

2025-2026

Lower School

GRADE 5
CURRICULUM

Bayview Glen

Whole Child. Purposeful Life. Better World.

Bayview Glen

Whole Child. Purposeful Life. Better World.

Even at the youngest ages,
children already think independently.

They ask amazing questions. They explore and experiment. They naturally seek to help others. Bayview Glen's vigorous, inquiry-based programme cultivates children's inquisitive, empathetic, independent minds while consciously shaping them as profoundly engaged international citizens.

Bayview Glen offers a truly
transformative educational experience.

As a co-educational independent school, we intentionally create a welcoming, vibrantly diverse community, guided by inspiring teachers and fueled by a forward-thinking curriculum.
No wonder our graduates go on to change the world.

bayviewglen.ca



The overall philosophy of our programme is to learn and grow together in an enriching environment. The purpose of our programme is to foster competence in all aspects of life. The curriculum provides opportunities for total development of each child's physical, emotional, social, creative and cognitive self.

A child learns a step at a time and the curriculum plan reflects this philosophy as it is age-appropriate and geared to the needs of the individual child. There is an atmosphere of acceptance and approval, so that each child feels confident to present him/herself. This enables the child to express their true feelings and to enhance self-awareness. A day at Bayview Glen is filled with new experiences, and opportunities are provided for both challenge and success.

Expectations

- To meet our goals and fulfill our responsibilities, Bayview Glen will:
- » actively realize its mission
 - » provide a safe and caring learning environment
 - » maintain close communication about the school in general
 - » promote involvement
 - » provide consistent values and thoughtful consequences
 - » maintain an open door policy for you to share your concerns

- Parental support and participation are critical to communication and we count on each parent to:
- » support our mission
 - » provide a positive study environment
 - » communicate with us about their child
 - » attend school meetings and events
 - » be involved
 - » support our values and policies
 - » obtain information and facts from the appropriate source

Academic Programme

The Lower School offers a diversified curricular programme that challenges students where they need to be met.

Through the expectation of academic excellence, in a nurturing environment, students are empowered to challenge themselves, to take initiative and to discover their own tremendously creative selves.

Through core and enrichment curriculum, physical activities, musical and artistic opportunities and a wide range of co-curricular clubs, children develop confidence, motivation and skill to pursue their interests and develop to their full potential.

- The main goals of our academic programme are to:
- » instill a love of learning
 - » make learning meaningful
 - » offer opportunities to make global connections
 - » develop critical thinking through problem solving
 - » enable students to be co-operative, confident and collaborative
 - » enable students to make choices and to instill independence
 - » develop habits and attitudes that promote and maintain physical health and wellbeing
 - » instill respect for the environment
 - » learn to respect, accept and appreciate cultural, racial, religious and physical differences
 - » develop community awareness through a variety of day trips and guest speakers
 - » give students the skills necessary to succeed so that learning is a rewarding experience
 - » demonstrate confidence in the student’s ability and multiple intelligences
 - » foster flexible and motivated learners in a secure and supportive learning environment
 - » foster responsible and co-operative decision-makers
 - » prepare students for the routines and expectations of the Prep School academic programme, thus providing an easy transition

Academic and Behavioural Expectations

- As a member of the Bayview Glen community, every student is expected to:
- » arrive at school and class on time
 - » come to class prepared
 - » complete all assignments and submit them on time
 - » wear the uniform properly during school hours
 - » remain in class for the entire period, unless involved in a school sponsored activity
 - » place bags, backpacks, briefcases, ipods and their clones, cellular phones, pagers and electronic games in lockers
 - » provide a note from parents explaining any and all absence or lateness
 - » demonstrate respect for themselves and others
 - » be responsible for their own actions
 - » be involved with school activities

Assessment and Evaluation

Assessment and evaluation takes place throughout each course on an ongoing basis. Students receive regular feedback on each assessment and have many and varied opportunities throughout the course to achieve mastery. There are three formal report cards. The first term report card is issued in December, the mid-term report card is issued in March and the third term report card is issued in June.

The expectations for each course are organized into four categories of knowledge and skills. The categories help teachers to focus on the acquisition of knowledge, as well as on the development of thinking, communication and application skills. The four categories are: Knowledge – subject specific content acquired in each course, Thinking – critical and creative thinking processes, Communication – conveying meaning through various forms, and Application – use of knowledge to make connections within and between contexts.

The report card reflects a student’s achievement level in the curriculum expectations in all subjects. The Achievement levels correlate to a description found within the report card. Students are assessed and evaluated continuously throughout the term. These assessments include unit tests, quizzes, presentations, projects, class work, observations and oral communication of understanding.

The development of learning skills and work habits is also an integral part of the student’s learning. Students are provided with learning opportunities in order to encourage development.

The six learning skills are Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. Teachers evaluate the learning skills and work habits using the following scale: E (Excellent), VG (Very Good), G (Good), S (Satisfactory), N (Needs Improvement). Specific targets are set throughout the year to support improvement.

Problem-Based Learning

At Bayview Glen, we believe that inquiry and problem-solving are among the most important 21st-century skills we can teach our students. Problem-Based Learning (PBL) is a teaching and learning methodology whereby students learn new skills and knowledge and make connections to prior learning through the process of solving developmentally appropriate, authentic ill-structured problems. In contrast to more traditional approaches that involve a teacher-prescribed sequence of instruction, consolidation, and assessment, PBL uses the problem as a starting point for learning. Students become both stakeholders in the problem and agents in their own learning while the teacher acts as coach and guide, shaping the process by supporting inquiry, curating resources, challenging student thinking, and providing just-in-time delivery of essential knowledge and skills. PBL relies upon and extends inquiry and develops higher-order thinking skills by requiring students to think critically and creatively about both possible solutions to their problem and the processes for developing them. Each year in the Lower School, SK to Grade 5 students will participate in PBL learning.

Curriculum Compacting

Curriculum Compacting is a practice designed to address the needs of the individual student. It ensures that students who have mastered certain concepts in specific subject areas or units of study are receiving instruction and assignments more appropriate to their level of cognition. Students’ mastery of concepts is determined by diagnostic assessments. Parents will be advised when a student demonstrates a need for Curriculum Compacting and the adaptation necessary to the regular programme.

Extra Help

In an effort to further support student learning and to address individual needs, each teacher will be offering Extra Help sessions throughout the year. These sessions will be skill specific and should a student’s teacher determine they would benefit from attending a particular session, parents will be notified.

Homework

Homework provides practice and review of material taught during the day. No new skills are assigned as homework.

In Grade 5, your child should be spending approximately 50-minutes on homework each night. Your child should be able to complete her or his homework independently. If she or he is experiencing great difficulty, please contact the appropriate teacher. The student’s homework is their responsibility and the child should be encouraged to develop independent study skills. Good study habits, once established, will enhance your child’s learning and success through to university. Time spent now will pay dividends later.

- Here are some activities you can do to help:
- » establish a homework routine and adhere to it as much as possible
 - » practice math facts
 - » make sure your child has a quiet place free of distractions
 - » a calendar, timetable and dictionary should be available for easy reference
 - » check that all assigned work is recorded in the homework book
 - » divide assignments into long-term assignments and daily work
 - » ensure that student completes daily work first and puts it away
 - » research assignments should be planned into the time frame allowed
 - » follow guidelines set out by the School for time spent on homework
 - » your child should not be spending hours on homework; if she/he is, contact the teacher
 - » review work for tests and reading should be done on nights when little homework is assigned
 - » after all this effort, make sure completed homework is taken back to school

No new skills are assigned as homework. Your child should be able to work independently for the most part. If your child is experiencing great difficulty, please send a note to school.

Good study habits, once established, will enhance your child’s learning and success through to university. Time spent now will pay dividends later.

Study Skills

A study skills programme over and above what is routinely covered through the curriculum will be offered to individual students on an as needed basis through the Learning Centre.

The following is a list of various study strategies students can use in order to prepare for tests.

Study Skills are any learned abilities which allow students to access, plan, organize, encode or present information on their own.

Study Environment

- » study in a quiet environment (i.e. no television or radio)
- » organize the environment: clear desk; post a test schedule or calendar of test dates; use a bulletin board for reminders;
- » post reminder cards...
- » remove visual distractions
- » provide adequate lighting

Time Management

- » make a study schedule for the upcoming week(s)
- » study the most difficult subject early on when fresh
- » study more frequently for shorter time periods (i.e. 20-30 minutes of studying followed by a 5 minute break, then repeat process)
- » study earlier in the day if possible and utilize weekend time
- » study at a set time, separate from the homework time
- » start at the time scheduled
- » prioritize study time giving more difficult subject matter more study time

Reading and Remembering The 4Rs

- » **read:** all notes and text material that will be tested
- » **recite:** information to help remember it
- » **(w)rite:** write down main ideas and headings from memory, then check for accuracy
- » **review class notes nightly**

Manageable Amounts

- » break up large sections of material into manageable bits

Visualize

- » picture the information
- » create pictures, diagrams, or charts to link words and ideas
- » practice mapping skills
- » use association words

Make Study Sheets / Review Cards

- » make jot notes and study sheets
- » make flash cards by writing “fill in the blanks” statements on the front of cards and the answers on the back
- » use mnemonics: such as rhymes, acronyms or silly sentences to remember course content
- » use your senses speak, listen, simulate, manipulate

Parent-Teacher Conferences

Communication between parents and teachers is vital to the success of the student. One method of communicating is Parent-Teacher Conferences three times a year. Scheduled PT conferences occur in the months of November, February and April. Specifics regarding scheduling appointments will be sent to parents.

Daily Routine

Students are expected to be at school from 8:30 a.m. to 3:30 p.m. each day that school is scheduled.

French	daily
STEM	2 times per 8 day cycle
Health and Physical Education	4 times per 8 day cycle
Language	daily
Mathematics	daily
Music	3 times per 8 day cycle
Science/Social Studies	8 times per 8 day cycle
Visual Arts	2 times per 8 day cycle
Homework	Approximately 50 minutes per night



Student Opportunities

Advanced Placement

Senior students who are interested in studying a subject at a more rigorous level have the option of taking Advanced Placement (AP) courses. The AP programme enables students to earn credits toward their university degree. These credits are accepted at many universities across Canada and the United States.

Round Square

Bayview Glen is a proud member of Round Square, an association of 200 schools in 50 countries that share the IDEALS of: Internationalism, Democracy, Environment, Adventure, Leadership and Service. Round Square works to empower students through character-building experiences in community service, work projects, exchanges and adventuring. In the Lower School students will have opportunities to support the Round Square IDEALS.

Round Square and Global Education: Reading Around the World

To complement our World Continents theme in the Lower School, our Junior Kindergarten to Grade 5 classrooms explore different countries around the world with global storybooks. Reading world literature nurtures empathy, cultural awareness and global competence. Children have a natural curiosity about the world and global cultures. Through the power of storytelling, students learn to appreciate cultural differences, consider multiple perspectives, develop critical thinking skills and understand globally significant issues.

The Arts

Opportunities to explore music, drama and visual arts are abundant. Numerous choirs and bands, concerts, art exhibit, spring festivals and a Prep and Upper School drama production give students many avenues to expand their artistic horizons.

Co-curricular Activities

Our commitment to excellence does not end at the close of the academic day. Students are invited to join special interest clubs designed to enrich and challenge them.

Notes



2025-2026 Course Descriptions

COURSE INFORMATION

On the following pages, please find course descriptions for each of the courses offered. More detailed information for each of the courses can be found in the course outlines, which are available from the Head of Lower School and Preschool upon request.

Course descriptions in alphabetical order.

French

French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity.

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the work force.

In addition to strengthening students’ ability to communicate, learning French develops their awareness of how language and culture interconnects, helps them appreciate and respect the diversity of Canadian and global societies, and not only challenges the mind but also it teaches understanding, encourages patience, and fosters open-mindedness.

In Grade 5, students develop communication skills though kinesthetic activities and an integrated, drama-based approach. Communication is a social act. In order to learn French, students need to see themselves as social actors communicating for real purpose. Therefore, communicative and action-oriented approaches to teaching French put meaningful and authentic communication at the center of all learning activities. At Bayview Glen, this is achieved by using The Accelerated Integrative Approach (AIM), “Histoires en Action!”. The Grade 5 programme builds upon the foundation that is established in previous grades with the continued support of the Gestures Approach. Plays that provide contextualized vocabulary and “comprehensible input” continue to be used in order to provide the scaffolding students need to be able to begin “producing” – that is, speaking and writing – French in an authentic way.

Programme Goals

- At Bayview Glen, students will strive to:
- » use French to communicate and interact effectively in a variety of social settings
 - » learn about Canada, its two official languages, and other cultures
 - » appreciate and acknowledge the interconnectedness of the global community
 - » be responsible for their own learning, as they work independently and in groups
 - » use effective language learning strategies
 - » become lifelong learners for personal growth and for active participation as world citizens

The expectations for FSL are organized into four interconnected strands. Listening and speaking skills are the springboard to reading and writing. While the curriculum strikes a balance between these four distinct but interconnected skills, oral communication – listening and speaking – is paramount for second language acquisition.

Listening

- In Grade 5 the students will:
- » listen to understand and identify the meaning of oral French texts containing familiar and new words about themselves, family, friends, and topics of personal interest with contextual and visual support.
 - » use interactive listening strategies to suit a variety of situations and respond with understanding to what others say while participating in guided interactions about familiar topics with contextual and visual support.
 - » develop intercultural awareness, identify French-speaking communities in Canada, find about their cultures and make connections to personal experiences and their own and other communities.

Speaking

- In Grade 5 the students will:
- » speak to communicate information using gestures, familiar words and expressions, produce brief and rehearsed messages in French containing ideas and information about their environment, and speak with appropriate intonation and accurate pronunciation in rehearsed communication about personal and familiar topics.
 - » speak to interact and engage in guided spoken conversations with their peers and the teacher using familiar words and expressions with teacher modelling and support.
 - » develop their intercultural understanding about French-speaking communities in Canada, including aspects of their cultures and their contributions to “la francophonie” and the world.

Reading

- In Grade 5 the students will:
- » identify a few reading comprehension strategies and read texts containing familiar words and expressions to demonstrate that they understand the overall sense of the text.
 - » use a few vocabulary-acquisition strategies before, during and after reading to determine or confirm the meaning of new or recently learned words.
 - » develop intercultural awareness and identify, in age- and grade-appropriate texts, examples of sociolinguistic conventions associated with a variety of situations in diverse French-speaking communities.

Writing

- In Grade 5 the students will:
- » identify, with support from the teacher, their purpose in writing and the audience for French texts they plan to create.
 - » refine their writing process: generate, develop and organize ideas using a variety of pre-writing strategies and resources; plan and produce drafts following a model; make improvements to their work by using knowledge of some of the conventions of written French to produce a polished and effective product for publication.
 - » develop intercultural understanding, communicate information about French speaking communities in Canada and “la francophonie” in the world and appropriately use sociolinguistic conventions in their written work.

Language

Bayview Glen’s Language programme is based on the concept that language development is fundamental to students’ intellectual, social and emotional growth, and is a key element of the curriculum.

Language is imperative in all aspects of life including comprehension, oral and written communication, and inquiry. Within the Bayview Glen Language programme, foundational knowledge and skills are taught in a systematic manner using evidence-based resources and explicit instruction to support growth in higher-order thinking. Aligned with our school mission of Whole Child. Purposeful Life. Better World, the Language programme prepares students to excel beyond the walls of Bayview Glen and fosters lifelong learning. Using Universal Design for Learning and differentiated instruction, as well as a multimodal approach, skills surrounding oral language, word-level reading and spelling, vocabulary, fluency, and comprehension are developed.

As adopted from the Ontario Ministry of Education Language Curriculum release in 2023, the Bayview Glen Language programme aims to help students become successful language learners, who share the following characteristics. (<https://www.dcp.edu.gov.on.ca/en/curriculum/elementary-language>)

- » they display accuracy and automaticity in foundational language skills.
- » they understand deeply as they listen, read, and view and speak, write, and represent, effectively and with confidence.
- » they make meaningful connections between themselves, the texts they encounter, and the world around them.
- » they think critically about the texts they read and create.
- » they understand that all texts have a specific point of view that must be recognized, questioned, assessed, and evaluated.
- » they acknowledge the cultural and social impact of texts and appreciate their aesthetic power.
- » they use language to interact and connect with individuals and communities, for personal growth and for active participation as global citizens.
- » they recognize that language learning is a necessary, reflective, and life-enhancing process.
- » they use cognitive strategies to learn from complex texts.
- » they are motivated and purposeful in their learning, including learning related to their goals.

Literacy Connections and Applications

- » demonstrate an understanding of how critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy are used in various language and literacy contexts
- » demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
- » apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

Foundations of Language

- » apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences
- » demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
- » demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

Comprehension: Understanding and Responding to Texts

- » apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres
- » apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts
- » apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

Composition: Expressing Ideas and Creating Texts

- » plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics
- » apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and/or strategies, and reflect critically on created texts
- » select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

Mathematics

Mathematics is a cohesive programme built upon logical development, hands-on experience and observation, along with arithmetic practice and formal lessons.

Students will connect, reflect and practice mathematical concepts in all strands of Mathematics including number, algebra, data, spatial sense and financial literacy. Social-emotional learning skills, as well as mathematical processes and modelling are embedded throughout each unit of study.

Students are engaged in an activity-based advanced curriculum. Activities are carefully sequenced to promote the development of concepts in each of the main strands of primary Mathematics.

Students are also engaged in the sequential practice of math facts which enables mastery at an individualized pace. Students learn math facts to automaticity in order to move into higher order thinking in math.

The advanced Mathematics programme provides students with a combination of open-ended, problem-solving opportunities, meaningful dialogue and purposeful practice that reinforces and extends new learning. This balanced instruction recognizes four key components that build mathematical literacy. They are problem solving, understanding concepts, application of procedures and communication.

Topics

Numbers to 1 000 000

- » count and represent numbers to 1 000 000
- » place value and number applications
- » compare and order numbers
- » identify, extend and create number patterns

Number Relationships

- » multiples and factors
- » composite and prime numbers
- » order of operations

Operations with Whole Numbers

- » addition and subtraction up to 1 000 000
- » multiply 2-digit numbers
- » divide by 2-digit numbers
- » use operations to solve real-world problems
- » round and estimation to solve problems

Decimals

- » relate fractions to decimals
- » represent, read, write and manipulate decimals
- » estimation
- » addition, subtraction, multiplication and division
- » terminating and repeating decimals

Operations with Fractions

- » use addition, subtraction, multiplication and division of fractions to solve problems

Percents

- » percents and their relation to decimals and fractions
- » mental math to calculate percents
- » solve real-world problems involving percents

Ratios and Rates

- » problem solving using ratios and rates
- » rate and unit rate

Positive and Negative Numbers

- » use various strategies to read and represent integers
- » compare and order integers

Length, Mass, Capacity and Area

- » use various metric units to estimate, measure, compare and record the length, area, mass of objects and capacities of containers
- » unit conversions

Area of Polygons

- » estimate, measure and calculate area of polygons

3-D Geometry and Surface Area

- » use various tools to construct three dimensional objects
- » apply strategies to calculate the surface area of prisms and pyramids

Angles, Quadrilaterals, and Rotational Symmetry

- » measure and construct angles up to 360°
- » use angle relationships to identify missing angles
- » geometric properties of quadrilaterals including symmetry

Transformations and Cartesian Planes

- » use language effectively to describe geometric concepts, reasoning, investigations and coordinate systems
- » graph using all four quadrants of the Cartesian plane
- » transformations including rotations, reflections and translations
- » use patterns to solve problems

Algebraic Relationships

- » simplify algebraic expressions
- » solve algebraic equations and inequalities

Patterns

- » write pattern rules
- » identify, extend and create patterns
- » find the value of a missing number in an equation
- » use patterns to pose and solve problems

Data and Graphs

- » collect and analyze data to make inferences and convincing arguments
- » interpret displays of data and present the information using mathematical terms
- » create various types of graphs
- » identify the range, mean, median, mode(s) of a data set

Probability

- » demonstrate an understanding of probability and use language appropriate to situations involving probability experiments
- » solve simple problems involving the concept of probability
- » theoretical and experimental probability of events



Science

Science is a varied programme built upon the scientific model of learning. It involves exploring, inquiring, predicting, planning and collecting. Students will ask thought-provoking questions, communicate, evaluate, reflect and apply data.

Students are given opportunities to explore areas of STEM Skills and Connections, Life Systems, Structures and Mechanisms, Matter and Energy and Earth and Space Systems, as well as Scientific and Engineering Design Processes. Students will also investigate Health and Safety in Science and Technology, Coding, Skilled Trades, Climate Change and Food Literacy. Through the use of an inquiry approach, students will examine these topics. Students are guided to identify, gather and sort information; explore information, and collaborate with others, test ideas and share findings; relate prior knowledge, locate information, make observations and adapt to new learning. Students inquire using essential questions to make broader connections.

In Grade 5, students develop their skills by working through the inquiry process. Students practice identifying problems and possible solutions, observing and drawing conclusions. Students make appropriate records of procedures, observations and conclusions. Teaching strategies include guided lessons, discussions, debates, experimentation, individual and/or group work and note taking.

Topics

HUMAN HEALTH AND BODY SYSTEMS (LIFE SYSTEMS)

Essential Question – What Are The Effects Of Human Activities On Human Health?

- » explore the impact of social and environmental factors, human choices and technological innovations on the health of humans
- » investigate the structure and function of the major organs of various human body systems
- » demonstrate an understanding of the structure and function of human body systems and interactions within and between systems

FORCES ACTING ON STRUCTURES (STRUCTURES AND MECHANISMS)

Essential Question – What Is The Impact Of Forces On Society And The Environment?

- » discover the significance of forces in society and the environment
- » investigate forces that act on structures
- » identify forces that act on and within structures, and describe the effects of these forces on structures

PROPERTIES OF AND CHANGES IN MATTER (MATTER AND ENERGY)

Essential Question – How Significant Are Processes Used To Make Every Day Products To The Environment?

- » explore the impact of human made materials related to society and the environment
- » conduct investigations that explore the properties of matter and changes in matter
- » identify and demonstrate an understanding of the properties of matter, changes of state, and physical and chemical change

CONSERVATION OF ENERGY AND RESOURCES (EARTH AND SPACE SYSTEMS)

Essential Question – What Is The Importance Of Energy And Resource Conservation?

- » discover the immediate and long term effects of energy and resource use on society and the environment
- » investigate energy transformation and conservation
- » demonstrate an understanding of the various forms and sources of energy and the ways in which energy can be transformed and conserved
- » analyze how First Nations, Métis and Inuit communities conserve energy and resources

Social Studies

The goal of the Social Studies programme is to enable students to develop students’ understanding of who they are, where they come from, where they belong, and how they contribute to the society in which they live.

- » Who they are: through exploration of various local, national, and global communities in which they participate
- » Where they came from: by studying past societies, analyzing connections between the past and present and exploring the contribution of past societies to Canadian heritage
- » Where they belong: by investigating various spaces -physical, social, cultural- in which they live
- » How they contribute to society: by understanding what it means to be a responsible citizen who makes positive contributions to their communities

The programme is designed to give students multiple opportunities to learn about and apply the four elements of citizenship:

Active Participation (work for the common good), Identity (self-image and culture), Attributes (traits and values), and Structures (power and systems within societies).

The Social Studies programme is inquiry based and focussed on developing the ability to formulate questions; to gather, organize, interpret, and analyze information, data and evidence from a variety of primary and secondary sources, using various tools and technologies; to extract information from and construct maps and graphs for a variety of purposes; and to formulate and communicate ideas, conclusions, and judgements.

The expectations for Social Studies are divided into two strands

Heritage and Identity

- » explore topics to develop an understanding of connections between the past and present; of interactions within and between diverse communities, and the rights and responsibilities associated with citizenship
 - » develop an understanding of personal, cultural, and national identities, both past and present, and of contributions to Canadian heritage
- Grade 5: First Nations and Europeans in New France and Early Canada*

People and Environments

- » explore geographic, social, political, economic, and environmental issues in the context of local, regional, national, and global communities
 - » develop an understanding of the social and environmental responsibilities of citizens and of various levels of government
- Grade 5: The Role of Government and Responsible Citizenship*

Social-Emotional Learning

Our Social-Emotional Learning programme, *Second Step*®, fully supports our mission “Whole Child. Purposeful Life. Better World.” Bayview Glen recognizes the significance in fostering the overall health and wellbeing of our students. Within the Social-Emotional Learning programme our students engage in daily hands-on, collaborative and self-reflective activities where they address concepts to nurture both their mental and intellectual wellbeing. Through the *Second Step*® themes, our students build life-skills that are relevant for today and their futures. Students develop a greater ability to identify and understand feelings and emotions, build healthy and respectful peer relationships, persevere in times of challenge, acquire problem-solving strategies and truly develop a stronger perception of themselves.

Overall themes from the *Second Step*® Programme Kindergarten – Grade 5 include:

- » Our school as a welcoming place where every student feels like he or she belongs
- » Skills for Learning
 - » listening
 - » focussing attention
 - » using self-talk to stay on-task
 - » being assertive when asking for help with a learning task
- » Empathy
 - » identify their own and others’ feelings
 - » notice and respect same and different feelings
 - » show compassion
- » Emotion Management
 - » prompting students to notice their own feelings by paying attention to clues in their bodies
 - » calming down strong emotions such as anger, disappointment, frustration and anxiety
- » Problem-Solving
 - » develop approaches to identify the problem, possible solutions, consequences and finalizing a solution
- » Friendship Skills
 - » invite others to play
 - » play in fair ways
 - » take responsibility for mistakes by making amends
 - » playground play and interactions

STEM

The Science, Technology, Engineering, and Math (STEM) programme at Bayview Glen is designed to help students become proficient users of technology and responsible digital citizens. As students progress through the programme, they will develop foundational computer skills, explore the basics of coding, and receive hands-on experience in robotics.

In Grades 3 to 5, students continue to develop the skills required to access different files and applications (offline and online), safely navigate to a variety of websites, and improve their keyboarding skills. With increasing levels of independence, students learn how computers can help them to complete tasks, conduct research, and solve problems. By the end of Grade 5, students will have explored Computer-Aided Design (CAD) software, created websites, built and programmed robots, and participated in a wide variety of coding opportunities. Continued exploration of digital citizenship during Grades 4 and 5 helps prepare students to be safe and productive members of our online community.

The STEM programme provides excellent opportunities for students to develop as 21st Century Learners. These skills include, but are not limited to:

- » Collaboration
- » Digital Literacy
- » Critical Thinking
- » Problem-Solving
- » Building Confidence
- » Exploring Creativity
- » Task Completion
- » Helping Others
- » Taking Risks



Health and Physical Education

The Physical Education program fosters body awareness and self-confidence while encouraging students to appreciate the importance of physical fitness and overall wellbeing. Through a well-rounded selection of activities, students develop strength, endurance, flexibility, balance, and coordination. They also cultivate creativity, freedom of movement, problem-solving abilities, and teamwork skills as they work collaboratively toward shared goals.

In Grade 5, students participate in a wide range of physical activities, including soccer, lacrosse, badminton, basketball, volleyball, softball, cross country, floor hockey, ultimate frisbee, track and field, gymnastics, and various indoor and outdoor games. Each term also includes a health education component, addressing relevant and age-appropriate health topics. The course is designed to enhance physical skill development, increase health awareness, and promote lifelong healthy living habits.

Programme Goals

- » build physical literacy and fundamental movement skills by developing confidence in a wide range of physical activities
- » develop gross and fine motor skills, hand-eye co-ordination, balance, strength, flexibility, agility, and endurance during various physical activities
- » develop independence and collaboration skills by engaging in activities that encourage self-motivation, accountability, and effective teamwork
- » cultivate respectful and inclusive sportsmanship by encouraging empathy, integrity, and kindness during play - celebrating both effort and achievement
- » promote resilience and a growth mindset by setting personal goals, embracing challenges, and reflecting on performance to support continuous improvement
- » support healthy decision-making through understanding the impact of physical activity, nutrition, and lifestyle choices on overall wellbeing

Skill Development

Basketball

- » dribbling, passing, footwork, shooting

Soccer

- » passing, footwork, shooting, dribbling, team play, rules and strategy

Volleyball

- » throwing and catching, serving, team play, rules and strategy

Fitness

- » conditioning, warm-ups, cool-downs, stretching, fitness testing

Gymnastics

- » balance, rotation, jumps, turns, vaults, beam

Track and Field and Cross Country » running long jump, high jump, sprints, endurance runs, relays, triple jump, javelin, shot put, discus	
Co-operative Games » dodgeball, king’s court, stones, team building activities	
Indoor/Outdoor Games » broomball, frisbee, flag football, ultimate frisbee, European handball, rugby, pickleball, beach volleyball	
Softball » throwing, catching, ground balls, fly balls, base running, hitting rules	
Badminton » forehand, backhand, overhand, serves, smash, rules and strategy	
Floor Hockey » passing, shooting, dribbling, basic game strategy	
Lacrosse » passing, shooting, catching the ball, basic game strategy	
Health Topics	
Healthy Eating » nutrition fact tables, food labels » media influences, food choices	
Personal Safety and Injury Prevention » identifying supports and services that can assist with injuries and violent situations » strategies to deal with threats to personal safety » actions, self-concepts	
Substance Use, Addictions and Related Behaviours » short and long term effects of alcohol use » refusal skills - alcohol use and other behaviours » decision making, influences	
Human Development » parts of the reproductive system » body changes during puberty » male and female reproductive processes (the menstrual cycle and spermatogenesis) » emotional and interpersonal stresses related to puberty	

Library

The Lower School has two libraries, the Mary Richardson Resource Centre and the Jean Hart Resource Centre. Our libraries function as an integral part of the students’ academic day, integrating with the classroom curriculum while instilling a lasting appreciation for literature. Students use the library to explore different genres of reading material.

Students are taught research strategies using print and electronic resources including online encyclopaedias and databases. Information literacy skills are taught to prepare students to use digital tools in a scholarly way to retrieve, evaluate, utilise, share, collaborate, and create content in an ever changing world. Students develop these skills while carrying out curriculum work in collaboration with library resources.

Music

Music at Bayview Glen emphasizes learning through the joy of music. Our pedagogical and teaching approaches encompass globally research-based music education concepts and methodologies, catered towards our school community. Musical programming encourages the innovative nature of music instinctive to children as natural music makers. Designed around the incremental stages of child development, students engage in music through singing, movement, Orff percussion instruments, recorders, dramatic play, and active listening. Musical foundations are built through being and doing, with scaffolded concepts moving towards students becoming musically literate. This trajectory prepares Bayview Glen students not only for our Prep and Upper School musical offerings, but also fosters a lifelong love of music.

Bayview Glen offers a variety of musical performing opportunities throughout a child’s school experience, both informally and formally, throughout our school divisions.

In the Lower School, general music classes are supplemented with choir and musical theater opportunities. All classes prepare an age appropriate Spring Festival on our atrium stage for family and friends. Complete with choreography, dialogue, and acting, these performances are a well-loved tradition.

A full choral programme is offered to students in Grades 2-5. All students in Grade 2 engage in a choral experience, with an elective Grade 3 Primary, Grades 4-5 Junior choir option, and the Grade 5 Song Writers Club. Bayview Glen choirs perform at school assemblies and participate in two annual concerts.

Visual Arts

The focus of Visual Arts is to help students extend their exploration of relationships and personal experience in their own world. Students use a broader range of subject matter and media (tools, materials, processes, and techniques) to produce works of art. They grow more sophisticated in depicting movement, spatial relationships, and emotions.

Students use their knowledge of the elements and principles of design to solve artistic problems and analyse works of art. They generate and develop visual ideas in response to a variety of motivations, using imagination, observation, and a study of artists’ works, and incorporate into their art ideas gained from sources such as independent reading.

Students explore and describe how different media influence the communication and interpretation of ideas in their own and others’ work. They look beyond the surface meaning of art works and observe not only what is present but what is missing, in order to analyse and evaluate an artist’s intent. They also analyse and describe how art-making processes and procedures clarify meaning and intentions in their own and others’ work and observe how artists tell stories and create mood in their work. Students use their growing analytical and evaluative skills to investigate the purpose(s) and significance of objects, images, and art works in past and present cultures and to examine the contexts in which they were or are made, viewed and valued.

Overall Expectations

Creating and Presenting

- » apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies

Reflecting, Responding and Analyzing

- » apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences

Exploring Forms And Cultural Contexts

- » demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts

Fundamental Concepts

- » Students will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

Elements of Design

- » Students will develop understanding of all elements of design.

Line

- » lines that direct the viewer’s attention; lines that create the illusion of force or movement; contour drawings of objects that are not easily recognizable (e.g., crumpled paper)

Shape and Form

- » exaggerated proportions, motifs, fonts; geometric (e.g., conical, pyramidal) shapes and forms

Space

- » centre of interest (focal point) and one-point perspective; basic facial proportions; horizontal and vertical symmetry

Colour

- » the colour wheel; tertiary colours; colour for expressive purposes; colour for creating naturalistic images

Texture

- » textures created with a variety of tools, materials, and techniques

Value

- » shading that suggests volume; gradation

Principles of Design

Students will develop understanding of all principles of design (that is, contrast, repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 5 will be on balance.

Balance

- » arrangement of the elements of design to create the impression of equality in weight or importance (e.g., a formal or symmetrical arrangement produced through distribution of shapes; an informal or asymmetrical arrangement produced through use of colour); colour concepts to be used in creating balance (e.g., light or neutral colours appear lighter in “weight” than dark or brilliant colours; warm colours seem to expand, cool colours seem to contract; transparent areas seem to “weigh” less than opaque areas)

Notes

Our Mission

Whole Child. Purposeful Life. Better World.

We know and nurture each student, fostering their passions and skills to create a better today and brighter tomorrow.

Core Values

- Compassion:** We are empathetic towards all and committed to the principles of pluralism.
- Curiosity:** We inspire inquisitive mindsets and believe that curiosity is at the heart of life long learning.
- Courage:** We develop problem solvers and fearless leaders who strive for a greater ethical purpose and common good.

Memberships

Bayview Glen is a proud member of:

Conference of Independent Schools of Ontario (CIS Ontario)



Conference of Independent Schools of Ontario is a collegial group of 47 member schools working together to advance educational excellence in Ontario Independent schools. Visit www.cisontario.ca.

Canadian Accredited Independent Schools (CAIS)



Canadian Accredited Independent Schools is a community of 95 independent schools in Canada, whose mission is to explore and pursue exemplary leadership, training, research and international standards of educational excellence. Formerly CESI and SEAL. Visit www.caïs.ca.

Round Square (RS)



Round Square is an international association of more than 230 schools worldwide sharing unique and ambitious goals. Students attending Round Square schools make a strong commitment, beyond academic excellence, to personal development and responsibility. This is achieved by participating in community service, work projects, exchange programmes and adventuring, which can, and often does, take students half way around the world. Visit www.roundsquare.org.

Advanced Placement (AP)



Since its inception in 1955, Advanced Placement (AP) has motivated high school students with the opportunity to take college-level courses in a high school setting. There are currently more than 110,000 teachers leading AP courses in high schools worldwide. Visit www.ap.collegeboard.org.

Youth and Philanthropy Initiative (YPI)



Youth and Philanthropy Initiative is a one-of-a-kind educational programme that gives young people hands-on experience in social change and empowers them to participate in the development of their communities. Visit www.goypi.org.

National Association of Independent Schools (NAIS)



The National Association of Independent Schools is a nonprofit membership association that provides services to more than 2,000 schools and associations of schools in the United States and abroad, including more than 1,600 nonprofit, private K-12 schools in the U.S. that are self-determining in mission and programme and are governed by independent boards. As the largest association of independent schools, NAIS co-creates the future of education by uniting and empowering our community. Visit www.nais.org.

North American Reggio Alliance (NAREA)



The North American Reggio Alliance connects Reggio Emilia’s practices with educators and advocates in the U.S. and Canada through knowledge-sharing, professional development, and direct collaboration with experts. As a network of educators, parents, and advocates, NAREA strives to elevate both the quality of life and education for young children. Visit www.reggioalliance.org.

Lower School
2025-2026

Bayview Glen

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