



The Royal Agricultural Winter Fair provides rich learning experiences to enhance learning opportunities that aligns with different subjects and strands of the Ontario Curriculum.

Ontario Curriculum Connections - Grades 4-8

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Grade 4-8

Subject: Language Arts

Strands: Oral Communication, Reading, Writing and Media Literacy

Grade 4-8: Language Arts	<p>Oral Communication Overall expectations: students will:</p> <ol style="list-style-type: none"> 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations. <p>Watch the Toronto Police Mounted Unit presentation in the President Choice Animal Theatre. Back in school, give a presentation to the class of the services the Unit provides to the community. Take questions after the presentation.</p>
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Grade 4-8: Language Arts	<p>Reading Overall expectations; students will:</p>	<ol style="list-style-type: none"> 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. use knowledge of words and cueing systems to read fluently; 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading. <p>Become the “expert” for 1 Education Centre, read their display information. Share your knowledge with another “expert”.</p>
	<p>Writing Overall expectations; students will:</p>	<ol style="list-style-type: none"> 1. generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 4. 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. <p>Create a poem about your favorite animal at The Royal.</p>
	<p>Media Literacy Overall expectations; students will:</p>	<ol style="list-style-type: none"> 1. demonstrate an understanding of a variety of media texts; 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; 4. reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts. <p>Create a Facebook fan page for top 5 things to see at The Royal for your school friends.</p>

Grades 4-8

Subject: Science

Strand: Understanding Life Systems

GRADE 4

Potential experiential opportunities supporting the overall expectations in Grade 4 students:

Grade 4	Understanding Life Systems	1. analyze the effects of human activities on habitats and communities
		2. investigate the interdependence of plants and animals within specific habitats and communities
		3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them

GRADE 5

Potential experiential opportunities supporting the overall expectations in Grade 5 students:

Grade 5	Understanding Life Systems	1. analyze the impact of human activities and technological innovations on human health.
		2. investigate the structure and function of the major organs of various human body systems.
		3. demonstrate an understanding of the structure and function of human body systems and interactions within and between systems.

GRADE 6

Potential experiential opportunities supporting the overall expectations in Grade 6 students:

Grade 6	Understanding Life Systems	1. assess human impacts on biodiversity and identify ways of preserving biodiversity.
		2. investigate the characteristics of living things and classify diverse organisms according to specific characteristics.
		3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.



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GRADE 7

Potential experiential opportunities supporting the overall expectations in Grade 7 students:

Grade 7	Understanding Life Systems	1. assess the impacts of human activities and technologies on the environment, and evaluate ways of controlling these impacts;
		2. investigate interactions within the environment, and identify factors that affect the balance between different components of an ecosystem
		3. demonstrate an understanding of interactions between and among biotic and abiotic elements in the environment
	Understanding Structures and Mechanisms	1. analyze personal, social, economic, and environmental factors that need to be considered in designing and building structures and devices;

GRADE 8

Potential experiential opportunities supporting the overall expectations in Grade 8 students:

Grade 8	Understanding Life Systems	1. assess the impact of cell biology on individuals, society, and the environment
		2. investigate functions and processes of plant and animal cells
		3. demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes.

Grades 4

Subject: Social Studies

Strand B: People and Environments

Potential experiential opportunities supporting the overall expectations in Grade 4 students:

Grade 4	People and Environments	B1. assess some key ways in which industrial development and the natural environment affect each other in two or more political and/or physical regions of Canada
		B2. use the social studies inquiry process to investigate some issues and challenges associated with balancing human needs/wants and activities with environmental stewardship in one or more of the political and/or physical region

Grade 7

Subject: Geography

Strand A: Physical Patterns in a Changing World

Strand B: Natural Resources around the World: Use and Sustainability

Potential experiential opportunities supporting the overall expectations in Grade 7 students:

Grade 7	Physical Patterns in a Changing World	A1. analyze some challenges and opportunities presented by the physical environment and ways in which people have responded to them.
		A2. use the geographic inquiry process to investigate the impact of natural events and/or human activities that change the physical environment, exploring the impact from a geographic perspective.
	Natural Resources around the World: Use and Sustainability	B1. analyze aspects of the extraction/ harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources
		B2. use the geographic inquiry process to investigate issues related to the impact of the extraction/ harvesting and/or use of natural resources around the world from a geographic perspective
	B3. demonstrate an understanding of the sources and use of different types of natural resources and of some of the effects of the extraction/ harvesting and use of these resources	

Grade 8

Subject: Geography

Strand A: Global Settlement: Patterns and Sustainability

Potential experiential opportunities supporting the overall expectations in Grade 8 students:

Grade 8	Global Settlement: Patterns and Sustainability	A1. analyze some significant interrelationships between Earth's physical features and processes and human settlement patterns, and some ways in which the physical environment and issues of sustainability may affect settlement in the future
		A2. use the geographic inquiry process to investigate issues related to the interrelationship between human settlement and sustainability from a geographic perspective
		A3. demonstrate an understanding of significant patterns and trends related to human settlement and of ways in which human settlement affects the environment