



# CURRICULUM MATTERS

NOVEMBER 2021

## Fieldstone's Founding Philosophy

In 1997, David Butcher founded Fieldstone. The original location was in the basement of a church on Manor Road in the city of Toronto. There were eight students. The vision of the school was based on the work of E.D. Hirsch, a professor at the University of Virginia. Hirsch had developed a curriculum that incorporated all the key foundational knowledge and skills that would support a successful academic career. Fieldstone adapted this curriculum to be used in a Canadian setting. The result was a curriculum that clearly outlined what a student should learn at each grade level with learning outcomes explicitly expressed. Mr. Butcher has a genuine belief in children and he deeply believes that they are capable of achieving at a higher level than most schools expect of them.

Fieldstone was founded with two goals in mind. The first was to provide a strong foundation of knowledge upon which each student could build as they move into adult life. The second goal was to create a strong sense of self-worth and self-esteem within each student. The curriculum is used as a vehicle for accomplishing both of these goals. Students will grow in knowledge and self-confidence by being constantly challenged to achieve goals that appear to be slightly beyond their reach. Fieldstone students are presented with academic tasks that they may consider too difficult for themselves. With the guidance of their teachers in a caring and nurturing fashion, students find that indeed they can do what they thought they could not. As a result, their confidence grows and they willingly, in fact, eagerly accept new challenges.

At Fieldstone, we see not the child we meet, but rather who that child will become.



**David Butcher**

Founder of  
Fieldstone



## Fieldstone's Curriculum

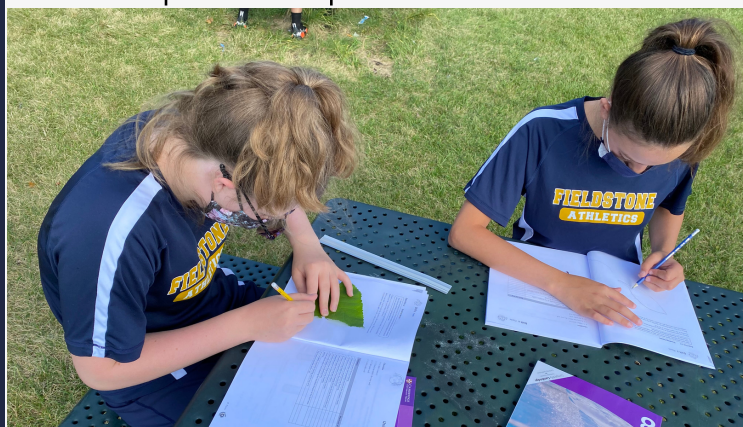
The topics we teach, and the way in which we teach them, have been developed through collaboration and consideration of how we can best reinforce subject matter each academic year. At Fieldstone, students explore topics in a spiraled and interconnected way that provides them with optimal opportunities 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. This enables them to earn their Ontario Secondary School Diploma while continuing to explore the global richness of the Cambridge programmes provided at Fieldstone.



## Learning in Our Spacious Garden

Our Grade Two students were learning about the structure of plants and conditions for plants to grow healthily. In the photo above, they are making observations in our spacious garden while drawing and labelling the different parts of a plant.



Our Grade Seven students were learning about the parts of a leaf. In the photo above, they are identifying the different parts of a leaf (e.g., veins, apex, midrib, margin, and lobe) while enjoying the gorgeous weather at our 6.4-acre campus.

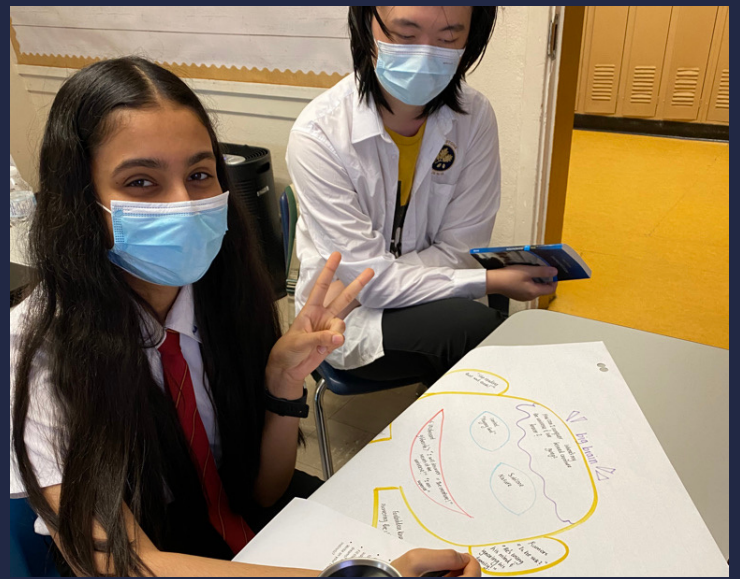
In Grade Ten Science, students were learning about plant and animal cells. In the photo on the left, the student is working on Gizmos (an online tool for experiments) and observing variety of cells under the microscope.



### Literacy Foundations at Fieldstone (FDS)

Students are holding their plush toys while listening to a story, and discussing narrative elements, such as character, plot, and setting. The CKLA Programme allows Kindergarten students to engage in lessons focused on key ideas and details, craft and structure, integration of knowledge and ideas, and group reading in literature.

Students review the lowercase letters and put them in alphabetical order. For foundational skills, they gain knowledge of print concepts, phonological awareness, phonics, and word recognition.



### Literary Analysis at Fieldstone (FKCS)

Students in Grade Twelve English were getting into the Fall and Halloween spirit by reading "Frankenstein" by Mary Shelley. They had engaging debates on consciousness, re-animation, and identity. Students performed a "character autopsy" on Victor Frankenstein, where they analyzed the character through an examination of his heart, brains, guts, eyes, and other assorted organs. What intentions does Victor have? What sits heavy on his shoulders? How does he see the world? This activity allowed students to understand the character on a deeper level while being creative and engaging in lively discussions with their peers.





### Fostering Creativity in Visual Arts

Fieldstone students were introduced to the concept of lines (from the elements of art), emphasis, contrast, and repetition (from the principles of design). They created a free-form design using lines as their primary element of art. The artwork shown above is produced by one of our Grade Seven students.

The Grade Seven and Eight students covered the concept of colour and unity (from the principles of design) using watercolours, coloured pencils, and markers to depict two different scenes by changing colour schemes to set them apart (photos below and right).



### Still-Life Drawing

High school students in Visual Arts worked on their still-life drawing. Students set up and photographed their own still-life displays. They used the photos they took to create an oil pastel still-life drawing. They paid close attention to proportion and placement of objects, as well as correct colour mixing for light and shadow areas.





# CAMBRIDGE SPOTLIGHT

## Cambridge Evaluations: Preparation and Achievement for Fieldstone Students

The Cambridge Primary and Secondary I programmes have three main types of evaluations:

- Tests, quizzes and assignments that are created, administered, and marked by teachers.
- Progression Tests that are created by Cambridge but administered by and marked by teachers.
- Checkpoint Tests that are created by Cambridge, administered by a Cambridge Centre, and marked by Cambridge.

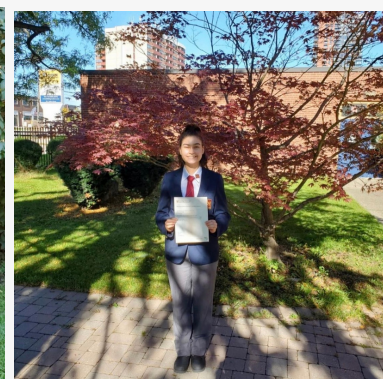
Fieldstone's report cards are based primarily on the first type of evaluation because it allows teachers to have a holistic overview of how a student is performing through observations, conversations, and student products.

Progression Tests are administered at Fieldstone at the end of the school year in June (Mathematics, Science, and English from Grade 5 to 8, and Mathematics and Science from Grade 3 to 8). These tests are based on Cambridge learning outcomes that are specific to the child's current stage of learning.

Checkpoint Tests are administered in April for students in Grade 5 and Grade 8. These assessments test concepts from Mathematics, Science, and English. Students receive an official report from Cambridge that gives them an overview of their strengths, areas to improve on, and overall result on the syllabus.



A student in Grade Eight achieved a perfect score on his Checkpoint Mathematics Examination in June 2021. He is currently working on IGCSE Additional Mathematics.



A student in Grade Twelve and a student in Grade Ten completed their IGCSE qualifications with a high degree of proficiency.

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.

Our enriched curriculum gives students at all grades and levels the chance to challenge themselves in an engaging and inspiring way.



# SUCCESS STORIES

## Fieldstone Graduates Highlights



96%

**OLUWADABIRA OMOTOSO**  
University of British Columbia  
**Computer Science**  
Attended: Sept. 2020 - June 2021

Choosing Fieldstone as my high school was a great choice! I like how flexible the school was during this pandemic period. I was able to be part of the school community even though I was in another country for the first half of the school year. The teachers strived to make lessons interactive by bringing you virtual tours, online labs and media content that make the class much more fun. The professors here are fantastic at motivating students to achieve their full potential. There is an equal mix of learning and reviewing information to ensure that everyone understands what is expected of them, and tutoring is available if needed. Fieldstone also assists students in thinking about their post-secondary goals by assisting them in applying to post-secondary schools or providing advice on how to move forward. I enjoyed most of my time at Fieldstone, and I will never forget the things I learned or the people I met there.

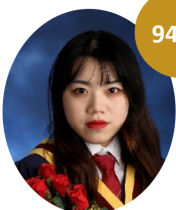
### Class 2020 – McGill University



95.3%

**ZIYAN ZHAO (TOM)**  
McGill University  
**Management**  
Attended: Sept 2018 – June 2020

### Class 2020 – Berklee College of Music



94.5%

**JIANI LIU (VIVIAN)**  
Berklee College of Music, USA  
**Film Scoring**  
Attended: January 2019 – June 2020

### Class 2020 – University of Toronto



98.8%

**JIYUAN YANG (CAROLINE)**  
University of Toronto  
**Rotman Commerce**  
Scholarship: \$7,500  
Attended: Jan 2019 – June 2020

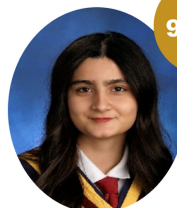
### Class 2020 – McMaster University



98.7%

**PHU KHOA BUI (TOM)**  
McMaster University  
**Computer Science**  
Scholarship: \$2,500  
Attended: Sept 2019 – June 2020

### Class 2020 – University of Waterloo



95.1%

**LABKHAND  
MAGHAMIANZADEH**  
University of Waterloo  
**Health Studies**  
Attended: Jan 2019 – June 2020