

Prep School

2025-2026 Grade 7 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.

Reach-Ahead Credits

Bayview Glen offers an enriched academic programme, and students may be working as much as a year ahead in some subject areas. While the expected progression for students in Grade 7 is to move on to courses at the Grade 8 level, in exceptional circumstances, students may be offered the opportunity to “reach ahead” and take some of their courses at the Grade 9 level in their Grade 8 year. In order to be eligible, students must have obtained the required pre-requisites and must meet all course requirements and expectations. Reach-Ahead credits may be offered in: Canadian Geography, French and Mathematics. We consider a number of factors, including student achievement in preparatory courses, overall academic success, and work habits and learning skills to make recommendations for students to reach ahead in their Grade 8 year. **Recommendations for your specific child are made at the end of Grade 7.**

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 will be offering 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

Students in Grades 7 and 8 are required to purchase their textbooks each year. The Textbook Committee at Bayview Glen was established to accommodate these needs, and is made up of parent volunteers who generously give their time and skills to provide this service. The committee works closely with the faculty, staff and publishers to provide students with the books that are required each year for all courses offered.

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 in students that will enable them to become proficient in use of language.

In Grade 7, Bayview Glen students are challenged to think critically about the relationship between self and society; by engaging with a variety of texts that explore themes such as fitting in, change, and happiness, students will be encouraged to draw connections to their own lives at a time when their world view may be shifting. Students learn to communicate with clarity and precision orally, in writing and through a variety of media, helping students to thrive in the world beyond school.

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 English expectations for Grades 7 and 8 focus on the consolidation of students’ language knowledge, skills and strategies, and their ability to use them independently and effectively to understand, reflect on, apply and communicate information and ideas and for continued learning in school and in a multicultural, multimedia world. At this level, students consolidate and apply their language skills and strategies across the curriculum in order to learn in all subject areas as the content and skills become increasingly challenging.

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
- » use active listening skills to contribute to group discussions where students work together to build understanding of texts
- » 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 and 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

The ability to communicate in French is a valuable skill, since French is one of Canada’s two official languages, and is also widely used around the world. The goal of the French programme is to develop basic communication skills, to appreciate French culture in Canada and around the world, and to increase students’ global awareness through inquiry-based projects and integrated units. This course is a continuation of all previous courses and focusses on the further development of communicative skills in listening, reading, writing and oral communication.

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 and Design Thinking

The Grade 7 Integrated Technology and Design Thinking course builds on the foundational skills established in Grade 6 and begins to introduce students to more advanced applications of technology through the lens of design thinking. This course emphasizes the development of digital fluency, creativity, and problem-solving within real-world and cross-curricular contexts. Students will engage in collaborative, iterative work that encourages empathy, innovation, and responsible digital citizenship.

Content Overview

Students will apply technology in meaningful ways across the curriculum, using tools for multimedia publishing, productivity, design, and coding. Students will further explore the design thinking process while using technology to investigate and respond to authentic challenges. Students will also hone their use of digital platforms for communication, collaboration, and project management in a 1:1 learning environment.

Programme Goals

- » apply digital tools and media to create, communicate, and collaborate on cross-curricular projects
- » develop fluency in productivity software, video tools, and 3D design platforms
- » explore the stages of the design thinking process through hands-on inquiry
- » create tangible products through the use of mixed media and integration of technology
- » use coding and algorithmic thinking to solve problems and support creative expression
- » strengthen logical reasoning, critical thinking, and higher-order thinking skills
- » identify user needs and perspectives in the development of design-based solutions
- » build confidence in presenting ideas and digital creations to an authentic audience

Mathematics

The Ontario Mathematics Curriculum that was updated last year 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 each grade. They are organized in five areas with social-emotional learning skills and mathematical processes being taught and assessed through all areas.

Grade 8

NUMBER

1. Students will work with rational and irrational numbers, using scientific notation such as 5.46×10^6 .
2. Students will use fractions, decimals and per cents interchangeably, and should be able to recall square numbers to 144 and their square roots.
3. Students will be able to multiply and divide fractions and integers.
4. Students will solve problems that involve proportions (for example, determining the percentage increase or decrease in the attendance of a show) and whole numbers, fractions, decimals, integers and exponents.
5. Students will use mental math strategies to multiply and divide whole numbers and decimals up to thousandths by powers of 10.

ALGEBRA

1. Students will continue to develop their understanding of patterns, including those that involve integers. The patterns can involve repeating, shrinking, and growing. They will use algebraic notation, such as, $s = d/t$, to represent the relationship between speed, distance and time.
2. Students will solve algebraic equations involving multiple terms, integers and decimal numbers.
3. Students will write code to create a line or curve that falls between the greatest number of data points.
4. Student will use modelling for real-life situations, such as making predictions about future fundraisers based on the funds raised from past fundraisers.
5. Students will add and subtract monomials with degree 1.
6. Students will add and subtract binomials with degree 1.
7. Students will be able to solve inequalities.

DATA

1. Students will continue to build their data skills, using both qualitative and quantitative data.
2. Students will analyze data that is presented in more complex ways, such as in scatter plots, that show the relationship between two variables.
3. Students will build their understanding of experimental and theoretical probability, complementary events, and dependent and independent events
4. Students will be able to read, create, and interpret infographics.
5. Students will be able to read, create, and interpret scatterplots.

SPATIAL SENSE

1. Students will continue to develop spatial sense as they study right-angle triangles.
2. Students will learn that if two side lengths of a right triangle are known, then the length of the third can be figured out without measuring it, using the Pythagorean Theory.
3. Students will utilize a unified formula for all prisms and cylinders (Area of base x height) and apply it in real-life applications.
4. Students will be able to apply the volume formula for all prisms and cylinders in real-life applications
5. Students will learn how to calculate unknown angles by applying the angle properties of intersecting and parallel lines.
6. Students will build their understanding of very large units such as a terabyte and very small units like a nanosecond that are used in current technologies.
7. Students will apply mass and capacity concepts in real-life applications.
8. Students will find the area and perimeter of complex shapes.
9. Students will perform transformations on the Cartesian plane.
10. Students can create and interpret tessellations and scale drawings.

FINANCIAL LITERACY

1. Students will learn to create a plan to reach financial goals and identify ways to maintain balanced budgets.
2. Students will compare different ways that consumers can get value for their money when spending, such as using reward programs or taking advantage of sales.
3. Students will investigate the concepts of simple and compound interest using technology, (for example, a spreadsheet program) and explain how interest affects long-term financial planning.
4. Students will identify and compare exchange rates.

SOCIAL EMOTIONAL LEARNING SKILLS AND MATHEMATICAL PROCESSES

1. Students will continue to build healthy relationship skills.
2. Students will use data in an infographic to communicate and tell a story and build awareness about others. This will help them understand things they have in common with their peers and what makes different groups unique.

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 their 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 Grade 7, they will perform on a band instrument (assigned in Grade 6), carrying forward skills and knowledge from previous years.

By the end of Grade 7, 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 7, in order to promote overall health and well- being, 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 & 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 & individualized fitness activities, fitness training (orientation and introduction to Bayview Glen fitness room) body weight activities, plyometrics, yoga, Pilates etc., individualized fitness planning and 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 well-being
 - » 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:**
- » personal and external factors in food choices
 - » eating patterns and health problems

- HUMAN DEVELOPMENT AND SEXUAL HEALTH:**
- » delaying sexual activity
 - » sexually transmitted and blood-borne infections (STBBIs)
 - » STBBIs and pregnancy prevention
 - » sexual health, decision making, consent
 - » relationships changes at puberty

- PERSONAL SAFETY AND INJURY PREVENTION:**
- » benefits and dangers related to use of technology
 - » assess the impact of bullying and harassment

- SUBSTANCE USE, ADDICTIONS AND RELATED BEHAVIOURS:**
- » mental health, effects of cannabis, substances, support
 - » body image, substances use
 - » implications of substance use, addictions and related behaviours

- MENTAL HEALTH LITERACY:**
- » understanding of mental health and mental illness
 - » identify warning signs of mental health problems

Science

Science is a varied programme built upon the scientific model of learning – that is, 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; 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 7, students have opportunities to develop their skills further, engaging in many hands-on experiments that work towards applying new concepts in familiar contexts. They practise identifying problems and possible solutions, observing, and drawing conclusions. Students make appropriate records of procedures, observations and conclusions. Teaching strategies include guided lessons, discussion, experimentation and co-operative learning.

Topics

- STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS)**
- Essential Question – How Can Humans Make Use of the Scientific Method?**
- » use a scientific research process, a scientific experimentation process, and an engineering design process to conduct investigations, following appropriate health and safety procedures
 - » use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life and in STEM-related fields
 - » demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences

- INTERACTIONS IN THE ENVIRONMENT (LIFE SYSTEMS)**
- Essential Question – What are the Effects of Technologies on the Environment?**
- » explore effects of human choices and activity with the environment
 - » investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem
 - » demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment

- FORM AND FUNCTION (STRUCTURES AND MECHANISMS)**
- Essential Question – What Factor is Most Important When Designing and Building Structures and Devices?**
- » analyse personal, social, economic and environmental factors in form and function
 - » design and construct a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them
 - » demonstrate an understanding of the relationship between structural forms and the forces that act on and within them

- PURE SUBSTANCES AND MIXTURES (MATTER AND ENERGY)**
- Essential Question – How are the behaviours of Pure Substances and Mixtures related to the Particle Theory?**
- » explore the properties of matter to identify how different substances interact when mixed
 - » investigate the properties and applications of pure substances and mixtures and their applications to society
 - » demonstrate an understanding of the properties of pure substances and mixtures, and describe these characteristics using the particle theory

- HEAT IN THE ENVIRONMENT (EARTH AND SPACE SYSTEMS)**
- Essential Question – How does heat transfer play a role in our everyday lives?**
- » assess the costs and benefits of technologies to reduce heat loss
 - » investigate ways in which heat changes substances, and describe how heat is transferred
 - » demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential to many processes within the Earth’s systems

History

The goal of the History programme is to foster critical thinking and question traditional conceptions of the past. Students will implement historical thinking skills to study diverse narratives and themes in Canada’s history, as they examine many of the individuals, groups, institutions, significant events, developments, and issues that shaped the nation we know today. Central to this is an analysis of the different perspectives, experiences, and challenges, that faced different sociocultural and ethnic groups, including First Nations, Métis, Inuit, and various immigrant and minority communities.

At Bayview Glen, students complete both the Grade 7 and 8 History programmes in their Grade 7 year. As such, this course examines colonization through to the process of Confederation, providing students with an overview of Canadian History from pivotal events in North America during the early 18th century, to issues facing a young nation on the eve of WWI. By the end of this course, learners will gain a deeper understanding of Canada’s past, and of many concepts connected to current issues in global citizenship, such as equity, freedom, identity, democracy, inclusiveness, law and justice, respect, rights, and responsibilities.

This course conveys a sense of the dynamic nature of Canada and of its interconnections with other parts of the world. In both Grade 7 and 8 History, the expectations are divided into two chronological strands. The topics covered in the two grades are as follows:

- GRADE 7
- A. New France and British North America, 1713-1800
- B. Canada, 1800-1850, Conflict and Challenges

- GRADE 8
- A. Creating Canada, 1850-1890
- B. Canada, 1890-1914: A Changing Society

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 7 Spannish 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 simple conversations; 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, 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 short passages, 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 an 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 7, 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 7

In addition to the concepts introduced in Grades 1 to 6, students in Grade 7 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 understanding of all elements of design.

LINE

- » lines for expressive purposes; diagonal and converging lines to create depth of space; repetition of lines to create visual rhythm

SHAPE AND FORM

- » various shapes and forms, symbols, icons, logos, radial balance

SPACE

- » use of blue or complementary colours in shadows and shading to create depth; one- and two-point perspective; open-form sculpture versus closed-form sculpture; installations

COLOUR

- » analogous colours; transparent colour created with watercolour or tissue paper decoupage (Note: In creating multimedia art works, students may need some understanding of different colour models, such as RGB and CMY(K), and websafe colours)

TEXTURE

- » textures created with a variety of tools, materials and techniques (e.g., use of texture in a landscape work)

VALUE

- » shading (e.g., modulation, scumbling, stippling)

Principles of Art and Design

Students will develop understanding of all principles of design (that is, contrast, pattern repetition and rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 7 will be on unity and harmony.

UNITY AND HARMONY

- » radial balance (e.g., a mandala); similarity (e.g., consistency and completeness through repetition of colours, shapes, values, textures or lines); continuity (e.g., treatment of different elements in a similar manner); alignment (e.g., arrangement of shapes to follow an implied axis); proximity (e.g., grouping of related items together)

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.caiss.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

Whole Child. Purposeful Life. Better World.

85 Moatfield Drive
Toronto, Ontario
M3B 3L6
Canada
Phone 416.443.1030
Fax 416.443.1032

bayviewglen.ca