



CURRICULUM MATTERS

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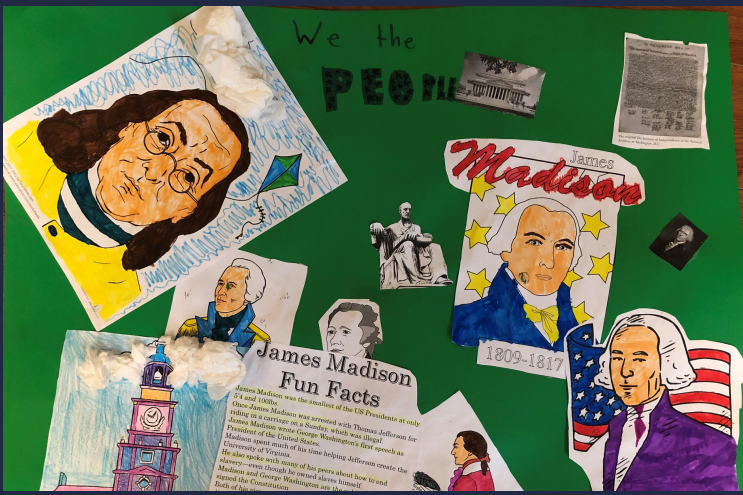
From Global Citizenship to Global Leadership

As you may know, Fieldstone was founded on the Global Knowledge curriculum – our own adaptation of E.D. Hirsch’s Core Knowledge curriculum. Global connections have always been important aspects of a Fieldstone education; indeed, such connections are significant aspects of both the Core Knowledge and Cambridge curricula. In recent years, we have come to recognize that, both at Fieldstone Day School and Fieldstone King’s College School, preparing our students to become future global leaders is a central facet of our mission as educators.

Global leadership starts with promoting global citizenship. Our students are encouraged to make connections to global contexts, to learn concepts that transcend geographic borders, and to understand contemporary global issues. In this issue of Curriculum Matters, we draw on examples from recent classes to share how our students recognize the significance of a variety of cultural symbols, use Shakespeare to make global connections, understand universal concepts within Science and Music, and explore issues related to global sustainability.

When our students develop an understanding of their place in the world, and their potential to have a positive impact on global issues, they can confidently become future global leaders.

Please note, to view the video links, please right click on the link and select "open in new tab".



Promoting Global Citizenship through Global Awareness

In understanding a variety of cultures from across the globe, Fieldstone students are taught to recognize and understand the significance of a range of cultural artifacts. They learn how artifacts and symbols can be emblematic of cultural traditions in history, art, religion, or social structures.

Our Visual Arts and History/Geography curricula are tightly linked at FDS, and global awareness is a key facet of both these subjects. In Grade Two, students created unique collages to represent the key details of making the American Constitution, helping them to show their understanding of American history in a personal and creative manner.

Grade Four students have been exploring a variety of cultures in Visual Arts Class. They have studied African masks, for example, and discussed the significance of masks to many of the cultures of the African continent.



They also learned about the significance of calligraphy and ink painting within Chinese culture, creating their own bamboo stalk paintings.

At FKCS, cultural symbols are also studied to help students to gain an appreciation of traditions from a variety of countries – including Canada. In ESLDO, students researched a Canadian festival and used presentation skills to share their learning. This helped students, many of whom join us from across the globe, to better understand the culture of modern-day Canada.

Not only does Fieldstone’s curriculum support students’ global awareness, but our student body, which includes international students, helps students to learn from each other. Our student-led Japanese Club at FKCS, for example, has always been popular with students from around the world. To learn more about the experience of a former Fieldstone family from Mexico, please click [HERE](#).



- Have a holiday on this day.
- Wear something that symbolizes the image of the flag.
- Fireworks





Making Global Connections while Studying Shakespeare

A guiding philosophy in both Core Knowledge Language Arts and Cambridge English 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 global contexts.

At Fieldstone, students study Shakespearean plays from JK to Grade Twelve, and, when conditions allow, we host an annual FDS Shakespeare Production in our gymnasium. Learning about Shakespeare involves “traveling” to the countries in which his plays are set, and also appreciating Shakespeare’s own cultural origins. We use a study of Shakespeare to support our commitment to fostering global citizenship and to helping our students to develop their cultural literacy.

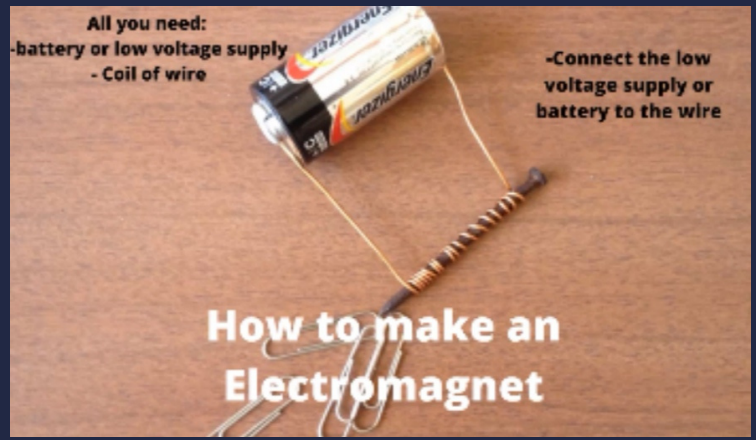
VIRTUAL VISIT!



Our Grade Seven students, for example, read *Romeo and Juliet* in English Class and created art work based on quotations from this play. *Romeo and Juliet* takes place in Italy, and thus transports students to a very different time and place. Our Grade Fours, similarly, have enjoyed “travelling” to Denmark for their recent study of *Hamlet*.

In preparation for their study of *Othello*, Grade Twelve English students “travelled” to England and enjoyed a virtual tour of the Globe Theatre. This helped them to appreciate the place where many of Shakespeare’s plays were first performed. They were then able to read the play with an enriched understanding of the global context in which it was written and first produced.

Through their study of Shakespeare’s plays, and of the context in which these plays were written, students gain an appreciation of a variety of aspects of history and culture. They thus become stronger readers and more culturally-literate global citizens.



Exploring Globally-Recognized Concepts through Science Projects

Part of our students understanding themselves as global citizens and future global leaders involves them understanding the universality of certain concepts. Our Science curriculum involves ample opportunities for students to gain a hands-on understanding of key ideas that will help them to make sense of the world, no matter in what part of the world they may be learning.

In Grade One, the class recently concluded a Light and Dark Unit, wherein students took part in a number of practical activities while learning about light, darkness, and shadows. Students went inside a “dark den” and tested a number of light sources and non-light sources objects such as a mirror, torch, book, shiny paper, and other objects. They also explored shadows during an activity to cut shapes to make shadow puppets and created short shadow puppet plays.

In Grade Seven Science, students studied magnetism, and presented impressive culminating projects that showed their understanding of the universal concept of magnetism. In Grade Twelve Physics, meanwhile, students were given the task of researching and showcasing the universal physics concepts behind an everyday activity or device.

Wherever our students are in the world, topics like light and darkness, magnetism, and the laws of physics will remain relevant. Being able to research, understand, and discuss these topics helps prepare our students to fluently speak in a scientific “language” that transcends geographic boundaries.

First Law:

- Law of Inertia
- Body remains at rest unless acted upon by an outside force.

Second Law:

- Net Force= mass x acceleration
- Direction of applied force= direction of acceleration

Third Law:

- For every action, there is an equal amount of reaction

THE PHYSICS OF BILLIARDS



Appreciating and Using the Universal Language of Music

Music is a language that, much like Science, is understood the world over. While our students speak a variety of languages, music is one that overcomes cultural divisions and allows all students to communicate creatively. Our Music curriculum helps students to become fluent in the language of music, and also helps students to appreciate the global connections of various musical styles and composers.

Our Kindergarten students not only learned to “speak” in the language of music, they learned how to write in it! For a recent project, Kindergarten students worked as a group to devise a rhythm, note names, and lyrics - essentially writing an entire song themselves! Fieldstone’s Kindergarten students learned to read and write rhythms, including quarters, eighths, and sixteenth notes, and they used all three in their unique composition.

Learning to communicate in the universal language of music empowers our students to share a “language” with people across the world.

Our FKCS Music students have studied a variety of musicians and pieces from across the globe. For a culminating assignment, students designed and planned their own concerts, many of which made global connections (the pianist in the “Feel Summer” concert, for example, is very well known in Japan). Students wrote programme notes for their concerts as well, describing the history and creation of each work and highlighting chosen performers from around the world.

Fieldstone students graduate with the ability to confidently communicate through the language of music. Furthermore, they have a rich appreciation for musical styles and talents from around the world. This enables them to be culturally-literate global citizens.



Promoting Global Leadership by Addressing Global Issues

Because they are global citizens and future global leaders, it is imperative that our students understand the challenges that face the future of our planet and consider ways of addressing these challenges. Fieldstone's classes find innovative ways to bring topics like sustainability into a variety of subject areas. When students become aware of global issues, they become more aware of their own potential to make a positive global impact.

In Grade Five English, students learned how to make clear and concise instructions. This is a skill that could be linked to any concept, but at Fieldstone, we emphasize connections to global issues such as sustainability. The class was asked to create shoe prototypes out of recycled materials. Students then presented the shoe-making process step by step. Not only did they demonstrate skilled instruction design, but they also showed an awareness of sustainability and conservation – key concepts affecting the future of our shared planet.

Welcome

TO

SIMPLICITY



As our students progress to studies at FKCS, they are given the opportunity to apply their understandings of global issues with greater depth and detail. For Grade Nine Geography students, this involved designing entire sustainable cities! Students focused on the big ideas of the interaction of human and natural systems, natural resources, and livable communities. Our Grade Nines can look forward to revisiting aspects of sustainability and global awareness as they continue their studies at Fieldstone.

Our students graduate as future global leaders. Through their Fieldstone education, they have developed a sophisticated awareness of cultures across the globe, and are prepared to confidently address global issues.

Cambridge Update – Fieldstone Students Adjust to Global Events

COVID-19 reminded us of the interconnectedness of cultures and communities across the globe. Our Cambridge programme was among those aspects of Fieldstone that responded creatively to the unexpected impact of a global pandemic.

When COVID-19 changed the fate of our Cambridge exams, Fieldstone's students, faculty, and administration quickly adapted to a change of protocol. We applied to Cambridge for an alternate method of student assessment and, over the course of the next two months, Cambridge candidates at FKCS underwent rigorous assessment and evaluation that occurred concurrently with their Ontario courses. All students persevered and we look forward to seeing their results when they are officially released by Cambridge. Meanwhile, at FDS, Grade 3-8 students wrote their end-of-year Progression Papers as a year-end review.

Fieldstone always strives to provide a flexible, rigorous, and supportive learning experience for our students and families around the world. This year, between the online learning, alternate assessments, alternate timelines, and mixed learning experiences, our community proved to be resilient and tightly connected. We continued to support one another as global citizens and citizens of the Fieldstone community. We are extremely proud of our future global leaders.

Fieldstone Graduates: Future Global Leaders from Around the World

We value the diverse perspectives and contributions of our students from around the world.

This academic year, we welcomed a Nigerian student – Dabira Omotoso. Dabira joined us online for the early months of the year, before transitioning to on-campus learning when she was finally able to travel to Canada.

Hear Dabira's story of joining our student community [HERE](#).



Cambridge Assessment
International Education

Cambridge International School



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The Safe Arrival Programme made by the school is a good initiative. I was able to use the Safe Arrival Plan to know what I needed to do before and after I arrived in Canada. While in quarantine, my online study continued, which was another great transition. I was able to join classes real-time and have an online experience of a normal class.

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