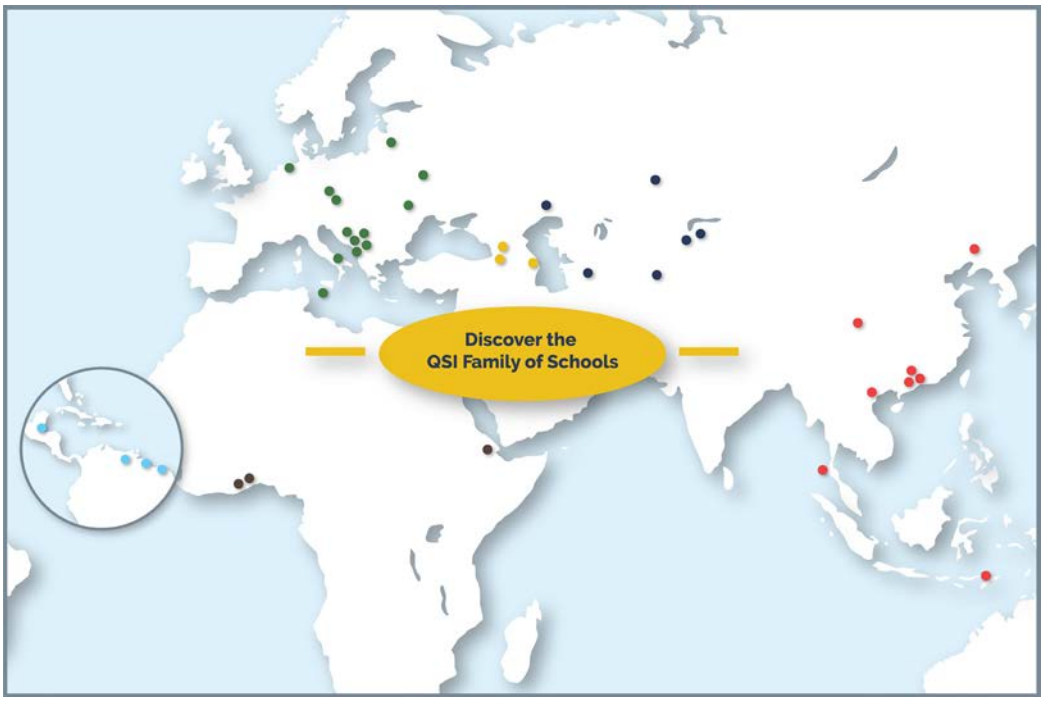
Learning as a 9-Year-Old

What to Expect This School Year

2023 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!

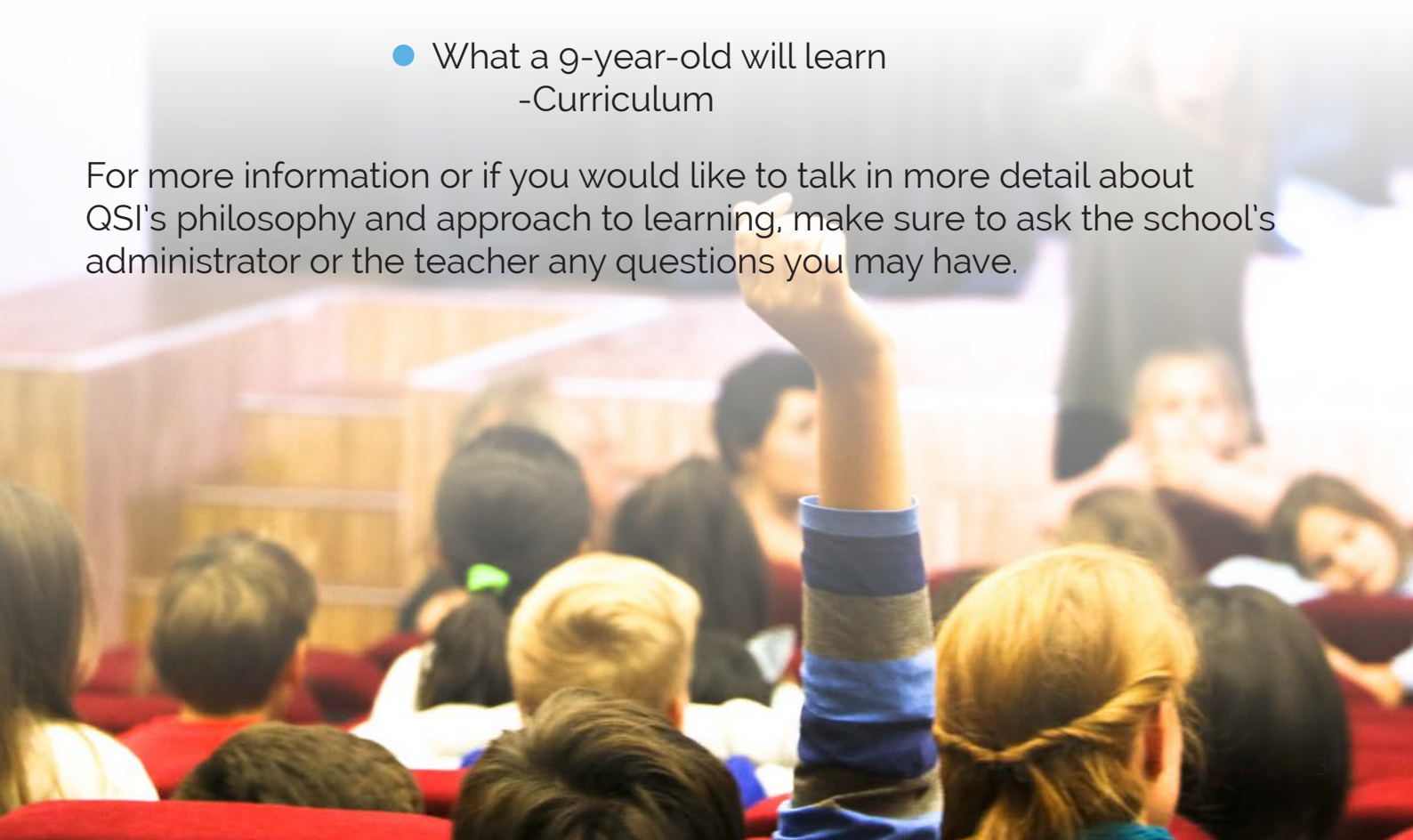
Welcome to Quality Schools International! This school is part of QSI, a group of schools that offers high-quality education throughout Asia, Europe, Africa, and the Americas. With more than thirty years in international education, we offer the same educational model, curriculum, and materials throughout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

This booklet informs you about what a 9-year-old student (equivalent to fourth grade in the USA and Year 5 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 9-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.

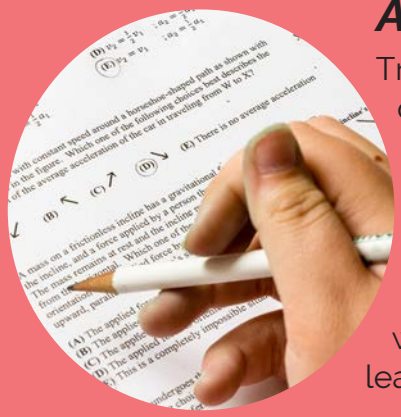
Time is a Resource

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 9-year-olds:

- The Student Will draw conclusions about a character or an author using background information and clues from the text.
- The Student Will use factors to decide if a whole number greater than 1 is prime or composite.

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.

QSI Grade Definitions

Grades Indicating Mastery

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 9-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 9-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-9

The Mathematics-9 course was designed to challenge students to solve real world problems using critical thinking skills to solve and explain their thinking using models and strategies. Students will also explore, collaborate with others, and revise their work along the way. There are three critical areas that students will focus on during this year. (1) Develop understanding and fluency with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends using a variety of models and strategies.(2) Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers using real life example and models.(3) Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Essential Units:

(must be mastered to complete the course)

E01 – Mathematical Foundations
E02 – Multiplication
E03 – Division
E04 – Factors & Multiples
E05 – Fraction Equivalence, Ordering, & Comparison
E06 – Add and Subtract Fractions
E07 – Data, Graphing, & Measurement
E08 – Multiplication of Fractions
E09 – Fractions as Decimals
E10 – Geometry

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 – Peer Tutoring
S03 – Mathematical Reinforcement
S04 – Mathematical Investigation
S05 – Mathletics
S06 – 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-9

The Literacy-9 course was created to combine reading and writing instruction. The course was designed to foster the love of reading by introducing a variety of genres for students to learn from and enjoy. At this level more sophisticated vocabulary is developed through reading and discussing texts read aloud in class. Student texts can range from short fiction or nonfiction pieces to more robust novels. In groups, students work through reinforcing and developing their comprehension skills which include making inferences with supporting text evidence, making connections to other experiences, books, and the outside world, and analyzing story elements. Using the writing process, students will write a variety of narrative, informational, and opinion/persuasive pieces. They will reinforce previously learned genres but also begin to explore a new variation on the informational/explanatory genre by exploring scientific texts and writing an informational science piece. Throughout the course, students will continuously reinforce and develop further their foundational skills, including grammar, speaking, listening, vocabulary, spelling, and handwriting. This literacy course seeks to expand students' confidence and develop their abilities to read deeper, more complex texts and write longer, multi-paragraph pieces.

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 – Literary Elements/Narrative Writing: Draft
E03 – Summary & Theme/Narrative Writing: Revise
E04 – Nonfiction/Research: Draft
E05 – Nonfiction/Research: Revise
E06 – Reading & Writing: Persuasive: Draft
E07 – Reading & Writing: Persuasive: Revise
E08 – Drama
E09 – Scientific Texts

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

Teachers and/or students will pick two of the following units to complete Literacy-9 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 – Poetry

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-9

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 – Science & Engineering Practices
E02 – Physical Science: Energy
E03 – Life Science: Animal Structure & Function
E04 – Earth & Space Science: Natural Resources

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-9 with a total of five units.

S01 – Earth & Space Science: Land & Water-Based Hazards
S02 – Physical Science: Waves
S03 – Earth & Space Science: Rocks & Fossils
S04 – Life Science: Plant Structure & Function
S05 – 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-9

In this course, students will engage in an inquiry process to investigate two major topics of study: sustainability of natural resources and impacts of economic choices. 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-9, students will explore what natural resources are, investigate how countries use them responsibly, and how to build sustainability with our resources. Students will also explore the concept of economics and how economic decisions made affect themselves and others. If time allows, students may engage in additional units of study.

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

E01 – Natural Resources: Research
E02 – Natural Resources: Action
E03 – Economic Choices: Research
E04 – Economic Choices: 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-9 with a total of five units.

S01 – Home/Host Country: Resources
S02 – Service Learning
S03 – Portfolio/Project
S04 – Applying the Inquiry Process
S05 – Explorers

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-9 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-9

Elementary Art-9 is designed to teach visual literacy as well as artistic process to students in the 9-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-9

Within the Quality Schools International mastery learning framework 9-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 chose 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 mastery of the two required units.

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

E01 – Music of the World: The British Isles

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-9 with a total of two units.

S01 - Performance
S02 - Recorder Basics
S03 - Advanced Recorders
S04 - Beginning Ukulele
S05 - Advanced Ukulele

Expected study time per course:
45 minutes for a minimum of one day per week for mastery of the two required units.

Music-9

The Music-9 course is designed for the nine-year-old class. Musical concepts will be presented through the cultural heritage of the British Isles. In this course, the student will sing a variety of songs and respond to music in creative ways by listening, playing and improvising. 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. Student will learn about music of other times, places and cultures.

Physical Education-9

The Physical Education-9 course is designed for nine-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
E05 - Team/Character Building

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 - Life-Time Sport/Team Sport
S02 - Simple Games
S03 - Life Sport – Swimming
S04 - Life Sport – Skiing/Snowboarding
S05 - Host Country Sport

Expected study time per course:
45 minutes for a minimum of two days per week for mastery of the five required units.

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

E01 - Keyboarding
E02 - Digital Citizenship
E03 - Presentation Skills – Power Point
E04 – Practical 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 – Digital Media Literacy – Communication
S02 - Technology Resources
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 mastery of the four required units.

Technology-9

The purpose of the Technology-9 course is to lay the foundation for students to succeed in a world filled with pervasive and rapidly changing technology. While this course must focus on certain transient fundamental competencies such as keyboarding, word processing, and productive, safe internet use, it also introduces skills such as empowered thinking, effective communication and safe, effective digital citizenship. Because the rate of change is increasing, skills for transferring knowledge across technologies and learning to learn are also introduced and emphasized. The course emphasizes approaches, skills and knowledge that help put technology in perspective, equipping students to contemplate both the advantages and specific risks inherent in technology's use.

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 langauge. 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.

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