

Subject - strands	Overall Expectations	IPM sites
<ul style="list-style-type: none"> • Active participation includes physical activity, physical fitness, living skills, and safety. 	<p>body shapes; using sudden, sustained, fast, or slow movements) using locomotion/travelling, manipulation, and stability skills.</p> <ul style="list-style-type: none"> • participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., skipping to music) • recognize the personal benefits of being physically active • acquire living skills (e.g., basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, gymnastics, dance, outdoor pursuits) • follow safety procedures related to physical activity, equipment, and facilities. 	<ul style="list-style-type: none"> • Tented City food vendors will offer healthy food and snack choices.
<p>Language</p> <ul style="list-style-type: none"> • Oral Communication • Reading • Writing • Media Literacy 	<ul style="list-style-type: none"> • 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. • 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. • 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. • demonstrate an understanding of a variety of media texts • identify some 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. 	<p>Complete your 2008 IPM School Passport with information obtained at the Plowing Match to be used later in the classroom.</p> <p>Woodlot</p> <ul style="list-style-type: none"> • Learn the meaning of these terms - old growth, managed forest, cavity trees, and wildlife diversity. <p>Plowing</p> <ul style="list-style-type: none"> • Ride the wagon to the plow fields and experience horse plowing, antique tractor plowing, and competitive plowing • View plowing on the big screen in Tented City. <ul style="list-style-type: none"> • Signs throughout Tented City will challenge the children to gather, use and report information using their language skills.

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<p>Mathematics</p> <ul style="list-style-type: none"> • Number Sense and Numeration (Quantity Relationships; Counting; Operational Sense) • Measurement (Attributes, Units, and Measurement Sense; Measurement Relationships) • Geometry and Spatial Sense (Geometric Properties; Geometric Relationships; Location and Movement) • Patterning (Patterns and Relationships) • Data Management and Probability (Collection and Organization of Data; Data Relationships; Probability) 	<ul style="list-style-type: none"> • read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10 • demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points • solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division. • estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units • compare, describe, and order objects, using attributes measured in standard units. • compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties • describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures • identify and describe the locations and movements of shapes and objects. • describe, extend, and create a variety of numeric patterns and geometric patterns • demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers. • collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed • read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs • predict and investigate the frequency of a specific outcome in a simple probability experiment. 	<p>Woodlot</p> <ul style="list-style-type: none"> • Count how many children it takes to hug a tree. <p>Plowing</p> <ul style="list-style-type: none"> • Ride the wagon to the plow fields and experience horse plowing, antique tractor plowing, and competitive plowing • View plowing on the big screen in Tented City. <p>Little Sprouts Tent</p> <ul style="list-style-type: none"> • Activity Centre - sorting, counting, classifying and problem solving
<p>Science & Technology</p> <ul style="list-style-type: none"> • Life Systems Growth and Changes in Plants • Matter and Materials Magnetic and Charged Materials • Energy and Control Forces and Movement 	<ul style="list-style-type: none"> • demonstrate an understanding of the similarities and differences in the physical characteristics of different plant species and the changes that take place in different plants as they grow • investigate the requirements of plants and the effects of changes in environmental conditions on plants • describe ways in which plants are important to other living things, and the effects of human activities on plants. • demonstrate an understanding of the properties of materials that can be magnetized or charged and of how materials are affected by magnets or static electric charges • identify and describe, using their observations, ways in which static electric charges are made in everyday materials, as well as different types of interactions that take place both between charged materials and between magnetized materials • identify familiar uses of magnets and give examples of static electric charges that are created in the home or at school. • demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released • investigate how different forces affect the operation of everyday devices, and design and construct • devices that use a form of energy to create controlled movement 	<p>Little Sprouts Tent</p> <ul style="list-style-type: none"> • Play Centres related to agriculture and country living. <p>Animal Courtyard</p> <ul style="list-style-type: none"> • Beef, Dairy, Goats, Horses, Pigs, Rabbits, Sheep displays and demonstrations • Life cycles of farm animals and the relationship of animals in agriculture to our food supply

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<ul style="list-style-type: none"> • Structures and Mechanisms Stability • Earth and Space Systems Soils in the Environment 	<ul style="list-style-type: none"> • identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us. • demonstrate an understanding of the factors that affect the stability of objects • design and make structures that include mechanisms and that can support and move a load, and investigate the forces acting on them • describe, using their observations, systems involving mechanisms and structures, and explain how these systems meet specific needs and how they have been made. • demonstrate an understanding of the similarities and differences between various soils and the effects of moving water on soils • investigate the components of various soils, and describe the effects of moving water on these soils • recognize the dependence of humans and other living things on soil and recognize its importance as a source of materials for making useful objects. 	<ul style="list-style-type: none"> • Tented City sites marked by “The Schoolhouse” will provide education on solar powered maple syrup production, organic farming systems, and renewable energy sources. • Farm Machinery Row - showcasing technology for the future of farming. The Natural Connections Tent • Solar, wind, water power state of the art technology displays • Think “Green” Live “Green” Saving our environment displays Woodlot • Count how many children it takes to hug a tree. • Look for the stick nests. Listen for the call of the owls and the hard working pileated woodpeckers. • Visit the forest that squirrels built. • Learn the meaning of these terms - old growth, managed forest, cavity trees, and wildlife diversity.
<ul style="list-style-type: none"> Social Studies (1-6) • Heritage and Citizenship Early Settlements in Upper Canada • Canada and World Connections Urban and Rural Communities 	<ul style="list-style-type: none"> • describe the communities of early settlers and First Nation peoples in Upper Canada around 1800 • use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including First Nation peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities • compare aspects of life in early settler communities and present-day communities. • identify and compare distinguishing features of urban and rural communities • use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities • explain how communities interact with each other and the environment to meet human needs. 	<ul style="list-style-type: none"> Antiques & Historical • Demonstrations of antique farm machinery. • Displays of antique collections and memorabilia • Tourism Tent • Bruce County Museum Tent