



AGRICULTURAL WINTER FAIR

## Ontario Curriculum Connections Grades 4-8

The Royal Agricultural Winter Fair provides opportunities for experiential learning that align with different subjects and strands of the Ontario Curriculum. This document outlines potential learning opportunities supporting the overall expectations in Grades 4-8 and suggests activities and guiding questions to engage students during a visit to The Fair.

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## Grade 4: Health and Physical Education

### Example Activities and Guiding Questions at The Fair:

- **Suggested activity:** [Healthy Eating Skills](#)
- When at The Fair, you will be in a busy place with lots of people and animals. What can you do to ensure your and the community's safety?

Grade 4 Health and Physical Education				
	Strand D. Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Grade 4 Health and Physical Ed.	Healthy Eating	D1.1 Nutrients: identify the key nutrients provided by foods and beverages, and describe their importance for growth, mental and physical health, learning, and physical performance	D2.1 Personal eating habits - identify personal eating habits through self-monitoring over time, and set a goal for developing healthier eating habits, on the basis of the recommendations and guidelines in Canada's Food Guides	D3.1 Healthier eating in various settings: identify ways of promoting healthier eating habits in a variety of settings and situations
	Personal Safety and Injury Prevention		D2.2 Decision making – assessing risk: apply a decision-making process to assess risks and make safe decisions in a variety of situations	

## Grade 5: Health and Physical Education

### Example Activities and Guiding Questions at The Fair:

- **Suggested activity:** [Healthy Eating Skills](#)
- Explore the nutritional information of various food groups by asking experts and producers at The Royal’s education centres in the Farm to Table Discovery Zone.
- When at The Fair, you will be in a busy place with lots of people and animals.
- Before your visit to The Fair, study The Fair’s map and explore the website. Locate emergency services, and any useful numbers or contact information. Discuss what you will do in case of emergency when you visit.

Grade 5 Health and Physical Education				
Grade 5 Health and Physical Education	Strand D. Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
	Healthy Eating		D2.1 Nutrition fact tables, food labels: explain how to use nutrition fact tables and ingredient lists on food labels to make informed choices about healthy and safe foods	D3.1 Media influences – food choices: describe how advertising, food marketing, and media affect food choices
	Personal Safety and Injury Prevention	D1.1 Supports – injury prevention, emergencies, bullying, violence: identify trusted people and support services that can assist with injury prevention, emotional distress, emergencies	D2.2 Strategies – threats to personal safety: demonstrate the ability to deal with threatening situations by applying social-emotional learning skills	

## Grade 6: Health and Physical Education

### Example Activities and Guiding Questions at The Fair:

- Speak with farmers and educators at The Royal about their animals’ hunger and thirst cues. What physical factors influence how much the animals need to eat and drink? How are *you* similar or different?
- While at The Fair, what is your responsibility to implement safety practices? It is a busy environment with people and animals – what safety procedures do you think should be in place?

Grade 6 Health and Physical Education			
Strand D. Topic	D2. Making Healthy Choices	D3. Making Connections for Healthy Living	
Grade 6 Health and Physical Education	Healthy Eating	<p>D2.1 Influences on healthy eating: apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices</p> <p>D2.2 Eating cues and guidelines: apply their recognition of internal hunger and thirst cues and their knowledge of physical factors that influence the desire to eat and drink</p>	D3.1 Benefits of healthy eating / active living: explain how healthy eating and active living work together to improve a person's overall physical and mental health and well-being
	Personal Safety and Injury Prevention		D3.2 Responsibilities, risks – care for self and others, safety practices: recognize the responsibilities and risks associated with caring for themselves and others and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations

## Grade 7: Health and Physical Education

### Example Activities and Guiding Questions at The Fair:

- **Suggested activity:** [Healthy Eating Skills](#)
- Reflect on the information about Nutrition you see throughout The Fair, and how what you see might impact what you choose to eat.

Grade 7 Health and Physical Education		
Strand D. Topic	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
Grade 7	Healthy Eating	<p>D2.1 Eating patterns and health problems: demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders</p> <p>D3.1 Personal, external factors in food choices: demonstrate an understanding of personal and external factors that affect people's food choices and eating habits and identify ways of encouraging healthier eating practices</p>

## Grade 8: Health and Physical Education

### Example Activities and Guiding Questions at The Fair:

- **Suggested activity:** [Healthy Eating Skills](#)
- Observe the safety precautions on display to prevent concussions at The Royal, especially at The Royal Horse Show. Analyze what you see and make suggestions.
- What are some situations of potential danger you can see at The Fair? What strategies would you suggest to avoid them?

Grade 8 Health and Physical Education				
Grade 8 Health and Physical Education	Strand D. Topic	D1. Understanding Health Concepts	D2. Making Healthy Choices	D3. Making Connections for Healthy Living
	Healthy Eating		D2.1 Personal eating behaviours: evaluate personal eating habits and food choices on the basis of the recommendations in Canada's Food Guide, taking into account behaviours that support healthy eating	D3.1 Promoting healthy eating: identify strategies for promoting healthy eating habits and food choices within the school, home, and community
	Personal Safety and Injury Prevention	D1.2 Reducing risk of injuries, death: identify situations that could lead to injury or death and describe behaviours that can help to reduce risk	D2.2 Assessing situations for potential danger: demonstrate the ability to assess situations for potential dangers and apply strategies for avoiding dangerous situations	

## Grade 4: Social Studies

### Example Activities and Guiding Questions at The Fair:

- At The Fair, investigate where in Ontario, and in other regions of Canada, different forms of agricultural producing take place. How does the natural environment of those places impact what can be produced there?
- What are some key actions you see at The Fair that different groups and organizations in the Agri-Food sector are taking towards sustainable solutions?
- After visiting The Fair and learning all about food and farming in Ontario, reflect on the ways in which we can balance the human need for food with environmental stewardship.
- What economic sector does Agriculture fall into (primary, secondary, tertiary, quaternary) and why? What connections to other sectors do you see at The Fair (technology/research, banking, transportation, etc.)?

Grade 4 Social Studies		
	Strand	Overall Expectations
Grade 4 Social Studies	B. People and Environments: Political and Physical Regions of Canada	B1. Application: Industrial Development and the Environment 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 (FOCUS ON: Cause and Consequence; Interrelationships)
		B2. Inquiry: Balancing Human Needs and Environmental Stewardship 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 regions of Canada (FOCUS ON: Perspective)
		B3. Understanding Context: Regions in Canada identify Canada's political and physical regions, and describe their main characteristics and some significant activities that take place in them (FOCUS ON: Significance; Patterns and Trends)

## Grade 5: Social Studies

### Example Activities and Guiding Questions at The Fair:

- At The Fair, reflect on how you see *land* and our relationship to it discussed. Back at school, what connections you see to the beliefs and attitudes of Indigenous peoples and Europeans towards the environment and the land? In what ways do the practices you see at The Fair arise from these beliefs/attitudes? What impact did these practices have on the environment?
- Investigate where different forms of agricultural production take place in Ontario and in other regions of Canada. How does the natural environment of those places impact what can be produced there?

- What are some key actions you see at The Fair that different groups and organizations in the Agri-Food sector are taking towards sustainable solutions?
- After visiting The Fair and learning all about food and farming in Ontario, reflect on the ways in which we can balance the human need for food with environmental stewardship.
- What economic sector does agriculture fall into (primary, secondary, tertiary, quaternary) and why? What connections to other sectors do you see at The Fair (technology/research, banking, transportation, etc.)?
- At The Fair, speak with different stakeholder groups about an issue that impacts Canadian Food and Farming. Do they offer varying perspectives? How might their point of view be different to other groups and/or communities? Using what you've learned, draft a recommended response to the issue.

Grade 5 Social Studies		
Strand	Overall Expectations	
Grade 5 Social Studies	A. Heritage and Identity: Interactions of Indigenous Peoples and Europeans prior to 1713, in What Would Eventually Become Canada	A1. Application: The Impact of Interactions analyse some key short- and long-term consequences of interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada
		A3. Understanding Context: Significant Characteristics and Interactions describe significant features of and interactions among Indigenous peoples, among Europeans, and between Indigenous and European people prior to 1713 in what would eventually become Canada (FOCUS ON: Significance; Interrelationships)
	B. People and Environments: The Role of Government and Responsible Citizenship	B1. Application: Governments and Citizens Working Together assess responses of governments in Canada, including First Nations, Métis, and Inuit governments, to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: Interrelationships; Cause and Consequence)
		B2. Inquiry: Differing Perspectives on Social and Environmental Issues use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including those of Indigenous peoples as well as of the level (or levels) of government responsible for addressing the issues (FOCUS ON: Perspective)
		B3. Understanding Context: Roles and Responsibilities of Government and Citizens demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada, including First Nations, Métis, and Inuit governments (FOCUS ON: Significance)

## Grade 6: Social Studies

### Example Activities and Guiding Questions at The Fair:

- What are some symbols related to Agriculture that are key images of Canada? Look out for these symbols and imagery at The Fair. In what way does The Fair reinforce or challenge what you thought those symbols would be?
- Based on your visit to The Fair, in what ways does the Canadian climate and geography contribute to identities in and stereotypes of the country? To its global image?
- What do agricultural symbols and images imply about this country, and why might they be more significant to some groups than to others?
- At The Royal, the country comes to the city. How have rural economic communities in Ontario and in different regions of Canada contributed to the development of the country?

Grade 6 Social Studies - History		
	Strand	Overall Expectations
Grade 6 Social Studies	A. Heritage and Identity: Communities in Canada, Past and Present	A1. Application: Diversity, Inclusiveness, and Canadian Identities assess contributions to Canadian identities made by various groups and communities, including First Nations, Métis, and Inuit communities, and by various features of Canadian communities and regions (FOCUS ON: Cause and Consequence; Patterns and Trends)
		A3. Understanding Context: The Development of Communities in Canada demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities, including First Nations, Métis, and Inuit communities, in Canada (FOCUS ON: Significance; Continuity and Change)



## Grade 7: Social Studies - Geography

### Example Activities and Guiding Questions at The Fair:

- Before your visit to The Fair, research some ways in which agriculture impacts the environment. At The Fair, investigate how different stakeholders and organizations are working to minimize their environmental impact.

Grade 7 Social Studies - Geography		
	Strand	Overall Expectation
Grade 7 Social Studies - Geography	A. 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.
	B. 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: Social Studies - Geography

### Example Activities and Guiding Questions at The Fair:

- **Suggested activity:** [The Royal Geography Assignment](#)
- Talk to real farmers at The Royal – where do they farm the land? Why?
- At different commodity organizations at The Royal, ask the experts: What about the landscape where their producers live is a good fit for producing that commodity?

Grade 8 Social Studies - Geography		
	Strand	Overall Expectation
Grade 8 Geography	A. 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

## Grade 8: Social Studies - History

### Example Activities and Guiding Questions at The Fair:

- At The Fair, observe the ways in which life is similar and different for communities of farmers and those engaged in agriculture to similar groups in Canada in 1890-1914.

Grade 8 Social Studies - History		
	Strand	Overall Expectations
Grade 8 History	B. Canada, 1890–1914: A Changing Society	B1. Application: Canada – Past and Present analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals, groups, and/or communities, including First Nations, Métis, and Inuit individuals and/or communities (FOCUS ON: Continuity and Change; Historical Perspective)

## Grades 4 – 8: Science Areas of Cross-Curricular Learning

- **Skilled Trades.** The Royal highlights how professionals in the skilled trades apply science and technology concepts as they build and maintain essential agricultural infrastructure and keep the agri-food industry moving. The Royal is an opportunity to learn about technology and innovation related to the skilled trades, providing students with authentic, meaningful, and hands-on experiences and activities that connect directly to their own lives and communities through the foods they eat. The Royal also provides students with a valuable experiential learning opportunity to connect with role models with diverse lived experiences.
- **Climate Change.** The Royal aims to foster hope and optimism in teaching and learning about climate change through connecting students with sustainability initiatives. At The Royal, students can develop the skills and knowledge needed to understand potential innovative solutions and mitigation strategies related to climate change and other environmental issues.
- **Food Literacy.** The Royal develops understanding of where food comes from, including the importance of locally sourced food. At The Royal, students learn how food is grown and prepared, and can investigate the importance of biodiversity in agriculture.

## Grades 4 – 8: Science Strand A. STEM Skills and Connections

### Example Activities and Guiding Questions at The Fair:

- How is farming a skilled trade? List the ways in which farmers and producers you encounter at The Fair use STEM, coding, and emerging technologies in their everyday lives.
- What other skilled trades uphold the Agri-Food industry?
- Speak to experts at The Fair all throughout the Farm to Table Discovery Zone. What STEM skills are applied in the world of Food and Farming? What careers are available there? What are the pathways to achieving these careers?

Grades 4-8 Science Strand A: STEM Skills and Connections	
Strand A	A2. Use coding in investigations and to model concepts, and assess the impact of coding and of emerging technologies on everyday life
	A3. Demonstrate an understanding of the practical applications of science and technology, and of contributions to science and technology from people with diverse lived experiences

## Grade 4: Science

### Example Activities and Guiding Questions at The Fair:

- Talk to real farmers about the machines they use to help them do their work! What kinds of machines do you see?
- Investigate how food gets to your table. How are we all interconnected in a food web?
- Categorize all the different organisms you see at The Fair as one of the following: Producer, Consumer, Decomposer, Herbivore, Omnivore, Carnivore.

Grade 4 Science	
Strand	Overall Expectation
Grade 4 Science B. Habitats and Communities	B1. Assess impacts of human activities on habitats and communities, and analyse actions for minimizing negative impacts and enhancing positive ones
	B3. Demonstrate an understanding of habitats and communities and of interrelationships among the organisms that live in them
D. Structures and Mechanisms	D1. Evaluate the impacts of various machines and their mechanisms on society and the environment
	D2. Demonstrate an understanding of the basic principles and functions of machines and their mechanisms

## Grade 5: Science

### Example Activities and Guiding Questions at The Fair:

- What kinds of energy does making your food require? Explore some ways people are working to make the Agri-Food industries more sustainable in terms of energy consumption.
- How do different foods impact your health and body?
- Learn about the nutrition in different kinds of foods in the Farm to Table Discovery Zone. How does knowing about different kinds of foods help you make healthy choices?

Grade 5 Science		
	Strand	Overall Expectation
Grade 5 Science	B. Life Systems: Human Health and Body Systems	B1. analyse impacts of various social and environmental factors, human activities, and technologies on human health
	E. Earth and Space Systems: Conservation of Energy and Resources	E1. assess effects of energy and resource use on society and the environment, and suggest options for conserving energy and resources
		E2. demonstrate an understanding of the conservation of energy, and the forms, sources, and uses of energy and resources

## Grade 6: Science

### Example Activities and Guiding Questions at The Fair:

- Talk to real life farmers and researchers and ask about how they are working to protect the biodiversity of the environment.
- Observe the poultry at The Fair. How do their bodies help them to fly?

Grade 6 Science		
	Strand	Overall Expectation
Grade 6 Science	B. Life Systems: Biodiversity	B1. assess the importance of biodiversity, and describe ways of protecting biodiversity
		B2. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans
	D. Structures and Mechanisms: Flight	D2. demonstrate an understanding of the ways in which properties of air can be applied to the principles of flight and flying machines

## Grade 7: Science

### Example Activities and Guiding Questions at The Fair:

- Talk to different food producers and researchers about how their approaches to agriculture and to harvesting food can impact an ecosystem, and their strategies that to maintain and/or restore balance to ecosystems.
- Explore the food system - how are you part of a larger food chain?

Grade 7 Science	
Strand	Overall Expectation
Grade 7 Science B. Life Systems: Interactions in the Environment	B1. assess the impact of human activities and technologies on the environment, and analyse ways to mitigate negative impacts and contribute to environmental sustainability
	B2. demonstrate an understanding of interactions between and among biotic and abiotic components in the environment
E. Earth and Space Systems: Heat in the Environment	E2. demonstrate an understanding of heat as a form of energy that is associated with the movement of particles and is essential for many natural processes within Earth's systems

## Grade 8: Science

### Example Activities and Guiding Questions at The Fair:

- Explore how different commodity groups use cellular research in producing food.
- How does farming make use of automated systems?
- Visit the Dairy Education Centre to see automation in action in the food system!
- Through speaking with real producers, become an expert in the specific automation and machines required to produce a certain food commodity, and share with another expert.

Grade 8 Science	
Strand	Overall Expectation
Grade 8 Science B. Life Systems: Cells	B1. assess developments in cell biology and their impact on individuals, society, and the environment
	B2. demonstrate an understanding of the basic structure and function of plant and animal cells and cell processes
Grade 8 Science D. Structures and Mechanisms: Systems in Action	D1. assess the social and environmental impacts of various systems, and evaluate improvements to the systems or alternative ways of meeting the same needs
	D2. demonstrate an understanding of different types of systems and the factors that contribute to their safe and efficient operation

## Grades 4-8: Language

### Example Activities and Guiding Questions at The Fair:

- Write a news article about The Royal.
- Get to know an animal at The Royal by speaking to its caretakers. Write a story about that animal's life, and its 'Road to The Royal', and/or create a poem about your animal.
- Create a Facebook fan page for the top 5 things to see and do at The Royal for your school friends.
- Evaluate the texts you see at The Fair – for whom were they created? What strategies do they use to communicate their message? (Imagery, graphics, literary devices, questions and answers, etc.). Why might these methods and strategies be effective for the intended audience?
- Write a reflection piece and/or create a piece in a digital medium on the question: why is it important to communicate effectively about our food and where it comes from? (Food is a fundamental human need, is a commonality across cultures, is an area that faces challenges and requires innovative solutions, etc.)
- Research a particular commodity at The Fair to become an 'expert' at one education centre. Create a digital presentation about what you learned to share with the rest of your class, including your thoughts on how the information was communicated to you.
- Make a word bank of new words you see and learn at The Fair! Back at school, look up the words in a dictionary. Create your own class dictionary with the new vocabulary words you learned at The Fair.

Grades 4-8 Language	
Strand	Overall Expectation
Grades 4-8 Language	A. Literacy Connections and Application
	A1. Transferable Skills demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts
	A2. Digital Media Literacy demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media
	A3. Applications, Connections, and Contributions apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations



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Grade 4-8: Language	B. Foundations of Language	<p>B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences</p> <p>B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing</p> <p>B3. Language Conventions for Reading and Writing demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts</p>
	C. Comprehension: Understanding and Responding to Texts	<p>C1. Knowledge about Texts apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres</p> <p>C2. Comprehension Strategies apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts</p> <p>C3. Critical Thinking in Literacy apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts</p>
	D. Composition: Expressing Ideas and Creating Texts	<p>D1. Developing Ideas and Organizing Content plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics</p> <p>D2. Creating Texts apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts</p> <p>D3. Publishing, Presenting, and Reflecting select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics</p>