

Winter Birds Curricular Connections - Grade 5

Subject Area	Curriculum Connections	Notes
<p>Mathematics</p>	<p>D1.1 explain the importance of various sampling techniques for collecting a sample of data that is representative of a population</p> <p>D1.2 collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative-frequency tables</p> <p>D1.3 select from among a variety of graphs, including stacked-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs</p> <p>D1.4 create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs, and incorporating any other relevant information that helps to tell a story about the data</p> <p>D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers and decimal numbers, and explain what each of these measures indicates about the data</p> <p>D1.6 analyse different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions</p>	<p>For the winter bird count, students will be submitting data regarding how many birds of different species were seen, how long they were searching for birds, and where they saw the birds. Lots of data analysis and graphing possibilities.</p> <p>Some data will be presented in graphs by the outdoor education staff, but students can also determine which graphs would work best to present the data.</p>
<p>Language</p>	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning</p>	

Social Studies	<p>B2.1 formulate questions to guide investigations into social and/or environmental issues in Canada from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the Issues</p> <p>B2.2 gather and organize a variety of information and data that present various perspectives about Canadian social and/or environmental issues, including the perspective of the level (or levels) of government responsible for addressing the issues</p> <p>B2.3 analyse and construct maps in various formats, including digital formats, as part of their investigations into social and/or environmental Issues</p> <p>B2.4 interpret and analyse information and data relevant to their investigations, using a variety of tools</p> <p>B2.5 evaluate evidence and draw conclusions about social and/or environmental issues, outlining the strengths and weaknesses of different positions on the issues, including the position of the level (or levels) of government responsible for addressing the issues</p> <p>B2.6 communicate the results of their inquiries, using appropriate vocabulary</p>	<p>There are lots of investigative projects that could be formulated around birds and issues related to them.</p> <p>This is where ebird could be a useful tool. Ebird is a website that tracks where birds have been seen, and reveals migration patterns. If teachers are looking to combine data analysis with map reading, it's worth checking out.</p>
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