

Prep School

2025-2026

Grade 6

Curriculum

Bayview Glen

Whole Child. Purposeful Life. Better World.

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



Students learn confidently in an atmosphere of acceptance and approval, developing skills and knowledge that are age-appropriate and geared to the needs of the individual child. A day at Bayview Glen is filled with new experiences where 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 with parents
 - » promote involvement by parents and students
 - » provide consistent values and thoughtful discipline
 - » maintain an open-door policy for parents to share their concerns.

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

Academic Programme

The Prep School offers a challenging and diversified curricular programme. Through the expectation of academic excellence in a nurturing environment, students are encouraged to take initiative, challenge themselves, and begin to discover their own identities, talents, strengths and areas for growth.

- The main goals of our academic programme are to:
- » instill a love of learning
 - » provide students the skills necessary to succeed so that learning is a rewarding and meaningful experience
 - » foster flexible, resilient and motivated learners in a secure and supportive learning environment
 - » develop habits and attitudes that promote and maintain health and wellbeing and that build confidence
 - » develop critical thinking through problem-solving
 - » provide students opportunities to be collaborative, respectful, accepting and appreciative of diversity
 - » facilitate responsible decision-making
 - » offer opportunities to make global connections
 - » prepare students for the routines and expectations of the Upper School academic programme
 - » prepare students for work and life in the 21st century.

Academic Integrity

Academic integrity lies at the core of a Bayview Glen education. Breaches of academic integrity demonstrate a lack of respect for intellectual property, fellow students, teachers, and the academic community, and deny students the opportunity for real learning and useful feedback. Students at all levels are expected to act with honesty and integrity in all academic work. Students are taught appropriate techniques for crediting sources and are expected to make use of these throughout their academic careers. As academic seniority increases, expectations for academic honesty become more stringent. At its most basic, the essence of academic integrity is that students are responsible for their own learning and that credit must be given to the ideas and work product of others. In assigning work, teachers will outline their expectations with respect to collaboration, peer editing, outside help and advice, and the proper crediting of sources. In every case, however, students remain personally accountable for the work they submit.

ASSIGNMENTS

- Breaches of academic integrity include, but are not limited to, the following:
- » submitting the thoughts, writings, or work product of others as if they were one’s own, either intentionally or by failing to properly cite one’s sources
 - » submitting work completed with the aid of a tutor
 - » submitting work revised or rewritten, beyond simple proofreading, by others
 - » submitting the same work for assignments in multiple courses, unless specific permission is given by the teachers assigning the work
 - » copying the work of other students
 - » sharing one’s work with other students

In the Prep School, major written assignments may be submitted electronically via Turnitin, an online tool that compares the work submitted to a large and growing database of existing assignments and published works. All students are expected to retain rough drafts and notes for their work and may be engaged in conversation by their teacher to demonstrate their ownership and knowledge of the content.

Teachers who believe that a breach of academic integrity has occurred will consult with the Director of Teaching and Learning. They will decide in consultation on appropriate action based on a review of the work submitted and any other supporting documents.

Work that is determined to have been submitted in breach of the academic integrity policy will not be considered for evaluation and will receive an interim mark of zero. For work that forms part of the 70% term mark of a secondary school credit course, the student will be required to complete an extension request and submit an alternate assignment in a form and by a deadline determined by the teacher. Late penalties may be applied. For work that forms part of the 30% final evaluation mark, no alternate assignment will be permitted and the student will receive a mark of zero on that portion of the final evaluation.

IN-CLASS TESTS AND ASSESSMENTS

- Breaches of academic integrity include, but are not limited to, the following:
- » using a cheat sheet or notes when doing so is not allowed
 - » using a cell phone or other devices that are not allowed
 - » using websites or apps that are not allowed
 - » using functions on devices that are not allowed (e.g. stored formulas on calculators)
 - » copying the work of other students

- Teachers will consult with the Director of Teaching and Learning if a breach of academic integrity has occurred, or is suspected to have occurred, and decide together on appropriate action based on a review of the breach. Depending on this review the student will:
- » receive a warning
 - » receive a grade penalty
 - » have to rewrite the test
 - » receive a mark of zero

A failure to uphold standards of academic integrity represents a grave breach of the Bayview Glen core values. Students who knowingly violate the academic integrity policy place in jeopardy their ability to serve in or stand for positions of leadership, placement on the Honour Roll or Head’s Honour Roll, eligibility for school awards, and, in repeated or extreme cases, their continued enrollment at Bayview Glen.

USE OF GENERATIVE AI

Bayview Glen is dedicated to the education of students in a safe and caring community that fosters the development of character, courage, creativity, and a passion for learning. The emergence of generative artificial intelligence (“Generative AI”) tools has brought new opportunities for meeting these goals, as well as new challenges. As AI tools become incorporated into commonly used systems (e.g. Google and Bing), it becomes increasingly important that we can continue to promote responsibility, respect, academic integrity, civility and academic excellence in a safe learning environment.

Generative AI systems are not a substitute for academic rigour, academic integrity and good judgment, and using AI-generated information requires evaluation of accuracy and bias identification. Like with any tool, Generative AI can support or harm the learning process depending on how students use it. Students must be able to demonstrate their knowledge and comprehension in situations where Generative AI is not available to them.

Students under the age of thirteen shall be permitted to use Generative AI only within a supervised educational context or under parental supervision. This age restriction is in accordance with the UNESCO Guidance for Generative AI in Education and Research (September 2023) and the Terms of Use for most Generative AI applications. Generative AI entails substantial risks for children, including exposure to inappropriate content. In light of these risks and given the considerable uncertainty that surrounds Generative AI, this age restriction is necessary to protect children’s rights and wellbeing.

The School expects students to complete assignments on their own, without any outside assistance, including from Generative AI, unless otherwise specified.

- Please note:
- » Teachers must give explicit permission, instruction, and guidance before Generative AI may be used for an assignment.
 - » Using Generative AI for any assignment without this explicit permission is a breach of academic integrity.
 - » Whenever Generative AI is used such use must be transparently and responsibly disclosed, and appropriately cited.
 - » Generative AI must be used in a way that respects and complies with the School Code of Conduct, all applicable federal, provincial, and municipal laws, the rule of law, human rights, civil liberties, and democratic values.

- It is a breach of academic integrity to:
- » represent AI-generated ideas or content as one’s own ideas or content;
 - » use Generative AI to wholly or substantially complete an assignment; or
 - » use Generative AI to partially complete or to help complete an assignment, unless the teacher has given explicit permission, to use Generative AI to help complete the assignment; and the student’s use of Generative AI falls within the range of acceptable uses the teacher permitted for the assignment; and the use of Generative AI is transparently and responsibly disclosed by the student, using appropriate citations, and the student provides a meaningful explanation of why and how the Generative AI was used.

Assignment and Test Expectations

At Bayview Glen, every effort is made to ensure a balance between daily homework, tests, and larger assignments. Teachers publish test dates and assignment due dates to support students in organizing their time.

Unless ill, students are expected to be in class during tests and on presentation days and to submit work by the published due date. We ask that parents contact teachers if a student is too ill to write a test or to present or submit their work on a scheduled date.

Students who anticipate that they will need to submit an assignment after the published due date or will be absent on the day of a test or presentation are expected to speak with the appropriate teacher in advance of the due date and make alternate arrangements to submit or complete the work. This privilege will be withdrawn if abused.

- If an assessment is not completed on the published due date, and no prior extension has been negotiated, the teacher will:
- a. meet with the student to establish a new timeline for submission (no more than five school days from the date of the meeting) and put in place measures to ensure the submission or completion of the assignment. In consultation with the Assistant Head, Academics, these measures may include requiring students to attend extra help or after-school sessions and/or temporarily withdraw from co-curricular activities until the assignment is completed
 - b. notify parents and the student’s Homeroom teacher, and any affected coaches or faculty advisors, of the late assignment, the new due date, and the measures imposed.

On the new due date, the teacher will collect from the student and evaluate such work as has been completed at that date. If no work is submitted, the teacher will consult with the Assistant Head, Academics, with respect to the awarding of a zero for the missed work.

Assessment, Evaluation, Achievement and Reporting

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality (Ministry of Education, Growing Success, 2010). Assessment involves the review of a combination of student products, observations, and conversations for which students receive descriptive feedback, anecdotal notes, marks and/or levels.

In the Prep School, assessment and evaluation is ongoing with varied opportunities to achieve mastery. Students are graded according to the achievement criteria outlined in the Ontario Curriculum in four broad categories: Knowledge and Understanding, Thinking and Inquiry, Application and Communication. Students are also evaluated on their learning skills and work habits: Responsibility, Organization, Independent work, Collaboration, Initiative and Self-regulation. These evaluations appear on the report card in the form of a letter: E (excellent), G (good), S (satisfactory) or N (needs improvement).

The grade on a report card represents a student’s cumulative achievement of overall curriculum expectations as demonstrated to that particular point in time. Teachers will determine the grade making use of evidence of achievement gathered from product-based assessments of learning as well as observations of and conversations with the student. Using multiple sources of evidence increases the reliability and validity of the evaluation of student.

Extra Help

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

Homework

The student’s homework is their responsibility and the child should be encouraged to develop independent study skills.

- Listed below are some suggestions to help foster independence:
- » help your child to establish a homework routine and adhere to it
 - » make sure your child has a quiet place, free of distractions to complete their work
 - » ask your child to summarize what they worked on, or quiz them on content
 - » please contact the homeroom teacher if you notice your child is consistently struggling with the amount of homework, the difficulty of homework, or the ability to complete homework independently.

Homework assignments always aim to be realistic in length and difficulty, and are tailored to the students’ ability to work independently. The strength of our academic programme relies on honest communication between the school and home; if your child is experiencing great difficulty, please inform the homeroom and subject teachers.

Parent-Teacher Conferences

Communication between parents and teachers is vital to the success of the student. One method of communicating is Parent-Teacher Conferences. Parents can set up appointments with individual teachers outside of this schedule should the need arise.

Textbooks

The school provides students in Grade 6 with all required textbooks at no additional cost.

All Ontario curriculum policy documents are available at www.edu.gov.on.ca.

Prep School
2025-2026
Course
Descriptions

Course Information

On the following pages, please find course descriptions for each of the courses offered.

Course descriptions in alphabetical order.

English

Bayview Glen’s English 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. The overall goal of the English programme is to develop skills that will enable students to become proficient in the use of oral and written language.

Literacy and one’s identity are intertwined. Grade 6 English focusses on texts and themes that help to support students in defining their identities and to engage them as global citizens. We use literature and language to express who we are and interpret the world around us. Students need language skills to comprehend ideas and information, interact socially, inquire into areas of interest and study, express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision, orally, in writing, and through a variety of media, helps students to thrive in the world and beyond.

Successful Language Learners

- » understand that language learning is a necessary, life-enhancing, reflective process
- » communicate – read, listen, view, speak, write and represent effectively and confidently
- » make meaningful connections between themselves, what they encounter in texts and the world around them
- » think critically
- » understand that all texts advance a particular point of view that must be recognized, questioned, assessed and evaluated
- » appreciate the cultural impact and aesthetic power of texts
- » use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens

The expectations for Grade 6 focus on students’ ability to use their knowledge and skills in listening, speaking, reading, writing and viewing. They also use these skills when representing to understand, critically analyse, and communicate a broad range of information and ideas from and about their multicultural, multimedia environment. At this level, language knowledge comes from the students’ life experiences and prior knowledge. Since knowledge, experiences, and skills vary from student to student, teachers differentiate instruction to meet the needs of individuals and small groups of students.

ORAL COMMUNICATION

- » listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- » use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- » reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

READING

- » read and demonstrate an understanding of a variety of literary, graphic and informational texts, using a range of strategies to construct meaning
- » recognize a variety of text forms, text features and stylistic elements, and demonstrate understanding of how they help communicate meaning
- » use knowledge of words and cueing systems to read fluently
- » reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading

WRITING

- » generate, gather and organize ideas and information to write for an intended purpose and audience
- » draft and revise their writing, using a variety of informational, literary and graphic forms, and stylistic elements appropriate for the purpose and audience
- » use editing, proofreading, publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression and present their work effectively
- » reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

MEDIA LITERACY

- » demonstrate an understanding of a variety of media texts
- » identify various media forms and explain how the conventions and techniques associated with them are used to create meaning
- » create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques
- » reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

French

Grade 6 students develop a wide range of essential skills in French. They learn to appreciate French culture from within Canada and around the world. They are offered a valuable educational experience through cross-curricular connections with other subjects. Students discover French while learning about topics that connect to the whole curriculum for the same grade level. They are given the opportunity to develop a basic usable command of the French language through self-expression, critical and creative thinking as well as problem-solving activities.

Communication is central to the learning process. Students are encouraged to develop various learning strategies and use communicative skills in speaking, listening, reading and writing activities.

Students are introduced to language through familiar situations and activities. Ideas and models are provided for students to become acquainted with the functions of language in each of the strands: oral communication, reading, listening comprehension and writing. Grammar, language conventions and vocabulary are an integral part of all communicative activities. They provide students with the ability to become skillful language learners.

Overall Expectations

LISTENING

- » **Listening to Understand:** determine meaning in a variety of oral French texts, using a range of listening strategies
- » **Listening to Interact:** interpret messages accurately while interacting in French for a variety of purposes and with diverse audiences
- » **Intercultural Understanding:** demonstrate an understanding of information in oral French texts about aspects of culture in diverse French-speaking communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities

SPEAKING

- » **Speaking to Communicate:** communicate information and ideas orally in French, using a variety of speaking strategies and age- and grade-appropriate language suited to the purpose and audience
- » **Speaking to Interact:** participate in spoken interactions in French for a variety of purposes and with diverse audiences
- » **Intercultural Understanding:** in their spoken communications, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations

READING

- » **Reading Comprehension:** determine meaning in a variety of French texts, using a range of reading comprehension strategies
- » **Purpose, Form and Style:** identify the purpose(s) and characteristics of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms
- » **Intercultural Understanding:** demonstrate an understanding of information in French texts about aspects of culture in diverse French-speaking communities and other communities around the world, and of French sociolinguistic conventions used in a variety of situations and communities

WRITING

- » **Purpose, Audience and Form:** write French texts for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions appropriate for this level
- » **The Writing Process:** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively
- » **Intercultural Understanding:** in their written work, demonstrate an awareness of aspects of culture in diverse French-speaking communities and other communities around the world, and of the appropriate use of French sociolinguistic conventions in a variety of situations

Integrated Technology

Bayview Glen’s main objective with our Integrated Technology programme is to allow students to explore new information and create original academic works. Successful students will be able to provide evidence of creativity and innovation, communication and collaboration skills, research fluency, critical thinking, digital citizenship, and competent operational use with technology. Students will learn how the computer can serve to enrich their academic studies, and assist them in identifying and building technological skills.

Content Overview

Students will be provided with a variety of learning opportunities focussed on productivity tools and multiple media-publishing. Utilizing the Microsoft Office Suite of applications as well as other tools-based software for audio, video and visual creativity, students will enhance and improve their learning across the curriculum through integrated projects in English, Mathematics, Science, Music, and Social Studies. By using technology in a 1:1 learning environment, students will have the opportunity to access a variety of resources such as microphones, cameras and video technologies. In addition, students will integrate online tools for communication and collaboration between teachers, peers and home.

Programme Goals

- » promote effective integration of computer technology and software into students’ work
- » acquire a wide range of computer skills, including keyboarding
- » integration with Mathematics curriculum (coding)
- » develop thinking skills such as design thinking, logical thinking, critical thinking, problem solving and higher-order thinking skills of analysis, synthesis and evaluation
- » develop a broad understanding of the present and future capabilities of computers
- » become competent, responsible and critical users of the Internet, email, online tools, social media, software, coding and other forms of technology such as digital and videos cameras, recording devices, removable drives etc.
- » nurture a broad range of intellectual talent
- » write code to simulate a probability experiment and determine the different results in a game

Mathematics

The recently updated Ontario Mathematics Curriculum focusses on fundamental mathematics concepts and skills, as well as on making connections between related math concepts, between Mathematics and other disciplines, and between Mathematics and everyday life. It also supports new learning about mathematical modelling, coding, and financial literacy, and integrates Mathematics learning with learning in other STEM subjects.

The following are knowledge and skills that students are expected to learn in Grade 6. They are organized in five areas with social-emotional learning skills and mathematical processes being taught and assessed through all areas.

Grade 7 Curriculum

NUMBER

1. Students are introduced to rational numbers, such as perfect squares, square roots, and powers. Students will work with numbers up to 1 billion and express numbers in expanded form using powers of 10.
2. Students are expected to know multiplication facts from 0×0 to 12×12 . Students will generate factors and multiples and use these concepts to solve problems.
3. Students will read, represent, and order positive and negative fractions and decimal numbers to thousandths, as well as rounding decimal numbers. This will involve converting between fractions, decimal numbers and percents, and becoming familiar with commonly used equivalencies ($0.5 = \frac{1}{2} = 50\%$).
4. Students will increase and reduce numbers by a percent, including in real world applications such as tax and sale price.
5. Students will apply proportional reasoning to solve problems and create scale models.
6. Students will add, subtract, multiply, and divide positive and negative integers, fractions and decimal numbers. Further, students will evaluate expressions involving these numbers, using order of operations and the commutative, associative and identity properties.
7. Students will explore problems that require addition and subtraction of integers (for example, determine the overall change in temperature, elevation or bank account balance).

ALGEBRA

1. Students will explore repeating, growing and shrinking patterns involving whole numbers and decimals.
2. Students will compare linear growing patterns based on their rates and initial values and represent these patterns graphically and algebraically to solve problems and make predictions.
3. Students will solve equations and inequalities that involve multiple terms, whole numbers and decimal numbers (Eg. $3m - 4 = 2m + 1$), and then verify their solutions.
4. Students will use mathematical modelling to provide insight into real-life situations, such as determining the best options for raising funds for a local charity.

SPATIAL SENSE

1. Students will transform shapes by performing translations, reflections, and rotations on a Cartesian plane, and predicting the results of these transformations. They will also perform dilations and describe the similarity between the image and the original shape.
2. Students will learn about the properties of circles, such as radius and diameter, and develop and use the formulas to calculate circumference and area of a circle. Students will construct circles when given the radius, diameter or circumference.
3. Students will describe and classify cylinders, pyramids and prisms according to their geometric properties, including plane and rotational symmetry. They will draw top, front and side views, as well as perspective views, of these objects, using appropriate scales.
4. Students will represent cylinders as nets and determine their surface area by adding the areas of their parts.

FINANCIAL LITERACY

1. Students will begin to learn that international currencies have different values compared to Canadian dollars and understand how exchange rates work.
2. Students will develop an awareness of how to plan for and reach financial goals, as well as identify the effects of societal and personal factors that may influence financial decision making.
3. Students will build their knowledge of how interest rates can affect savings and investments. They will also learn about the cost of borrowing and compare interest rates and fees for different types of accounts and loans to become more informed consumers.

SOCIAL-EMOTIONAL LEARNING SKILLS AND MATHEMATICAL PROCESSES

1. Students will learn how to cope with stress and build resiliency by testing out different approaches to solve complex problems.
2. Students will learn to break down a task into smaller portions, make a step-by-step plan, and implement their plan.
3. Students will take ownership of their learning and strengthen their identity as capable math learners, as they reflect on their work habits, learning strategies and preferences.
4. Students will make connections between mathematical concepts and real-world applications, by reflecting on their own interests and researching careers involving mathematics.
5. Students will foster healthy relationships through collaborating to solve problems, by expressing their thinking, listening to others and practising inclusivity.

Music

The Music curriculum is designed to help students develop an understanding and appreciation of music, as well as practical skills, so that they will be able to find in music a lifelong source of enjoyment and personal satisfaction. Students in Grades 6 to 8 participate in an instrumental music programme. Each student develops his or her musicianship through active, authentic music making (Authentic music making is playing music from a variety of cultures, ensuring that the students not only learn music reading and technique, but also learn about the different cultures from which they come. Music is experienced through performance, theory, composition and listening activities). In the first term of the Grade 6 program, students will play four different band instruments: clarinet, flute, trumpet and baritone. Following those four units, they will be assigned one instrument to focus on for the rest of the year.

By the end of Grade 6, students will:

CREATING AND PERFORMING:

- » apply the creative process to create and perform music for a variety of purposes, using the elements and techniques of music

REFLECTING, RESPONDING AND ANALYSING:

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

EXPLORING FORMS AND CULTURAL CONTEXTS:

- » demonstrate an understanding of a variety of musical genres and styles from the past and present, and their sociocultural and historical contexts

Physical and Health Education

The Physical and Health Education programme promotes self-confidence, and helps students to recognize and enjoy the value of physical fitness and good health. Through a balance of activities, students build strength, endurance, flexibility, balance and co-ordination, as well as develop creative expression, freedom of movement, problem solving skills and the ability to work as a team to reach a common goal.

Throughout Grade 6, in order to promote overall health and wellbeing, positive mental health, and the ability to learn, build resilience and thrive, students will:

STRAND A. SOCIAL-EMOTIONAL LEARNING SKILLS

- » apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.
Examples: supporting confidence building and positive body images, identifying challenges to body image and confidence (social media, peers etc.), developing coping strategies and techniques (breathing, mindfulness, meditation, positive communication), injury prevention and injury recovery (concussions etc.), encouraging positive peer relations and understanding community support networks.

STRAND B. ACTIVE LIVING

- » participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives.
Examples: indoor/outdoor territory games, cooperative & L.O.G, net/wall games, striking and fielding games and target activities, use of nature reserve around Bayview Glen property (trail, forest, ravine, fields)
- » demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living.
Examples: group and individualized fitness activities, body weight activities, plyometrics, yoga, Pilates etc., individualized fitness planning & personalized goal setting (S.M.A.R.T)
- » demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
Examples: evaluations/observations (self, peer and teacher)

STRAND C. MOVEMENT COMPETENCE

- » perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities. **Examples:** challenges and tasks in hand-eye coordination, agility activities, cardiovascular exercises, dance, balance and power activities
- » apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities. Priorities include focusing on developing physical literacy skills through group and individual activities. **Examples:** hopping, bounding, skipping, backwards running etc.

STRAND D. HEALTHY LIVING

- » demonstrate an understanding of factors that contribute to healthy development
- » demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and wellbeing
- » demonstrate the ability to make connections that relate to health and wellbeing – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and wellbeing

HEALTHY EATING:

- » benefits of healthy eating and active living
- » influences on healthy eating
- » eating cues and guidelines

HUMAN DEVELOPMENT AND SEXUAL HEALTH:

- » development of self-concept
- » understanding of puberty changes and healthy relationships
- » decision making and consent in relationships
- » stereotypes and assumptions, impacts and strategies for responding
- » sexually explicit media

PERSONAL SAFETY AND INJURY PREVENTION:

- » safe and positive social interactions
- » conflict management
- » responsibilities, risks
- » care for self and others, safety practices
- » benefit of inclusion, respect and acceptance

SUBSTANCE USE, ADDICTIONS, AND RELATED BEHAVIOURS:

- » effects of cannabis drugs
- » identify decision-making strategies to help make responsible choices about the use of alcohol, tobacco and cannabis

MENTAL HEALTH LITERACY:

- » seeking assistance from professional helpers
- » connecting thoughts, emotions and actions

Science

The Science programme is built upon the scientific model of learning – exploring, inquiring, predicting, planning and collecting, deciding, communicating, evaluating, and applying data.

Students are given opportunities to explore the areas of Life Systems, Structures and Mechanisms, Matter and Energy, and Earth and Space Systems. Students investigate these topics through an inquiry approach. Students are guided to identify, gather and sort information, and collaborate with others, test ideas and share findings, relate prior knowledge, locate information, make observations and adapt to new learning. Students apply the scientific process using essential questions and technological tools to make broader connections. The Grade 6 Science course consists of the following units: Biodiversity, Electricity, Air and Flight, and Space. This course allows students the opportunity to acquire knowledge and develop the skills of inquiry, communication, and application related to the concepts covered. Students are provided the opportunities to perform many hands-on experiments for each of the four units.

Rationale

Students will continue to develop their communication, critical thinking, and inquiry skills. They will also have the opportunity to design experiments and models and employ a variety of technologies to test their observations. In addition, every effort will be made to identify relationships between the course material, and our society and the environment.

Topics

The Grade 6 Science course consists of the following units: Biodiversity, Electricity, Air & Flight, and Space. This course allows students the opportunity to acquire knowledge and develop the skills of inquiry, communication and application related to the concepts covered. Students are provided the opportunity to perform many hands-on experiments for each of the four units. Learning to relate scientific and technological knowledge to each other and to the world outside the school will also be a focal point of the course.

STEM SKILLS AND CONNECTIONS

The recently updated Science curriculum includes an additional strand focussed on science, technology, engineering, and mathematics (STEM) skills, coding and emerging technologies, practical applications of science and technology, and contributions that people with diverse lived experiences have made to science and technology. The learning related to this strand occurs throughout the course and is embedded into each of the units of study.

BIODIVERSITY

Essential Question: What are living organisms and how can they be classified?

- demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among living things
- investigate classification systems and some of the processes of life common to all animals (ex. growth, reproduction, movement, adaptation, etc.)
- describe ways in which classification systems can be used in everyday life

ELECTRICITY

Essential Question: What is electricity and what role does it play in our lives?

- demonstrate an understanding that electrical energy can be transformed into other forms of energy
- design and construct a variety of electrical circuits and investigate ways in which electrical energy is transformed into other forms of energy
- identify uses of electricity in the home and community and evaluate the impact of these uses on both quality of life and the environment

AIR AND FLIGHT

Essential Question: What are the properties of air and the characteristics of flight?

- demonstrate an understanding of the properties of air and explain how these can be applied to the characteristics of flight
- investigate the characteristics of flight and determine the effect of the properties of air on materials when designing and constructing flying devices
- identify design features that make use of the properties of air, and give examples of technological innovations that have helped inventors to create or improve flying devices

SPACE

Essential Question: What is the relationship of earth to the other bodies in the solar system?

- demonstrate an understanding of the patterns of change observable on earth as a result of the movement of the different bodies in the solar system and of the physical characteristics of the components of the solar system
- using models and simulations, investigate the relationship between the sun, earth, and moon, the patterns of change observable on earth that result from the movement of these bodies, and the physical characteristics of the different components of the solar system
- describe technological and scientific advances that enable humans to study space, and explain how these advances have affected the quality of life on earth

Social Studies

The goal of the Social Studies programme is to enable students to develop an 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)
- » **Structures** (power and systems within societies)

The Social Studies programme is inquiry based and focusses 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

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

Spanish

The aim of the Spanish programme is to enrich the educational experience of Bayview Glen students by providing them with the opportunity to learn a third language, while also exposing them to a myriad of social, historical and geographical topics that relate to the Hispanic world.

Spanish is widely spoken in the Western world and is becoming increasingly important in North America. For Bayview Glen students, as members of a Round Square school, the ability to communicate with individuals from across North and South America is invaluable. Studying Spanish serves to heighten their awareness of the diversity and interconnectedness of the global community. The course therefore emphasizes cross-curricular relevance, wherever possible integrating material from other subject areas.

The Grade 6 Spanish programme is designed to develop students’ abilities to communicate in Spanish in practical situations. The Grade 6 course uses simple greetings and phrases as an entry point into the study of the language and its structures. It also presents an introduction to the Spanish-speaking world, its history and traditions. Students gain an appreciation for Hispanic culture and an understanding of its relevance in their own lives.

This course addresses all areas of language proficiency, including speaking, listening, reading and writing. Students apply and reinforce their skills by participating in skits, games, projects and other activities. Critical thinking is developed as students use their knowledge of French and English to help them extract meaning from unfamiliar phrases. The study of Spanish therefore allows students to examine the relationships between languages while reinforcing their understanding of linguistic structures.

Overall Expectations

SPEAKING AND LISTENING

- » listen, respond to, and take part in short dialogues; use voice expression and body language to help in delivering and interpreting information;
- » read aloud with expression to develop pronunciation and to demonstrate comprehension; use Spanish sounds and emphases correctly;
- » deliver short skits, dialogues and presentations in a variety of contexts.

READING AND WRITING

- » demonstrate an understanding of basic grammar and vocabulary by responding appropriately in writing to statements, basic questions and commands
- » read, interpret and respond to excerpts from various media; combine critical thinking with prior knowledge of Spanish, English and French in order to extract meaning from new texts
- » write simple sentences, skits, and dialogues, using basic vocabulary and language structures
- » explore the culture and geography of countries where Spanish is spoken

Visual Arts

Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the visual arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to visual challenges.

Students will make compositional decisions and use a variety of materials and techniques to generate and produce two- and three- dimensional works of art, as well as multimedia forms. Through creative activities, students will continue their process of exploration, discovery and learning in the visual arts, and broaden their knowledge and appreciation of the field. Each student will use a sketchbook as a tool to work through planning, skills practice and generate studio-based notes. In addition to their artwork portfolio, students will learn how to photo-document their work for progress, feedback and submission purposes. Each year, students contribute a work they have produced during this school year to the school-wide art show.

By the end of Grade 6, students will:

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 ANALYSING

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 for Grade 6

In addition to the concepts introduced in Grades 1 to 5, students in Grade 6 will develop understanding of the following concepts through participation in a variety of hands-on, open-ended visual arts experiences.

Elements of Art and Design

Students will develop their understanding of all eight elements of design.

LINE

lines that direct the viewer’s attention; lines that create the illusion of force or movement (e.g., zentangels/zendoodles); contour drawings of objects that are not easily recognizable (e.g., observation drawings of nature objects)

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 (e.g., texture rubbings, wax resists, collage)

VALUE

shading that suggests volume; gradation

Principles of Art and Design

Students will develop understanding of all principles of design (that is, contrast, pattern, rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement). The focus in Grade 6 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.caais.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.

Prep School
2025-2026

Bayview Glen

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