



CURRICULUM MATTERS

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Making Connections to Achieve Success: JK to Grade Twelve

In sharing with families what makes Fieldstone unique, I have become acutely aware of how special our curriculum truly is. The topics we teach, and the way in which we teach them, have been carefully selected and developed through collaboration and consideration of how we can best reinforce subject matter each year. At Fieldstone, students explore topics in a spiraled and interconnected way that provides them with optimal opportunities to move from basic understanding to critical thought and sophisticated exploration.

We focus on Core Knowledge and Cambridge curricula for our Junior Kindergarten to Grade Eight students, building students' cultural literacy and helping them to gain a global perspective on key topics. We transition to a dual Cambridge-Ontario curriculum for our Grade Nine to Twelve students, which enables them to earn their Ontario Secondary School Diploma while continuing to explore curriculum in a way that inspires them to make global connections.

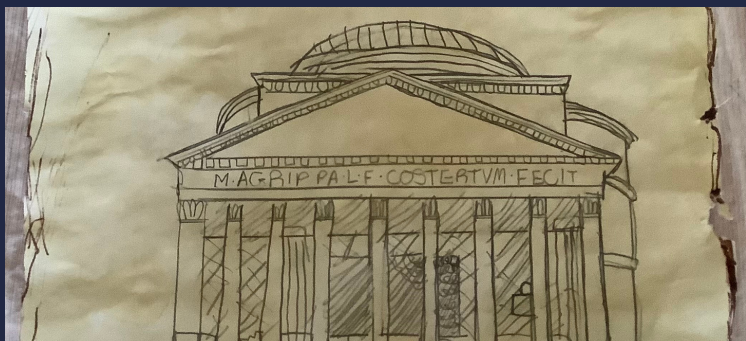
The articles in this newsletter showcase ways in which students in a range of grades are learning through making meaningful connections and thereby developing as learners and as global citizens. Students are connecting course concepts to hands-on activities, drawing connections between subjects, and connecting their learning to the wider world. It is these connections that will allow them to appreciate the relationships between topics and themes and, ultimately, to grow as thoughtful and educated future global leaders.



Cultural and Historical Connections in Visual Arts

Our Core Knowledge Visual Arts Curriculum exposes students to a wide range of artistic masterpieces, forms, and styles from a young age. An appreciation of art history intrinsically involves connecting great works of art to the context in which they were produced. As a result, our students learn about history and geography while building their cultural literacy in Visual Arts classes.

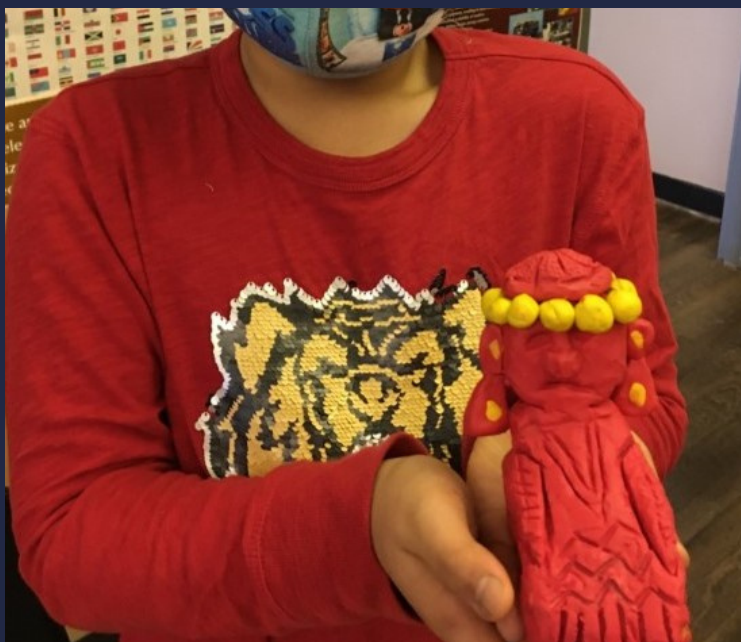
Kindergarten students have been exploring the kind of art that can be represented using warm and cool colours. They have been connecting this topic to the works of Canadian artist Ted Harrison and his depictions of the Canadian North.



Grade Two students have been connecting their recent work in Visual Arts to a study of Indigenous cultures. Students created Whale Art in the style of the Indigenous Haida people. Students learned to identify the locations of the Indigenous tribes and explore other ways art is used in Indigenous cultures.

In Grade Six Visual Arts, students sketched their own renditions of the Roman Pantheon by using tea bags to give an "artifact" effect. They connected their art to the Greek and Roman architecture they had studied in History Class.

Fieldstone students learn that historical and cultural contexts intrinsically connect to the creation of art and architecture. Developing an appreciation of this connection in their elementary grades enables them to confidently and thoughtfully approach artistic pursuits at the secondary level.



Creative Connections in History and Geography at Fieldstone

At Fieldstone, concepts are reinforced throughout grade levels and subject disciplines, allowing students to build their capacity to make connections between topics. Students are encouraged to make personal connections and to connect their learning to the wider world.

Grade Five students viewed images from the Metropolitan Museum of Art and used these images as inspiration to create their own Aztec sculptures. This project enabled them to connect given historical conventions to their own personal style.

As students move to higher-level studies of history and geography, they are able to make increasingly-complex connections between their own localized experiences and the world at large.



By the time students enter Fieldstone King's College School (FKCS), they are ready to make sophisticated connections to topics of global interest. In our high school, students prepare to become future global leaders, and part of this preparation involves developing an ability to make global connections.

FKCS Geography students recently created PowerPoint presentations on various natural disasters. Students were able to practise their research, presentation, and metacognition skills as they made connections between course concepts and historical disasters around the world.

Our History and Geography programme helps our students to appreciate their role in the globalized world, to make personal connections, and to connect their learning to topics of global and historical interest.



Experimenting, Researching, and Communicating in Science classes

Cambridge Science gives students the opportunity to complete engaging experiments that reinforce their understanding of topics. Our students communicate the results of their experiments and research projects through lab reports and presentations, demonstrating their impressive capacity to connect their learning to real-world applications.

In Grade Six, students enjoyed a recent Chemical Changes Unit. In this unit, students investigated acids and alkalis using a universal indicator. They used sodium hydroxide and hydrochloric acid to examine a neutralisation reaction with a phenolphthalein indicator.

Biotic Factors In Aquariums



Aquatic animals (fishes, sharks, seahorses, star fishes, turtles, octopuses, and etc.)



Plants (Coral Reef, water wisteria, pothos, spider plants, and etc.)



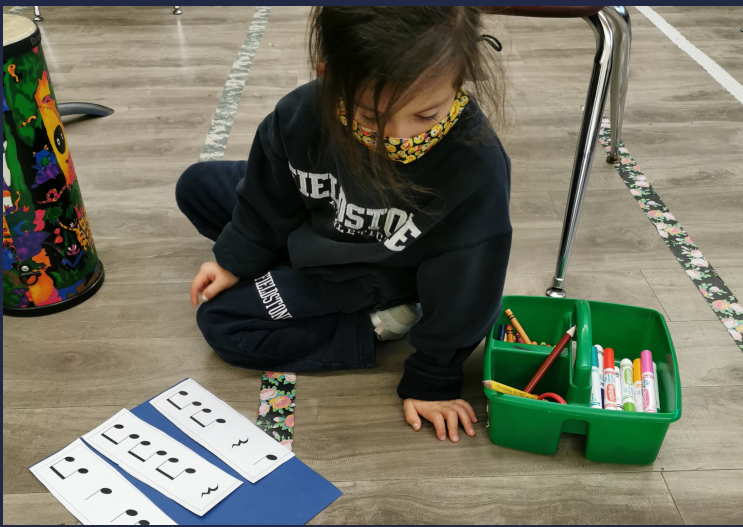
Bacteria



After the experiment, students wrote lab reports to synthesize their understandings and explain the connections that they drew from the experiment.

Research projects, like lab reports, help students to communicate their learning and to share the connections that they are making between course content and a global context. In Grade Nine Science, students recently delivered thoughtful presentations on engineered ecosystems. Grade Nines connected the topic to various models, such as aquariums and cities.

Students communicate the results of their scientific inquiries through a variety of forms (graphics, speeches, and writing), as they extrapolate from data to explain connections to issues of global importance.



Personal and Historical Connections in Fieldstone Music

Fieldstone's approach to Music classes, informed by the Core Knowledge philosophy, values music as an essential and interwoven element of a strong education.

Core Knowledge asserts that a good understanding of the arts grows out of the following connected modes of knowledge: creative, historical, and analytical. From their earliest days at our school, Fieldstone students gain a broad understanding of music in terms of those three interrelated modes.

Kindergarten students at Fieldstone learn to read and perform sheet music. They learn to read note names as well as rhythms, so they can read and compose their own songs. Their composition skills will continue to grow (with the help of our expert teacher) throughout their time at Fieldstone.

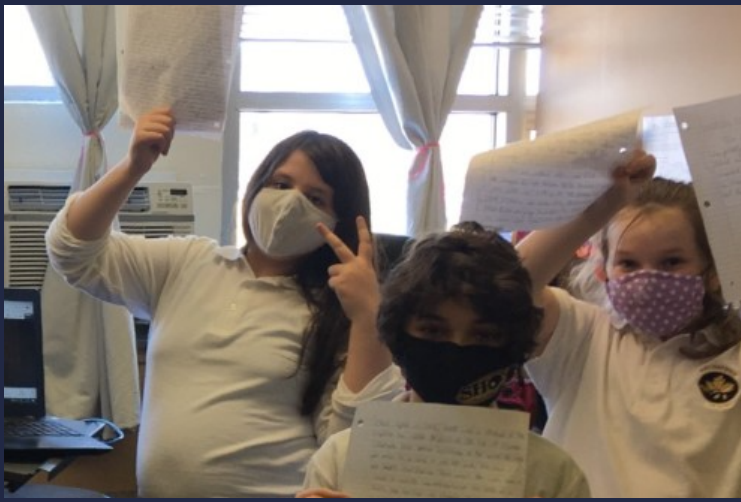
Bach Chorale

Melody by J.S. Bach

Music classes at Fieldstone King's College School continue to provide our students with a rich appreciation of music history and theory, as well as the chance to connect their studies to their own ongoing development as songwriters.

Grade Twelve Music students are currently creating their own version of a Bach chorale using four-part harmony on the Noteflight app. To complete this task successfully, they must connect their understanding of minor scales, key signatures, chords, cadences, decorative notes, and four-part composition skills.

Our students graduate as skilled musicians who are able to connect their writing and performance to a thorough appreciation of music theory and history. They are educated and culturally-literate future global leaders.



Connecting Narrative Contexts in English at Fieldstone

At Fieldstone, students not only learn to appreciate great literature, they also learn to connect narrative works to larger social and historical contexts. This helps our students to develop a strong capacity for literary analysis.

We use the Core Knowledge Language Arts (CKLA) Framework to structure our Primary English classes, and then transition to Cambridge English from Grade Four onwards. A guiding philosophy in both curricula is that children can become better readers only by building extensive knowledge of the world. This inherently involves helping students to connect reading material to historical and global contexts.

Grade Four students recently had the opportunity to read and enjoy a wide selection of myths and legends from around the world. Students progressed to writing their very own myths and legends, creatively connecting the structure of classic tales to topics of their own choosing.



Our senior-level English students are ready to make sophisticated literary connections. Many studies of the novel *Frankenstein* focus on individual symbols in the story but, at Fieldstone, our teachers emphasize the connection between this classic text and the Romantic Era in which it was written. Students learn about the impact of Romanticism on the author and the way it influenced her approach. Specifically, they look at the Romantic fascination with both the Greek God Prometheus and the epic poem "Paradise Lost."

By connecting their reading to social, cultural, and literary influences, our students gain an appreciation for the way in which narratives connect to the context in which they are produced. This helps prepare them for complex literary analysis at the post-secondary level.

Cambridge Examinations Connect Students to a Global Context

Cambridge Examinations allow students to connect and compare their personal achievement to that of students in the international Cambridge community. Every year at Fieldstone, we offer our students the opportunity to prepare for Cambridge Examinations. Our Grade Fives and Grade Eights write Checkpoint tests that give them feedback on their areas of strength, an indication of areas to improve on, and a comparison of how they are doing compared to other Cambridge learners internationally. Our high school students have the option to enrich their studies by preparing for AS levels or A levels in subjects of interest. Doing so can enable them to get a head start on their first-year university courses as well as, in some cases, earn a first-year university credit.

This year, we are pleased to announce that we have two Fieldstone Day School students who are actively preparing to write IGCSE mathematic examinations. This is exciting news, as usually IGCSEs are studied in Grade Ten or Eleven. Our enriched curriculum gives students at all grades and levels the chance to challenge themselves in a way that they find engaging and inspiring. Students studying above their grade level in Math will benefit from an enriched high school mathematics pathway where they can focus on senior Math courses earlier in their high school careers and use their senior years to prepare for Cambridge A levels.

Fieldstone Ambassadors: Connecting our Community

Fieldstone Ambassadors are FKCS students who know first-hand the value of studying our enriched curriculum. They have benefitted from appreciating connections between topics and recognizing the connection of those topics to the wider world.

Fieldstone Ambassadors have been sharing their learning on social media and have been available to mentor new and prospective students who wish to learn more about the difference that Fieldstone's curriculum makes.



Cambridge Assessment
International Education

Cambridge International School

Ambassador Spotlight

Sofia (Grade Nine) offers support and positive feedback for our new students.



“I always feel comfortable asking questions, and I have very supportive teachers who make my learning fun and interactive.”

