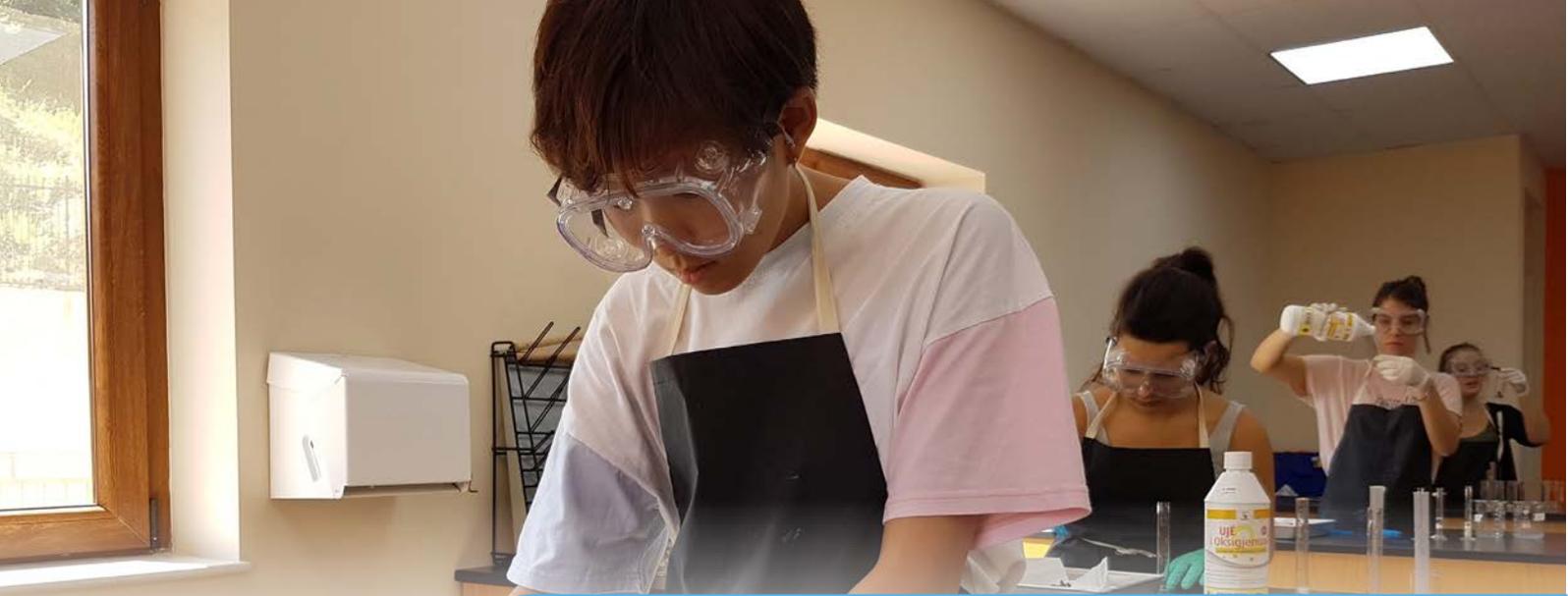
(to complete the course content or for additional study)

Teachers and/or students will pick two of the following units to complete Cultural Studies-12 with a total of ten units.

- S01 – Service Learning
- S02 – Portfolio/Project
- S03 – Debate
- S04 – Historical Figures
- S05 – Independent Research

Expected study time per course:

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



Earth Science 12/13

The intent and purpose of this course is to provide the student with a basic knowledge of the components of Earth Science. This course is designed to meet the Science Program Outcomes and to provide students with the foundations of sound geological knowledge and inquiry skills that will pave the way for future success in higher sciences.

Earth Science 12/13 and Life Science 12/13 have been designed to allow flexibility in grouping students at this level. In cases where 12 and 13 year old classes are combined, students can take either course in any order.

Essential Units

(must be mastered to complete the course)

- E01- Patterns in the Solar System
- E02- The Solar System & the Universe
- E03- The Dynamic Earth
- E04- Earth through Time
- E05- Circulation of the Earth's Air & Water
- E06- Weather & Climate
- E07- Earth's Natural Hazards
- E08- Resources in the Earth's System
- E09- Human's Impact on the Earth's Systems
- E10- Scientific Inquiry & Process

Selective Units

(to complete the course content or for additional study)

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

- S01 – Portfolio/Project

Expected study time per course:

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

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-12/13- Course A with a total of two units.

S01 – Exploration of Drawing

S02 – Exploration of Painting

S03 – Exploration of Various Media

S04 – Exploration 3-D Art

S05 – Cultural Connections

S06 – Visual Journals

S07 – Artist Study

Expected study time per course:

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



Art 12/13- Course A

Elementary Art 12/13 A is designed to teach visual literacy as well as artistic process to students in the twelve and thirteen-year-old classes. They are 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.



Drama 12/13- Course A

Dramatic Arts 12-13 Course A is a fine arts elective. The course provides an introduction to two parts of theater for the students: a series of units introducing the development of dramatic acting and learning the basics of creating a theatrical product. Students will work diligently during the first four units to develop their skills as actors. Using the selective units, students can apply those skills to a school or class production.

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

E01 – Acting Exercises and Improvisation

E02 – Movement

E03 – Monologue/Dialogue

E04 – Character Study

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 – Acting Exercises and Improvisation (Expanded)

S02 – Movement (Expanded)

S03 – Audition

S04 – Rehearsal

S05 – One-Act Play

S06 – Production Marketing

S07 – Scene Design

S08 – Costume Design

S09 – Prop Design

S10 – Puppetry

S11 – Scenes/Skits

Expected study time per course:

45 minutes for a minimum of two days per week for a total of four 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-S09 General Music Units
S10-S18 Instrumental Music Units
S19-S26 Vocal Music Units

Expected study time per course:

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



Music 12/13- Course A

The Music 12-13 A is designed for the twelve and/or thirteen-year-old class.

In this course, the student will be taught music through a focus in general music, instrumental music and/or vocal music. The student will be introduced to basic music concepts, music theory, practical aspects of voice training, and/or the practical aspects of playing an instrument. An important element of the 12-13-year-old music course are performance as a tool of building confidence and stage presence skills.



Physical Education 12/13- Cr A

Physical Education-12/13 A 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 (open all year)
- E02 – Digital Citizenship & Information Acquisition
- E03 – Productivity Software
- E04 – Presentation Skills
- E05 – Beginning Programming

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

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

- S01 – Basic Image Manipulation
- S02 – Web Page Design and Development
- S03 – Digital Mapping and Geocaching
- S04 – Audio Production/Podcasting
- S05 – Movie Making and Video editing
- S06 – Graphic Design
- S07 – Game Design
- S08 – Desktop Publishing
- S09 – Yearbook 1: planning and layout
- S10 – Yearbook 2: Design and Image Manipulation
- S11 – Robotic Science
- S12 – Makerspace
- S13 – Projects in Emerging Technology I
- S14 – Projects in Emerging Technology II
- S15 – Virtual Reality
- S16 – Programming II
- S17 – Databases



Technology 12/13- Course A

Technology 12/13 is designed give student the basic skills in technology to support the needs of student in gaining success in other QSI courses at the 12/13-year-old level. Skills, responsibilities, and applications such as keyboarding, digital citizenship, productivity software, presentation and programming are the essential basics found in the Technology 12/13 course. The outcomes are designed to be taught over the course of two years.

Expected study time per course:

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



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.

