



Subject - strands	Overall Expectations	IPM sites
<ul style="list-style-type: none"> <li>• <b>Fundamental movement skills</b> include locomotion/traveling, manipulation, and stability.</li>   <li>• <b>Active participation</b> includes physical activity, physical fitness, living skills, and safety.</li> </ul>	<ul style="list-style-type: none"> <li>• perform movement skills in the kind of combinations that are required in a variety of modified games, gymnastics, dance, and outdoor pursuits: locomotion/traveling (e.g., running, jumping, and hopping in combination, as performed in basketball or in a triple jump), manipulation (e.g., stepping sideways to get in position to bump or volley a ball, as performed in volleyball), and stability (e.g., running and jumping and landing, as in long jump)</li> <li>• demonstrate the principles of movement while refining movement skills (e.g., combining body shapes and movements with changes in direction as in a dance or gymnastics routine).</li> <li>• participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., rope skipping to music)</li> <li>• apply living skills, including interpersonal skills, in physical activities (e.g., games, gymnastics, dance, outdoor pursuits) and describe the benefits of using these skills in a variety of physical activities</li> <li>• follow safety procedures related to physical activity, equipment, and facilities, and begin to take responsibility for their own safety.</li> </ul>	<p><b>Safe Communities Tent</b></p> <ul style="list-style-type: none"> <li>• Take part in the various activities, displays and demonstrations.</li> </ul>
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Oral Communication</li>   <li>• Reading</li>   <li>• Writing</li>   <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> <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 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers</li> <li>• solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies</li> <li>• demonstrate an understanding of relationships involving percent, ratio, and unit rate.</li> <li>• estimate, measure, and record quantities, using the metric measurement system</li> <li>• determine the relationships among units and measurable attributes, including the area of a parallelogram, the area of a triangle, and the volume of a triangular prism.</li> <li>• classify and construct polygons and angles</li> <li>• sketch three-dimensional figures, and construct three-dimensional figures from drawings</li> <li>• describe location in the first quadrant of a coordinate system, and rotate two-dimensional shapes.</li> <li>• describe and represent relationships in growing and shrinking patterns (where the terms are whole numbers), and investigate repeating patterns involving rotations</li> <li>• use variables in simple algebraic expressions and equations to describe relationships.</li> <li>• collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs, including continuous line graphs</li> <li>• read, describe, and interpret data, and explain relationships between sets of data</li> <li>• determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome.</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>Science &amp; Technology</b></p> <ul style="list-style-type: none"> <li>• <b>Life Systems</b> Diversity of Living Things</li>   <li>• <b>Matter and Materials</b> Properties of Air and Characteristics of Flight</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of ways in which classification systems are used to understand the diversity of living things and the interrelationships among living things</li> <li>• investigate classification systems and some of the processes of life common to all animals (e.g., growth, reproduction, movement, response, and adaptation)</li> <li>• describe ways in which classification systems can be used in everyday life.</li> <li>• demonstrate an understanding of the properties of air (e.g., air and other gases have mass) and explain how these can be applied to the principles of flight</li> <li>• investigate the principles of flight and determine the effect of the properties of air on materials when designing and constructing flying devices</li> <li>• identify design features (of products or structures) that make use of the properties of air, and give examples of technological innovations that have helped inventors to create or improve flying devices.</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>Energy and Control</b> Electricity</li>   <li>• <b>Structures and Mechanisms</b> Motion</li>   <li>• <b>Earth and Space Systems</b> Space</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate understanding that electrical energy can be transformed into other forms of energy</li> <li>• design and construct a variety of electrical circuits and investigate ways in which electrical energy is transformed into other forms of energy</li> <li>• identify uses of electricity in the home and community and evaluate the impact of these uses on both our quality of life and the environment.</li> <li>• demonstrate an understanding of different kinds of motion (linear, rotational, reciprocating, oscillating)</li> <li>• design and make mechanical devices, and investigate how mechanisms change one type of motion into another and transfer energy from one form to another</li> <li>• identify modifications to improve the design and method of production of systems that have mechanisms that move in different ways.</li> <li>• demonstrate an understanding of the patterns of change observable on earth as a result of the movement of the different bodies in the solar system (e.g., solar and lunar eclipses, tides, phases of the moon, position of the constellations) and of the physical characteristics of the different components of the solar system</li> <li>• investigate, using models and simulations, the relationship between the sun, earth, and moon, the patterns of change observable on earth that result from the movement of these bodies, and the physical characteristics of the different components of the solar system (e.g., the sun and planets, inner planets and outer planets)</li> <li>• describe technological and scientific advances that enable humans to study space, and explain how these advances have affected the quality of life on earth.</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, renewable energy sources</li>   <li>• Farm Machinery Row - showcasing technology for the future of farming.</li>   <li><b>The Natural Connections Tent</b> <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> </ul> </li>   <li><b>Woodlot</b> <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> </li> </ul>
<p><b>Social Studies (1-6)</b></p> <ul style="list-style-type: none"> <li>• <b>Heritage and Citizenship</b> First Nation Peoples and European Explorers</li> </ul>	<ul style="list-style-type: none"> <li>• describe characteristics of pre-contact First Nation cultures across Canada, including their close relationships with the natural environment; the motivations and attitudes of the European explorers; and the effects of contact on both the receiving and the incoming groups</li> <li>• use a variety of resources and tools to investigate different historical points of view about the positive and negative effects of early contact between First Nation peoples and European explorers</li> <li>• analyze examples of interaction between First Nation peoples and European explorers to identify and report on the effects of cooperation and the reasons for disagreements between the two groups.</li> </ul>	<p><b>Antiques &amp; Historical</b></p> <ul style="list-style-type: none"> <li>• Demonstrations of antique farm machinery.</li> <li>• Displays of antique collections and memorabilia.</li>   <li>• Tourism Tent</li>   <li>• Bruce County Museum Tent</li> </ul>

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<p>• <b>Canada and World Connections</b> Canada's Links to the World</p>	<ul style="list-style-type: none"> <li>• identify and describe Canada's economic, political, social, and physical links with the United States and other regions of the world</li> <li>• use a variety of resources and tools to gather, process, and communicate information about the domestic and international effects of Canada's links with the United States and other areas of the world</li> <li>• explain the relevance to Canada of current global issues and influences.</li> </ul>	