

# Learning as a 6-Year-Old

*What to Expect This School Year*

**2023 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*

**2022**

Guyana, *GEORGETOWN*

**2022**

Togo, *LOMÉ*

# WELCOME TO QUALITY SCHOOLS INTERNATIONAL!

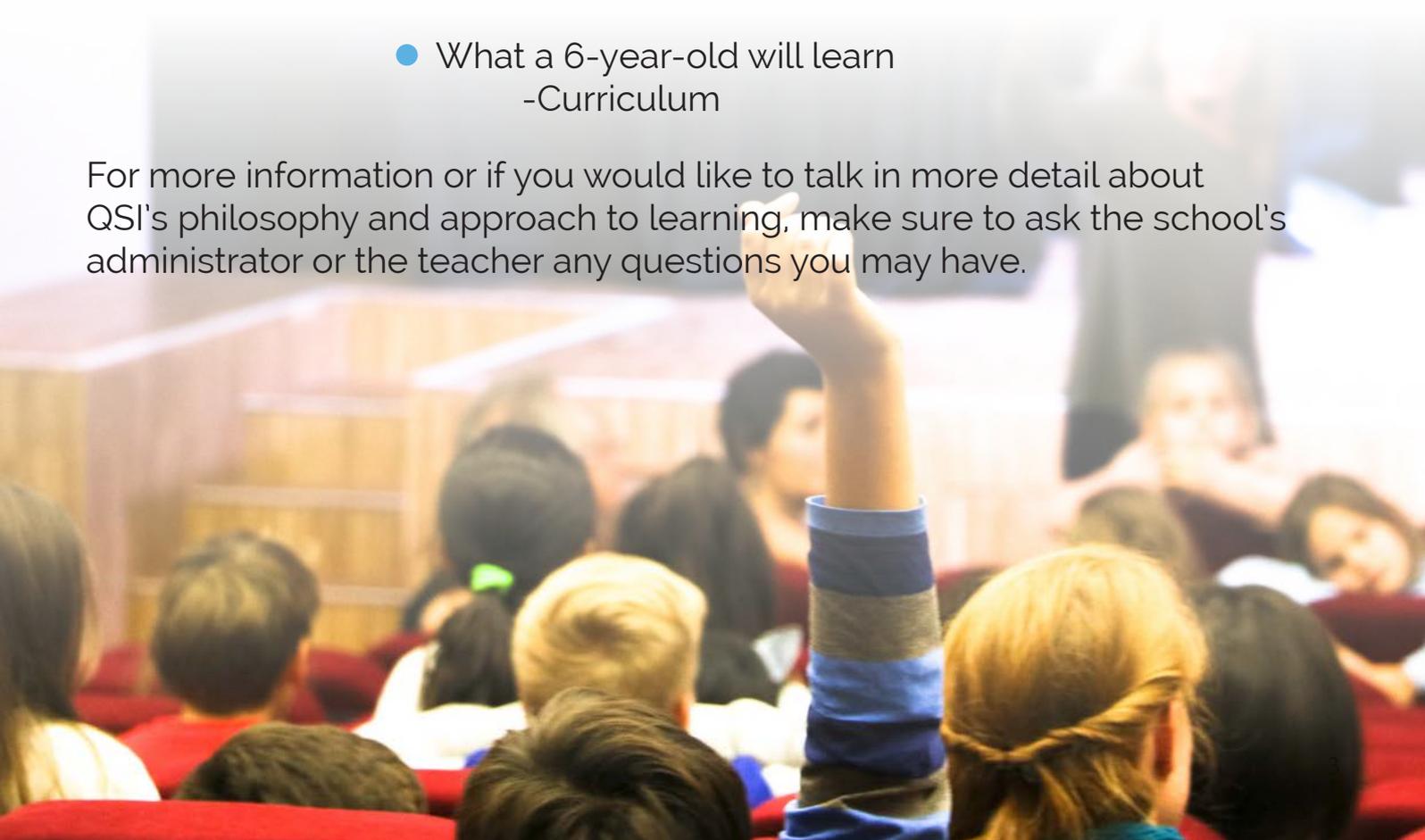
Welcome to Quality Schools International! This school is part of QSI, a group of schools that offers high-quality education throughout Asia, Europe, Africa, and the Americas. With more than thirty years in international education, we offer the same educational model, curriculum, and materials throughout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

This booklet informs you about what a 6-year-old student (equivalent to first grade in the USA and Year 2 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 wonder 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 6-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 6-year-olds:**

The Student Will identify the details that support the main idea and topic of a fictional text.  
The Student Will demonstrate and model the subtraction strategy of counting back within 20.

**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 6-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

A 6-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-6

Mathematics- 6 involves exploring, explaining, and applying skills with addition and subtraction as well as strengthening number skills through counting, writing and identification. Time, money, graphing, and shapes are also included. Conceptual understanding is emphasized through the use of manipulatives, models and strategies. Collaboration, reflection, investigation, and perseverance are highly valued.

In the Mathematics 6 course, it is fundamentally essential and developmentally appropriate that students explore and discover using hands on manipulatives throughout this course to help them build a deep conceptual understanding and a clear sense of numbers.

### Essential Units:

(must be mastered to complete the course)

- E01 – Mathematical Foundations
- E02 – Addition & Subtraction within 10
- E03 – Addition Strategies within 20
- E04 – Subtraction Strategies within 20
- E05 – Work with Addition & Subtraction
- E06 – Place Value & Number Comparisons
- E07 – 10's and 1's Strategies for Addition & Subtraction
- E08 – Represent & Interpret Data
- E09 – Measurement & Time
- E10 – Geometry & Equal Shares

### 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 – Goal Setting
- S02 – Mathematical Reinforcement
- S03 – Mathematical Investigations
- S04 – Money
- S05 – Portfolio/Project

The Mathematics course is complete with a total of ten essential units.

### Expected study time per course:

45 minutes for minimally five days per week for a total of 10 required units.



## Literacy-6

The Literacy-6 course was created to combine elementary reading and writing instruction, providing students with the necessary developmentally appropriate skills to launch students to become independent readers and writers. Over the course of the year, students will learn and reinforce their knowledge of letters, sounds, blends, and syllables. While reinforcing these skills, students will connect them to decode (sound out) words to help them read increasingly complex texts fluently as well as accurately. Through listening and discussing texts read aloud, they will be introduced to plot (character, setting, problem, solution) as well as develop comprehension skills (making connections, predictions, inferences, main idea and details, etc.). Students will also fine tune listening and speaking skills to communicate their ideas more clearly. In Literacy-6, students will write in a variety of genres including narrative, opinion, and informational pieces. Using the writing process, students will develop revision and editing concepts as well as learn grade-appropriate grammar skills to help them to write more complex sentences. The students will engage in a combination of large and small group instruction, small group work, and individual reinforcement activities. The students will refine their skills by listening, speaking, writing, and reading a variety of texts.

### Essential Units:

(must be mastered to complete the course)

Each unit title below includes a reading unit and a writing unit.

- E01 - Establishing Myself as a Reader & Writer
- E02 - Story Structure
- E03 - Retelling Stories
- E04 - Nonfiction
- E05 - Opinions
- E06 - Compare and Contrast
- E07 - Fiction
- E08 - Nonfiction Features
- E09 - Making Connections
- E10 - Poetry

### Selective Units:

(to complete the course content or for additional study)

Teachers and/or students will pick one of the following units to complete Literacy-6 with a total of ten reading units and ten writing units.

- S01 – Goal Setting: Reading
- S02 – Goal Setting: Writing
- S03 – Service Learning
- S04 – Portfolio/Project
- S05 – Drama

### Expected study time per course:

90 minutes for minimally five days per week for a total of 20 required units (10 reading and 10 writing).



## Science-6

In the Elementary Science Program, teachers promote students' natural curiosity to develop science and inquiry skills throughout all age levels.

The primary goal of the Elementary Science Program is to cultivate a passionate pursuit of inquiry, curiosity, problem-solving, critical and creative thinking. Our curriculum is built upon evidence based essential science and engineering practices coopted from Next Generation Science Standards created in the USA. These eight practices better explain and extend what is meant by inquiry in past science courses, transitioning from the traditional scientific method approach and moving into a cyclical web-like "inquiry" process.

Elementary Science is divided into four science domains: Engineering & Design, Life Science, Physical Science, and Earth & Space Science. Problem solving and critical thinking skills are integrated throughout the four science domains in order to establish a strong foundation for future science courses.

### Essential Units:

(must be mastered to complete the course)

- E01 – Scientific & Engineering Practices
- E02 - Physical Science: Sound & Light
- E03 - Life Science: Plant & Animal Structures
- E04 - Earth & Space Science: Objects in the Sky

### 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-6 with a total of five units.

- S01 - Environmental Science: Environmental Issues
- S02 - Life Science: Living Things & Their Young
- S03 - Environmental Science: Gardening

### 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.



## Cultural Studies-6

In this course, students will engage in an inquiry process to investigate two major topics of study: how families make a stronger community and how location characteristics make a community special. In utilizing an inquiry approach, students will be presented with a compelling question that guides the unit. The students will ask questions, research answers, make a claim using evidence, and produce a product of learning to take action to address the unit's compelling question. In Cultural Studies-6, students will explore the varied roles and responsibilities that can exist within family structures, the importance of traditions, and the ways that family members care for one another. Also, students will examine what people, places, and events make a community a special place. If time allows, students may engage in additional units of study.

### Essential Units:

(must be mastered to complete the course)

- E01 – Families Near & Far: Research
- E02 – Families Near & Far: Action
- E03 – Our Special Location: Research
- E04 – Our Special Location: Action

### 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-6 with a total of five units.

- S01 – Home/Host Country: Special Location
- S02 – Service Learning
- S03 – Portfolio/Project
- S04 – Applying the Inquiry Process
- S05 – Civic Engagement: Research
- S06 – Civic Engagement: Action

### 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-6 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

**Expected study time per course:**

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



## Art-6

Elementary Art-6 is designed to teach visual literacy as well as artistic process to students in the 6-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-6

Within the Quality Schools International mastery learning framework 6-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 – Fiction and Nonfiction

**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 – Illustrator Study

S02 – Folk Tales / Fairy Tales / Fables

S03 – Reader's Theater

**Expected study time per course:**

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

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

E01 - Beginning Concepts and Skills

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

Teachers and/or students will pick one of the following units to complete Music-6 with a total of two units.

S01 – Performance

S02 – Creativity through Music

S03 - Sounds of the Seashore

**Expected study time per course:**

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



## Music-6

Music-6 is designed for the six-year-old class. In this course, the student will participate in such activities as learning age-appropriate songs and listening to a variety of music, moving in both free and structured ways, and playing classroom instruments. Skills will be developed in the areas of singing, playing, moving, listening, creating and beginning levels of reading & writing simple rhythm patterns. Concepts, which form the intellectual framework of the music program, are divided into five elements: rhythm, melody, harmony, form and expression (dynamics, tempo, and tone color).



## Physical Education-6

The Physical Education-6 course is designed for six-year-old children engaged in their first formal school experience. This course focuses on developing appropriate social and behavior skills in a Physical Education environment as well as a broad range of developmental and basic movement patterns. 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. This is not a sport-centered program; rather it offers opportunity to develop a wide variety of motor skills in creative ways.

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

E01 - Fitness/Movement  
E02 - Object Manipulation  
E03 - Throwing/Catching  
E04 - Kicking/Striking

**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 - Simple Games  
S02 - Life Sport-Swimming  
S03 - Life Sport-Skiing/Snowboarding  
S04 - Creative Movement  
S05 - Life Sport

**Expected study time per course:**

45 minutes for a minimum of two days per week for mastery of the four required units.

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

E01 – Digital Citizenship  
E02 – Technology Resources

**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 – Presentations  
S02 – Intro to Programming

**Expected study time per course:**

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



## Technology-6

The purpose of Technology-6 is to continue the study of what it means to be a responsible and safe digital citizen. This includes but is not limited to the use of correct technology terminology, the proper use of input and output devices used by the students, being able to logon/logoff, start programs, use different technology resources, and expose students to the internet's positive uses and possible dangers.



## 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.

If students are enrolled in LOE, the times may vary between two to 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.

