

Subject - strands	Overall Expectations	IPM sites
<p>and substance use and abuse.</p> <p>• Fundamental movement skills include locomotion/traveling, manipulation, and stability.</p> <p>• Active participation includes physical activity, physical fitness, living skills, and safety.</p>	<ul style="list-style-type: none"> • analyze situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance; • apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits. • apply a variety of movement skills in combination and in sequence (locomotion/traveling, manipulation, and stability) in physical activities (e.g., dance) and formal games (e.g., badminton, soccer); • apply the principles of movement while refining movement skills (e.g., dribbling a ball quickly and slowly in basketball). • participate on a regular basis in physical activities that maintain or improve physical fitness (e.g., aerobics to music); • apply living skills (e.g., basic problem-solving, decision-making, goal-setting, and conflict resolution techniques) in physical activities (e.g., games, gymnastics, dance, outdoor pursuits); • transfer appropriate interpersonal skills (e.g., exhibiting etiquette, fair play, co-operation, and respectful behaviour) to new physical activities; • follow safety procedures related to physical activity, equipment, and facilities, and continue to take responsibility for personal safety. 	<ul style="list-style-type: none"> • Tented City food vendors will offer healthy food and snack choices. <p>Safe Communities Tent</p> <ul style="list-style-type: none"> • Take part in the various activities, displays and demonstrations.
<p>Language</p> <ul style="list-style-type: none"> • Oral Communication • Reading • Writing 	<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; 	<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.

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<ul style="list-style-type: none"> Media Literacy 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Signs throughout Tented City will challenge the children to gather, use and report information using their language skills.
<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"> represent, compare, and order equivalent representations of numbers, including those involving positive exponents; solve problems involving whole numbers, decimal numbers, fractions, and integers, using a variety of computational strategies; solve problems by using proportional reasoning in a variety of meaningful contexts. research, describe, and report on applications of volume and capacity measurement; determine the relationships among units and measurable attributes, including the area of a circle and the volume of a cylinder. demonstrate an understanding of the geometric properties of quadrilaterals and circles and the applications of geometric properties in the real world; develop geometric relationships involving lines, triangles, and polyhedra, and solve problems involving lines and triangles; represent transformations using the Cartesian coordinate plane, and make connections between transformations and the real world. represent linear growing patterns (where the terms are whole numbers) using graphs, algebraic expressions, and equations; model linear relationships graphically and algebraically, and solve and verify algebraic equations, using a variety of strategies, including inspection, guess and check, and using a “balance” model. collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs, including frequency tables with intervals, histograms, and scatter plots; apply a variety of data management tools and strategies to make convincing arguments about data; use probability models to make predictions about real-life events. 	<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.

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<p>Science & Technology • Life Systems Cells, Tissues, Organs and Systems</p> <p>• Matter and Materials Fluids</p> <p>• Energy and Control Optics</p> <p>• Structures and Mechanisms Mechanical Efficiency</p> <p>• Earth and Space Systems Water Systems</p>	<ul style="list-style-type: none"> • demonstrate an understanding of the basic structure and function of plant and animal cells, and describe the hierarchical organization of cells in plants and animals • investigate basic cellular processes and certain specialized cells in plants; • describe ways in which study of the structure, function, and interdependence of human organ systems can result in improvements in human health. • demonstrate an understanding of the properties (e.g., viscosity) and the buoyant force of fluids • investigate the buoyant force and other properties (e.g., viscosity) of fluids, and design and construct pneumatic or hydraulic systems that solve a problem in a given situation • describe how knowledge of the properties of fluids can help us to understand and influence organisms in the natural world, and to design and operate technological devices and to evaluate how efficiently different devices make use of these properties. • demonstrate an understanding of the properties of visible light and the properties of other types of electromagnetic radiation, including infrared and ultraviolet rays, X-rays, microwaves, and radio waves • investigate the properties of visible light, including the effects of reflection and refraction, and recognize how these properties are used in optical devices • describe ways in which different sources of visible light and the properties of light, both natural and artificial, are used by humans for different purposes. • demonstrate an understanding of the factors that contribute to the efficient operation of mechanisms and systems • design and make systems of structures and mechanisms, and investigate the efficiency of the mechanical devices within them • demonstrate understanding of the factors that can affect the manufacturing of a product, including the needs of the consumer. • demonstrate an understanding of how the earth’s water systems were formed, the similarities and differences among them, and how they influence the climate and weather of the region in which they are located • investigate the major features of the earth’s water resources (e.g., oceans, rivers, lakes, glaciers, ice-caps, snowfall, clouds) and the effects of large bodies of water on global climate and ecosystems • examine how humans use resources from the earth’s different water systems and identify the factors involved in managing these resources for sustainability. 	<p>Animal Courtyard</p> <ul style="list-style-type: none"> • Beef, Dairy, Goats, Horses, Pigs, Rabbits, Sheep displays and demonstrations • 4H Youth demonstrating animal care, nutrition and daily management. • Life cycles of farm animals and the relationship of animals in agriculture to our food supply <p>• Tented City sites marked by “The Schoolhouse” will provide education on solar powered maple syrup production, organic farming systems, and renewable energy sources.</p> <p>• Farm Machinery Row - showcasing technology for the future of farming.</p> <p>The Natural Connections Tent</p> <ul style="list-style-type: none"> • Solar, wind, water power - state of the art technology displays • Think “Green” Live “Green” Saving our environment displays <p>Woodlot</p> <ul style="list-style-type: none"> • 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

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<p>• The History & Geography Grade 8 - History</p> <ul style="list-style-type: none"> • Confederation <p>• Development of Western Canada</p> <p>• Canada: A Changing Society</p> <p>Grade 8 - Geography</p> <ul style="list-style-type: none"> • Patterns in Human Geography <p>• Economic Systems</p> <p>• Migration</p>	<ul style="list-style-type: none"> • use a variety of resources and tools to gather, process, and communicate information about the needs and challenges that led to the formation and expansion of the Canadian federation • compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods. • outline the main factors contributing to the settlement and development of the Prairie provinces, British Columbia, and Yukon, and describe the effects of development on various groups of people in the region from a variety of perspectives • use a variety of resources and tools to gather, process, and communicate information about conflicts and changes that occurred during the development of western Canada • show how the history of the Canadian west has influenced both artistic/imaginative works and Canadian institutions. • describe key characteristics of Canada between 1885 and 1914, including social and economic conditions, the roles and contributions of various people and groups, internal and external pressures for change, and the political responses to these pressures • use a variety of resources and tools to gather, process, and communicate information about the factors that shaped Canada as it was entering the twentieth century • compare living and working conditions, technological developments, and social roles near the beginning of the twentieth century with similar aspects of life in present-day Canada. • identify the main patterns of human settlement and identify the factors that influence population distribution and land use • use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about patterns in human geography • compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future. • describe the characteristics of different types of economic systems and the factors that influence them, including economic relationships and levels of industrial development • use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about regional, national, and international economic systems • compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets. • identify factors that affect migration and mobility, describe patterns and trends of migration in Canada, and identify the effects of migration on Canadian society • use a variety of geographic representations, resources, tools, and technologies to gather, process, and communicate geographic information about migration and its effects on people and communities • connect the real experiences of Canadians to information about the causes and effects of migration. 	<p>Antiques & Historical - A Walk Down Memory Lane</p> <ul style="list-style-type: none"> • Demonstrations of antique farm machinery • Displays of antique collections and memorabilia