

Prep School

2025-2026

Grade 8

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.

Problem-Based Learning

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

In Grade 8, PBL is used as an instructional strategy in all classes and is supported by additional dedicated PBL periods for each homeroom class.

Looking Forward to Secondary School

Reach-Ahead Credits

Bayview Glen offers an enriched programme, and students may be working as much as a year ahead in some subject areas. As a consequence, the school may recommend that some Grade 8 students enroll in Grade 9 courses to be counted towards their Ontario Secondary School Diploma. All students must have obtained the required pre-requisites and must meet all course requirements and expectations to be eligible. Reach-Ahead credits may be offered in:

Grade 8 Reach-Ahead Courses	
Exploring Canadian Geography	CGC1W
French	FSF1D
Mathematics	MTH1W
Mandarin (optional - After School)	LKMBD

Ontario Secondary School Diploma (OSSD) Requirements

In order to graduate secondary school, a student is expected to successfully complete 30 credits. There are 18 compulsory credits and 12 elective (optional) credits, distributed as follows:

Compulsory Credits (Total of 18) Grades 9 to 12	
4	credits in English (1 credit per Grade)
1	credit in French as a second language
3	credits in Mathematics (at least one credit in Grade 11 or 12)
2	credits in Science
1	credit in Canadian Geography
1	credit in Canadian History
1	credit in the Arts
1	credit in Health and Physical Education
1/2	credit in Civics
1/2	credit in Career Studies
1	additional credit selected from English or a third language or a Social Science or Canadian and World Studies or Guidance and Career education or Co-operative education*
1	additional credit selected from Health and Physical Education or Business Studies or the Arts (Music, Visual Art, Drama or Dance) or Co-operative education*
1	additional credit selected from Health and Physical Education or Business Studies or the Arts (Music, Visual Art, Drama or Dance) or Co-operative education*
1	additional credit selected from Science (Grade 11 or 12) or Technological Education (Grade 9 to 12) or Co-operative education

Elective Credits (Total of 12)

Any 12 additional credits may be taken to complete the student’s programme. A credit is granted on the successful completion of a course that has been scheduled for a minimum of 110 hours.

Additional Requirements

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement, and successfully complete the Ontario Secondary School Literacy Test (OSSLT).

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) OF READING AND WRITING SKILLS
All students must successfully complete this provincial secondary school test in order to earn a secondary school diploma. The test is based on the Ontario curriculum expectations for reading and writing for skills developed to the end of Grade 9. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have successfully completed the test have attained the provincial expectations for literacy. The test is normally written in Grade 10, but can be written at any time before graduation. Students who have been unsuccessful on the Literacy Test twice, or who were unsuccessful once but are preparing to graduate, may earn the literacy graduation requirement through the successful completion of the full credit, Grade 12 Ontario Secondary School Literacy Course (OSSLC). Please note, however, that the OSSLC is not currently offered at Bayview Glen.

Credits

A full credit is granted by the Head of School on behalf of the Ministry of Education in recognition of the successful completion of a 110-hour course that has been developed or approved by the Ministry of Education.

Promotion Policy

A student must achieve at least 50% in the prerequisite for a course in order to be promoted to the next Grade level in that subject. The case of any individual not meeting these requirements will be considered at the end of the year by the Assistant Head.

Prerequisite Courses

Courses in Grades 10 to 12 may have prerequisites as a requirement for enrolment. If a student would like to take a course and have the prerequisite course waived, the student or parent must initiate the process with the Assistant Head. After completing the application, the Assistant Head will determine whether or not the prerequisite should be waived.

Students in Grades 11 and 12 meet with the University Counsellor to plan high school course selections in order to meet the prerequisite requirements for the programmes and universities of their choice.

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student’s programme and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students’ needs, the Assistant Head may replace up to three of these courses with courses from the remainder of those that meet the compulsory credit requirements. If a student wants to substitute a compulsory course with another course offered at Bayview Glen, the student must apply through the Assistant Head. After completing the application, the Assistant Head will determine whether or not the substitution will be granted.

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:
- 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
 - 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 he/she 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.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.

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.

By engaging with a variety of single-story texts that explore themes such as fear, lenses and bias, humour, and new perspectives, students will be encouraged to analyze and make connections to their own lives and begin to become aware of their role as agents of change within the global community. Students will learn to communicate with increased clarity and precision orally, in writing, and through a variety of media to ensure their success in the classroom 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 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
- » reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
- » use active listening skills to contribute to group discussions where students work together to build understanding of texts

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

Grade 8/9 Bridge French

This course provides opportunities for students to increase their ability to communicate in French as they explore topics that are relevant to their daily lives. Students will consolidate the foundations of the French language through extensive review and practice of the grammatical structures and vocabulary in context. They will enhance their speaking, listening, reading, and writing skills through the use of various strategies, and will apply creative and critical thinking skills. They will also explore the diversity of the French-speaking communities, and will develop the necessary skills and confidence to be enrolled in the FSF1D credit course.

French FSF1D (1 credit)

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French programme, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Overall Expectations

LISTENING

- » **Listening to Understand:** determine meaning in a variety of authentic and adapted 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 and other 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, appropriate language structures, and language appropriate 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), characteristics, and aspects of style of a variety of authentic and adapted text forms in French, 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 of written French 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

Exploring Canadian Geography

CGC1W (1 credit)

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

- Throughout this course, students will:
- » use the geographic inquiry process and the concepts of geographic thinking when investigating issues relating to Canadian geography
 - » apply in everyday contexts skills, including spatial technology skills, developed through the investigation of Canadian geography, and identify some careers in which a background in geography might be an asset
 - » analyse various interactions between physical processes, phenomena, and events and human activities in Canada
 - » analyse characteristics of various physical processes, phenomena, and events affecting Canada and their interrelationship with global physical systems
 - » describe various characteristics of the natural environment and the spatial distribution of physical features in Canada, and explain the role of physical processes, phenomena, and events in shaping them
 - » analyse impacts of resource policy, resource management, and consumer choices on resource sustainability in Canada
 - » analyse issues related to the distribution, availability, and development of natural resources in Canada from a geographic perspective
 - » assess the relative importance of different industrial sectors to the Canadian economy and Canada’s place in the global economy, and analyse factors that influence the location of industries in these sectors
 - » analyse selected national and global population issues and their implications for Canada
 - » describe the diversity of Canada’s population, and assess some social, economic, political, and environmental implications of immigration and diversity for Canada
 - » analyse various issues facing Indigenous communities in Canada. For example – health care, clean water, education, housing, transportation, cost of living, employment, climate change.
 - » recognize and understand that there are varying points of view on major issues impacting the world
 - » use and analyse various sources to determine validity and reliability

- » analyse patterns of population settlement and various demographic characteristics of the Canadian population
- » analyse issues relating to the sustainability of human systems in Canada
- » analyse impacts of urban growth in Canada
- » analyse characteristics of land use in various Canadian communities, and explain how some factors influence land-use patterns

Mandarin LKMBD (1 credit)

Prerequisite: none
Offered after school only

This course is designed to enable students to begin to communicate with native speakers of the language of study. Students will use simple language and read age- and language appropriate passages for various purposes. They will explore aspects of the culture of countries where the language under study is spoken, including social customs and the arts, by participating in cultural events and activities involving both print and technological resources.

Overall Expectations

- ORAL COMMUNICATION: LISTENING**
- » demonstrate an understanding of very simple spoken language, used in different situations and for different purposes, applying knowledge of basic vocabulary and language structures
- ORAL COMMUNICATION: SPEAKING**
- » communicate orally in different situations and for different purposes, using basic vocabulary and language structures
- READING**
- » read age- and language-appropriate passages from different sources for various purposes, applying knowledge of simple vocabulary and language structures
- WRITING**
- » write for specific purposes, using basic vocabulary and language structures

Mathematics

Both the 8/9 Bridge and Reach-Ahead Mathematics options are available for Grade 8 students depending on their prior Mathematics experience and specific learning needs. Both courses represent a rigorous and challenging approach to the teaching and learning of Mathematics designed to enable student success in more advanced courses in the Upper School and beyond.

As noted by the Ontario Ministry of Education, “the transition from elementary school Mathematics to secondary school Mathematics is very important for students’ development of confidence and competence. The Grade 9 courses in the Ontario Mathematics curriculum build on the knowledge of concepts and the skills that students are expected to have by the end of Grade 8. The strands used are similar to those used in the elementary programme, with adjustments made to reflect the more abstract nature of Mathematics at the secondary level. Finally, the Mathematics courses offered in secondary school are based on principles that are consistent with those that underpin the elementary programme, a feature that is essential in facilitating the transition.”

Grade 8/9 Bridge Mathematics

This course enables students to consolidate their knowledge of foundational grade 8 concepts and extend their learning into introductory MTH1W content. Social-emotional learning skills, mathematical modelling, mathematical processes, and coding will be embedded in the learning and students will apply their understanding to culturally responsive and relevant real-world situations.

Learning Expectations

- PROPORTIONAL RELATIONSHIPS**
1. Students will focus their learning on positive fractions, positive decimal numbers, and integers to work with negative fractions and negative decimal numbers.
 2. Students will extend their knowledge and skills related to percentages, ratios, rates, and proportions to make further connections to real life.
- DATA MANAGEMENT AND ANALYSIS**
1. Students will extend their data literacy skills to examine the collection, representation, analysis, and use of data, as well as their implications in real-world contexts.

- ALGEBRA AND EQUATIONS**
1. Students will apply order of operation processes and exponent properties to manipulate mathematical expressions.
 2. Students will make connections between algebra and numbers as they generalize relationships with algebraic expressions and use equations to solve problems in various contexts.
 3. Students will use a block-based coding language to model and solve equations.

- PATTERNS AND LINEAR RELATIONSHIPS**
1. Students will make connections among various number systems, the cultural development of number concepts, and real-life applications.
 2. Students will be introduced to representations of linear and non-linear systems.
 3. Students will determine the relationship between the form of an equation and the shape of its graph with respect to linearity and non-linearity.

- 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.

- 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.

Grade 9 Mathematics

MTH1W (1 credit)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Overall Expectations

AA. SOCIAL-EMOTIONAL LEARNING (SEL) SKILLS IN MATHEMATICS

1. **Social-Emotional Learning Skills** – develop and explore a variety of social-emotional learning skills in a context that supports and reflects this learning in connection with the expectations across all other strands

A. MATHEMATICAL THINKING AND MAKING CONNECTIONS

1. **Mathematical Processes** – apply the mathematical processes to develop a conceptual understanding of, and procedural fluency with, the mathematics they are learning
2. **Making Connections** – make connections between mathematics and various knowledge systems, their lived experiences, and various real-life applications of mathematics, including careers

B. NUMBER

1. **Development of Numbers and Number Sets** – demonstrate an understanding of the development and use of numbers, and make connections between sets of numbers
2. **Powers** – represent numbers in various ways, evaluate powers, and simplify expressions by using the relationships between powers and their exponents
3. **Number Sense and Operations** – apply an understanding of rational numbers, ratios, rates, percentages and proportions, in various mathematical contexts, and to solve problems

C. ALGEBRA

1. **Algebraic Expressions and Equations** – demonstrate an understanding of the development and use of algebraic concepts and of their connection to numbers, using various tools and representations
2. **Coding** – apply coding skills to represent mathematical concepts and relationships dynamically, and to solve problems, in algebra and across the other strands
3. **Application of Relations** – represent and compare linear and non-linear relations that model real-life situations, and use these representations to make predictions
4. **Characteristics of Relations** – demonstrate an understanding of the characteristics of various representations of linear and non-linear relations, using tools, including coding when appropriate

D. DATA

1. **Collection, Representation and Analysis of Data** – describe the collection and use of data, and represent and analyse data involving one and two variables
2. **Mathematical Modelling** – apply the process of mathematical modelling, using data and mathematical concepts from other strands, to represent, analyse, make predictions and provide insight into real-life situations

E. GEOMETRY AND MEASUREMENT

1. **Geometric and Measurement Relationships** – demonstrate an understanding of the development and use of geometric and measurement relationships and apply these relationships to solve problems, including problems involving real-life situations

F. FINANCIAL LITERACY

1. **Financial Decisions** – demonstrate the knowledge and skills needed to make informed financial decisions

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 8, they will continue to perform on their band instrument from Grade 7, developing more sophisticated skills and knowledge.

By the end of Grade 8, 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 8, 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 and 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 and 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 behaviors affect both themselves and others, and how factors in the world around them affect their own and others’ health and wellbeing

HEALTHY EATING:

- » personal eating behaviours
- » promoting healthy eating

HUMAN DEVELOPMENT AND SEXUAL HEALTH:

- » decisions about sexual activity, consent, and supports
- » gender identity, gender expression, sexual orientation, self-concept
- » abstinence, contraception
- » decision making consideration and skills

PERSONAL SAFETY AND INJURY PREVENTION:

- » reducing risk of injuries, death
- » concussions, signs and symptoms
- » assessing situations for potential danger
- » impact of violent behaviours and supports

SUBSTANCE USE, ADDICTIONS, AND RELATED BEHAVIOURS:

- » warning signs and consequences

MENTAL HEALTH LITERACY:

- » routines and habits for mental health
- » societal views and impact of stigma

Science

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.

This course allows students the opportunity to 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

STEM (SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS)

Essential Question – How Can Humans Make Use of the Scientific Method?

- » identify a problem and make observations
- » develop a hypothesis and design a procedure to test the hypothesis
- » conduct an experiment, collect and analyze data and present findings

CELLS (LIFE SYSTEMS)

Essential Question – What is The Impact of Cell Biology on Individuals and Society?

- » explore effects of cell biology on individuals and society
- » investigate functions and processes of plant and animal cells
- » demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes

SYSTEMS IN ACTION (STRUCTURES AND MECHANISMS)

Essential Question – What Factors are Most Important to Consider When Using Systems to Perform Work?

- » explore the mechanical advantage provided by simple machines and their appropriate use
- » investigate the relationship between force, work, energy and efficiency in different simple systems
- » demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation

FLUIDS (MATTER AND ENERGY)

Essential Question – How are the Properties of Fluids Used in our Everyday Lives?

- » explore the connections between the particle theory and fluid properties
- » investigate the viscosity, density and pressure of fluids
- » demonstrate an understanding of the properties and uses of fluids in hydraulic and pneumatic systems

WATER SYSTEMS (EARTH AND SPACE SYSTEMS)

Essential Question – In What Ways Is It Important For Humans To Manage Their Use Of Water?

- » assess the impact of human activities and technologies on our water systems
- » investigate factors that affect local water quality and look at FNMI ways of managing water resources sustainably
- » demonstrate an understanding of the characteristics of the Earth’s water systems and the influence of water systems on a specific region

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.

The Grade 8 Spanish course has three main goals: to continue the development of skills in Spanish while also preparing students for success in the Grade 9 Spanish credit; to learn more about the culture and issues of the Hispanic world in a way that complements the curriculum; and to give students specific communication tools that will be useful in preparation for participating in Round Square projects in Latin America in future years. The material is presented in a variety of ways, including skits, music and movies in combination with written work and oral drills. In Grade 8, a focus is placed on oral proficiency and the ability to communicate in practical situations.

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

Problem-Based Learning

Dedicated Problem-Based Learning time throughout the school year allows students to work on a range

of inquiry-focussed and skill building activities to encourage students to take increasing responsibility for their own learning and promote the 21st-century traits of curiosity, creativity, critical thinking, collaboration, communication, and character. The course provides intrinsic motivation for students by encouraging problem solving innovation in a real-world context while they explore complex and engaging topics. Grade 8 students will participate in a year-long design programme to investigate and develop a solution to a pressing authentic social problem of personal relevance and present their work to a panel of real-world experts in the field. Themes for these pressing authentic social problems may include social justice, equity, diversity, and inclusion, and peer relationship and support issues.

Throughout this course, students will:

- » identify a social problem of personal relevance
- » define a person or group of people who are affected by this problem
- » articulate how this person or group of people is affected by this problem
- » utilize interview techniques to identify how this person or group of people feel they are being affected by the problem
- » reflect on information gathered to identify challenges faced by a person or group of people affected by the problem
- » reflect on information gathered to identify needs of the person or group of people affected by the problem
- » develop a solution to the problem
- » build a prototype to execute the solution
- » validate the solution to users and experts by survey or interview
- » incorporate user and expert feedback to refine the solution and prototype
- » build a business model to support the solution and prototype forecast financial outcomes of executing the solution and prototype
- » build and deliver a presentation which outlines the solution and displays the prototype
- » devise a plan outlining next steps for the solution and prototype

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 8, 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 8

In addition to the concepts introduced in Grades 1 to 7, students in Grade 8 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

- » directional lines; one- and two-point perspective to create depth; contour drawings of figures

SHAPE AND FORM

- » various visual “weights” of forms (e.g., large, light-coloured forms can seem to have less weight than smaller, dark forms); complex three-dimensional constructions and motifs; gradation in size

SPACE

- » one- and two-point perspective or foreshortening to create illusory space; informal converging lines in an image creating the illusion of space; adult human figures that are seven to eight heads in height; alternative systems for representing space (e.g., layered images in medieval art; disproportionately small images of people within a vast landscape in Chinese art to show the smallness of humans in relation to nature; images seen from several points of view simultaneously in Egyptian and cubist paintings)

COLOUR

- » tertiary colours; contrast of colour; absence of colour (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

- » real and illusory textures that appear in the environment

VALUE

- » cross-hatching to suggest volume and shadows; variation and increased range of gradation in value

Principles of Art and Design

Students will develop understanding of all nine principles of design (that is, contrast, pattern, rhythm, variety, emphasis, proportion, balance, unity and harmony, and movement), but the focus in Grade 8 will be on movement.

MOVEMENT

- » actual lines to lead the viewer’s eye (e.g., solid lines, dotted lines); subtle or implied “paths” using shape, value, and/or colour (e.g., an invisible path created by leading the eye from large shapes to small shapes, from shapes in dark colours to shapes in lighter colours, from familiar shapes to unfamiliar shapes, from colour to no colour); actual action (e.g., kinetic sculpture, animation); implied action (e.g., an invisible path created by an arrow, a gaze, or a pointing finger; the “freeze frame” effect of an object in motion, such as a bouncing ball suspended in mid-air or a runner about to take the next step)

Our Mission

Whole Child. Purposeful Life. Better World.

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

Core Values

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

Memberships

Bayview Glen is a proud member of:

Conference of Independent Schools of Ontario (CIS Ontario)



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

Canadian Accredited Independent Schools (CAIS)



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

Round Square (RS)



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

Advanced Placement (AP)



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

Youth and Philanthropy Initiative (YPI)



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

National Association of Independent Schools (NAIS)



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

North American Reggio Alliance (NAREA)



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

Prep School
2025-2026

Bayview Glen

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