



<b>Subject - strands</b>	<b>Overall Expectations</b>	<b>IPM sites</b>
<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>• apply the principles of movement while refining movement skills (e.g., running into an open space to elude an opponent in soccer).</li> <li>• participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., power walking, hiking)</li> <li>• identify the benefits of each component of physical fitness (e.g., cardiorespiratory fitness – healthy heart and lungs)</li> <li>• apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict resolution techniques) in physical activities (e.g., games, gymnastics, dance, music, outdoor pursuits)</li> <li>• transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities</li> <li>• follow safety procedures related to physical activity, equipment, and facilities, and continue 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> <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>• represent, compare, and order numbers, including integers</li> <li>• demonstrate an understanding of addition and subtraction of fractions and integers, and apply a variety of computational strategies to solve problems involving whole numbers and decimal numbers</li> <li>• demonstrate an understanding of proportional relationships using percent, ratio, and rate.</li> <li>• report on research into real-life applications of area measurements</li> <li>• determine the relationships among units and measurable attributes, including the area of a trapezoid and the volume of a right prism.</li> <li>• construct related lines, and classify triangles, quadrilaterals, and prisms</li> <li>• develop an understanding of similarity, and distinguish similarity and congruence</li> <li>• describe location in the four quadrants of a coordinate system, dilate two-dimensional shapes, and apply transformations to create and analyze designs.</li> <li>• represent linear growing patterns (where the terms are whole numbers) using concrete materials, graphs, and algebraic expressions</li> <li>• model real-life linear relationships graphically and algebraically, and solve simple algebraic equations using a variety of strategies, including inspection and guess and check.</li> <li>• collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including relative frequency tables and circle graphs</li> <li>• make and evaluate convincing arguments, based on the analysis of data</li> <li>• compare experimental probabilities with the theoretical probability of an outcome involving two independent events.</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> Interactions Within Ecosystems</li>   <li>• <b>Matter and Materials</b> Pure Substances and Mixtures</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an understanding of the interactions of plants, animals, fungi, and microorganisms in an ecosystem</li> <li>• investigate the interactions in an ecosystem, and identify factors that affect the balance among the components of an ecosystem (e.g., forest fires, parasites)</li> <li>• demonstrate an understanding of the effects of human activities and technological innovations, as well as the effects of changes that take place naturally, on the sustainability of ecosystems.</li> <li>• demonstrate an understanding of the characteristics of mechanical mixtures (heterogeneous) and solutions (homogeneous) and describe these characteristics using a scientific model (the particle theory)</li> <li>• investigate properties of different kinds of mechanical mixtures and solutions that make them useful in manufacturing products for particular purposes</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>

<b>Subject - strands</b>	<b>Overall Expectations</b>	<b>IPM sites</b>
<ul style="list-style-type: none"> <li>• <b>Energy and Control</b> Heat</li>   <li>• <b>Structures and Mechanisms</b> Structural Strength and Stability</li>   <li>• <b>Earth and Space Systems</b> The Earth's Crust</li> </ul>	<ul style="list-style-type: none"> <li>• identify human uses of mixtures and solutions in everyday life, and evaluate the environmental impact of some of these uses.</li> <li>• demonstrate understanding that heat is a result of molecular motion</li> <li>• identify, through experimentation, ways in which heat changes substances, and describe how heat is transferred</li> <li>• explain how the characteristics and properties of heat can be used, and identify the effect of some of these applications on products, systems, and living things in the natural and human made environments.</li> <li>• demonstrate an understanding of the relationship between the effectiveness of structural forms and the forces that act on and within them</li> <li>• design and make a variety of structures, and investigate the relationship between the design and function of these structures and the forces that act on them</li> <li>• demonstrate an understanding of the factors (e.g., availability of resources) that must be considered in the designing and making of products that meet a specific need.</li> <li>• demonstrate an understanding of the composition of the earth's crust, and describe how changes in the earth's crust result from both internal and external processes</li> <li>• investigate the formation of the physical features of the earth's crust</li> <li>• identify the factors that must be considered in making informed decisions about land use and explain their importance (e.g., environmental impact; properties of soil).</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>History &amp; Geography Grade 7 - History</b></p> <ul style="list-style-type: none"> <li>• New France</li>   <li>• British North America</li> </ul>	<ul style="list-style-type: none"> <li>• outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples</li> <li>• use a variety of resources and tools to gather, process, and communicate information about how settlers in New France met the physical, social, and economic challenges of the new land</li> <li>• identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders.</li> <li>• explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812</li> <li>• use a variety of resources and tools to gather, process, and communicate information about the beginnings and development of the new British colonies</li> <li>• identify some themes and personalities from the period, and explain their relevance to contemporary Canada.</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>• <b>Tourism Tent</b></li>   <li>• <b>Bruce County Museum Tent</b></li> </ul>

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<ul style="list-style-type: none"> <li>• Conflict and Change</li> </ul> <p data-bbox="87 449 370 485"><b>Grade 7- Geography</b></p> <ul style="list-style-type: none"> <li>• The Themes of Geographic Inquiry</li> <li>• Patterns in Physical Geography</li> <li>• Natural Resources</li> </ul>	<ul style="list-style-type: none"> <li>• describe the causes, personalities, and results of the rebellions of 1837–38 in Upper and Lower Canada in relation to themes of conflict and change <ul style="list-style-type: none"> <li>• use a variety of resources and tools to gather, process, and communicate information about issues and conflicts in Upper and Lower Canada, and about the attempts to resolve them;</li> <li>• compare methods of conflict resolution in both historical and contemporary situations.</li> </ul> </li> <li>• identify and explain the themes of geographic inquiry: location/place, environment, region, interaction, and movement; <ul style="list-style-type: none"> <li>• use a variety of geographic resources and tools to gather, process, and communicate geographic information;</li> <li>• analyze current environmental issues or events from the perspective of one or more of the themes of geographic inquiry.</li> </ul> </li> <li>• identify patterns in physical geography and explain the factors that produce them; <ul style="list-style-type: none"> <li>• use a variety of resources and tools to gather, process, and communicate geographic information about the earth’s physical features and patterns;</li> <li>• explain how patterns of physical geography affect human activity around the world.</li> </ul> </li> <li>• describe how humans acquire, manage, and use natural resources, and identify factors that affect the importance of those resources; <ul style="list-style-type: none"> <li>• use a variety of resources and tools to gather, process, and communicate geographic information about the distribution, use, and importance of natural resources;</li> <li>• describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment.</li> </ul> </li> </ul>	