



| <b>Subject - strands</b>  | <b>Overall Expectations</b>  | <b>IPM sites</b>  |
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| <ul style="list-style-type: none"> <li>• <b>Active participation</b> includes physical activity, physical fitness, living skills, and safety.</li> </ul>  | <ul style="list-style-type: none"> <li>• demonstrate the principles of movement in acquiring and then beginning to refine movement skills (e.g., combining directions and levels in sequence).</li> <li>• participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., tag games)</li> <li>• identify the benefits of physical fitness</li> <li>• apply living skills – such as goal setting, conflict-resolution techniques, and interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully) – to physical activities (e.g., games, gymnastics, dance, outdoor pursuits)</li> <li>• demonstrate a variety of interpersonal skills (e.g., playing fairly, co-operating, behaving respectfully)</li> <li>• follow safety procedures related to physical activity, equipment, and facilities.</li> </ul>  | <ul style="list-style-type: none"> <li>• Tented City food vendors will offer healthy food and snack choices.</li> </ul>   |
| <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Oral Communication</li> </ul><br><ul style="list-style-type: none"> <li>• Reading</li> </ul><br><ul style="list-style-type: none"> <li>• Writing</li> </ul><br><ul style="list-style-type: none"> <li>• Media Literacy</li> </ul> | <ul style="list-style-type: none"> <li>• listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</li> <li>• use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</li> <li>• reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</li> <li>• read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</li> <li>• recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning</li> <li>• use knowledge of words and cueing systems to read fluently</li> <li>• reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</li> <li>• generate, gather, and organize ideas and information to write for an intended purpose and audience</li> <li>• draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</li> <li>• use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively</li> <li>• 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.</li> <li>• demonstrate an understanding of a variety of media texts</li> <li>• identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</li> <li>• create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</li> <li>• 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.</li> </ul> | <p><b>Complete your 2008 IPM School Passport</b> with information obtained at the Plowing Match to be used later in the classroom.</p> <p><b>Woodlot</b></p> <ul style="list-style-type: none"> <li>• Learn the meaning of these terms - old growth, managed forest, cavity trees, and wildlife diversity.</li> </ul> <p><b>Plowing</b></p> <ul style="list-style-type: none"> <li>• Ride the wagon to the plow fields and experience horse plowing, antique tractor plowing, and competitive plowing</li> <li>• View plowing on the big screen in Tented City.</li> </ul><br><ul style="list-style-type: none"> <li>• Signs throughout Tented City will challenge the children to gather, use and report information using their language skills.</li> </ul> |

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| <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number Sense and Numeration</b> (Quantity Relationships; Counting; Operational Sense)</li> <li>• <b>Measurement</b> (Attributes, Units, and Measurement Sense; Measurement Relationships)</li> <li>• <b>Geometry and Spatial Sense</b> (Geometric Properties; Geometric Relationships; Location and Movement)</li> <li>• <b>Patterning</b> (Patterns and Relationships)</li> <li>• <b>Data Management and Probability</b> (Collection and Organization of Data; Data Relationships; Probability)</li> </ul> | <ul style="list-style-type: none"> <li>• read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100</li> <li>• demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts</li> <li>• solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies</li> <li>• demonstrate an understanding of proportional reasoning by investigating whole-number</li> <li>• estimate, measure, and record length, perimeter, area, mass, capacity, volume, and elapsed time, using a variety of strategies</li> <li>• determine the relationships among units and measurable attributes, including the area and perimeter of rectangles.</li> <li>• identify quadrilaterals and three-dimensional figures and classify them by their geometric properties, and compare various angles to benchmarks</li> <li>• construct three-dimensional figures, using two-dimensional shapes</li> <li>• identify and describe the location of an object, using a grid map, and reflect two-dimensional shapes.</li> <li>• describe, extend, and create a variety of numeric and geometric patterns, make predictions related to the patterns, and investigate repeating patterns involving reflections</li> <li>• demonstrate an understanding of equality between pairs of expressions, using addition, subtraction, and multiplication.</li> <li>• collect and organize discrete primary data and display the data using charts and graphs, including stem-and-leaf plots and double bar graphs</li> <li>• read, describe, and interpret primary data and secondary data presented in charts and graphs, including stem-and-leaf plots and double bar graphs</li> <li>• predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results.</li> </ul> | <p><b>Woodlot</b></p> <ul style="list-style-type: none"> <li>• Count how many children it takes to hug a tree.</li> </ul> <p><b>Plowing</b></p> <ul style="list-style-type: none"> <li>• Ride the wagon to the plow fields and experience horse plowing, antique tractor plowing, and competitive plowing</li> <li>• View plowing on the big screen in Tented City.</li> </ul> <p><b>Little Sprouts Tent</b></p> <ul style="list-style-type: none"> <li>• Activity Centre - sorting, counting, classifying and problem solving</li> </ul> |
| <p><b>Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• <b>Life Systems</b> Habitats and Communities</li> <li>• <b>Matter and Materials</b> Materials That Transmit, Reflect, or Absorb Light or Sound</li> <li>• <b>Energy and Control</b> Light and Sound Energy</li> </ul>   | <ul style="list-style-type: none"> <li>• demonstrate an understanding of the concepts of habitat and community, and identify the factors that could affect habitats and communities of plants and animals</li> <li>• investigate the dependency of plants and animals on their habitat and the interrelationships of the plants and animals living in a specific habitat</li> <li>• describe ways in which humans can change habitats and the effects of these changes on the plants and animals within the habitats.</li> <li>• demonstrate understanding that certain materials can transmit, reflect, or absorb light or sound</li> <li>• investigate materials that transmit, reflect, or absorb light or sound and use their findings in designing objects and choosing materials from which to construct them</li> <li>• explain why materials that transmit, reflect, or absorb light and/or sound are used in a variety of consumer products.</li> <li>• demonstrate an understanding of the characteristics and properties of light and sound</li> </ul>   | <p><b>Little Sprouts Tent</b></p> <ul style="list-style-type: none"> <li>• Play Centres related to agriculture and country living.</li> </ul> <p><b>Animal Courtyard</b></p> <ul style="list-style-type: none"> <li>• Beef, Dairy, Goats, Horses, Pigs, Rabbits, Sheep displays and demonstrations.</li> <li>• Life cycles of farm animals and the relationship of animals in agriculture to our food supply</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• <b>Structures and Mechanisms</b><br/>Pulleys and Gears</li> <br/> <li>• <b>Earth and Space Systems</b><br/>Rocks, Minerals and Erosion</li> </ul>   | <ul style="list-style-type: none"> <li>• investigate different ways in which light and sound are produced and transmitted, and design and make devices that use these forms of energy</li> <li>• identify technological innovations related to light and sound energy and how they are used and controlled at home and in the community, and determine how the quality of life has been affected by these innovations.</li> <li>• demonstrate an understanding of the characteristics of pulleys and gears</li> <li>• design and make pulley systems and gear systems, and investigate how motion is transferred from one system to another</li> <li>• identify ways in which different systems function, and identify appropriate criteria to be considered when designing and making such systems.</li> <li>• demonstrate an understanding of the physical properties of rocks and minerals and the effects of erosion on the landscape</li> <li>• investigate, test, and compare the physical properties of rocks and minerals and investigate the factors that cause erosion of the landscape</li> <li>• describe the effects of human activity (e.g., land development, building of dams, mine development, erosion-preventing measures) on physical features of the landscape, and examine the use of rocks and minerals in making consumer products.</li> </ul> | <ul style="list-style-type: none"> <li>• Tented City sites marked by “<b>The Schoolhouse</b>” will provide education on solar powered maple syrup production, organic farming systems, and renewable energy sources.</li> <li>• Farm Machinery Row - showcasing technology for the future of farming.</li> </ul> <p><b>The Natural Connections Tent</b></p> <ul style="list-style-type: none"> <li>• Solar, wind, water power state of the art technology displays</li> <li>• Think “Green” Live “Green” Saving our environment displays</li> <li>• Design a whirlgig and send it to the Plowing Match - See the Education Fact Sheet for details</li> </ul> <p><b>Woodlot</b></p> <ul style="list-style-type: none"> <li>• Count how many children it takes to hug a tree.</li> <li>• Look for the stick nests. Listen for the call of the owls and the hard working pileated woodpeckers.</li> <li>• Visit the forest that squirrels built.</li> <li>• Learn the meaning of these terms - old growth, managed forest, cavity trees, and wildlife diversity.</li> </ul> |
| <p><b>Social Studies (1-6)</b></p> <ul style="list-style-type: none"> <li>• <b>Heritage and Citizenship</b><br/>Medieval Times</li> <br/> <li>• <b>Canada and World Connections</b><br/>Canada’s Provinces, Territories and Regions</li> </ul> | <ul style="list-style-type: none"> <li>• identify and describe major features of daily life and social organization in medieval European societies from about 500 to 1500 C.E. (Common Era);</li> <li>• use a variety of resources and tools to investigate the major events and influences of the era and determine how they shaped medieval society;</li> <li>• relate significant elements of medieval societies to comparable aspects of contemporary Canadian communities.</li> <li>• name and locate the various physical regions, provinces, and territories of Canada and identify the chief natural resources of each;</li> <li>• use a variety of resources and tools to determine the influence of physical factors on the economies and cultures of Ontario and the other provinces and territories;</li> <li>• identify, analyze, and describe economic and cultural relationships that link communities and regions within Ontario and across Canada.</li> </ul>   | <p><b>Antiques &amp; Historical - A Walk Down Memory Lane</b></p> <ul style="list-style-type: none"> <li>• Research your family roots with the Genealogy Society.</li> <li>• Demonstrations of antique farm machinery.</li> <li>• Displays of antique collections and memorabilia.</li> </ul> <ul style="list-style-type: none"> <li>• Tourism Tent</li> <br/> <li>• Bruce County Museum Tent</li> </ul>   |