
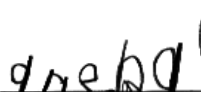



**The Local Community**      **Level 1, Sample 1**

**A**

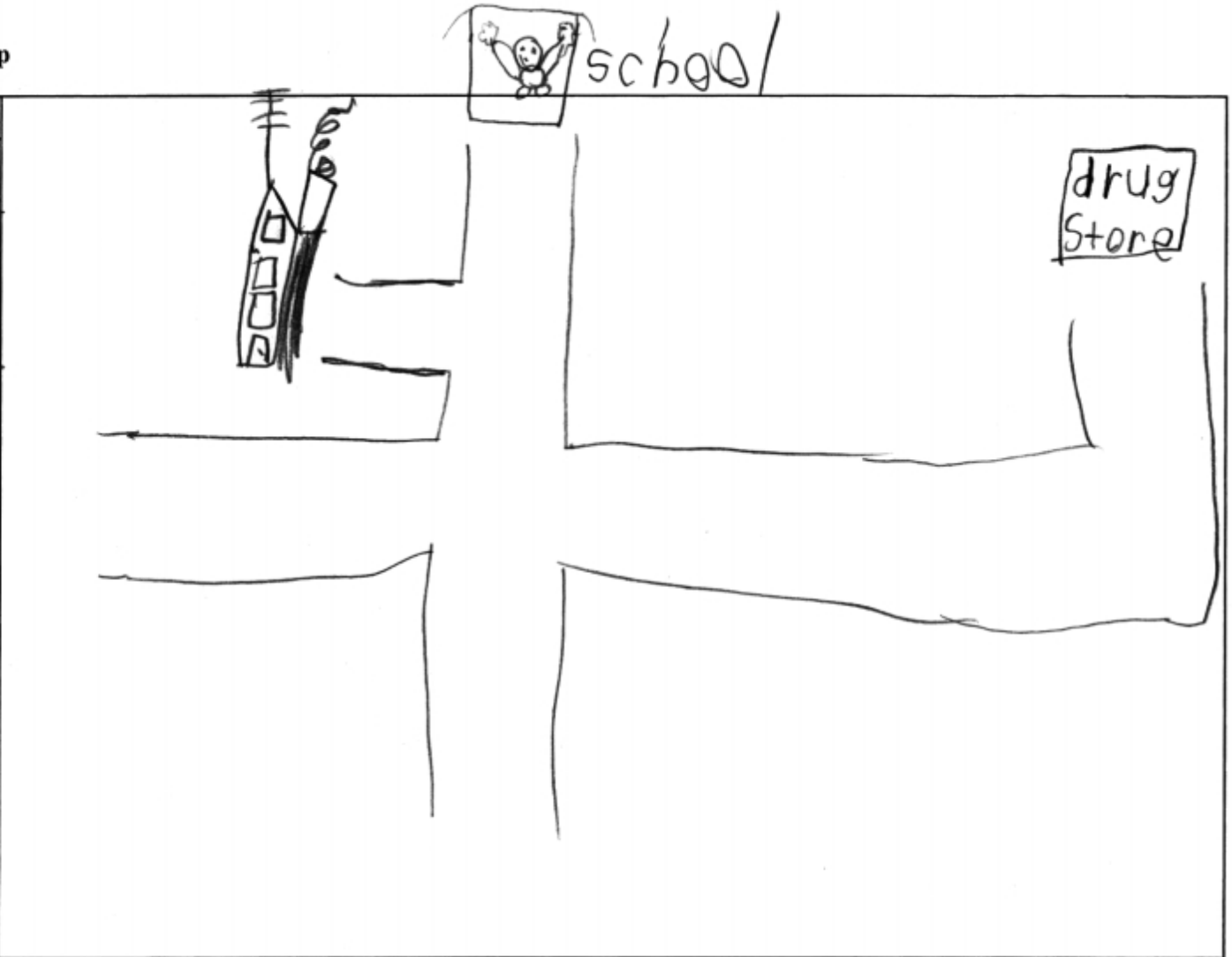
**Observation Chart**

Buildings In Our Local School Community	What the Buildings Are Used For
 school.	learn and have fun.
	
house	to live in
	the BATSLL

B

### Local School Community Map

Symbol	Description
	school.
	drug store.
	house.



**Teacher’s Notes****Understanding of Concepts**

- The student identifies a few buildings in the local school community and their uses on the observation chart (e.g., “arena” – “skate”, “house” – “to live in”).
- The student identifies one of the significant physical features and/or landmarks in the local school community (i.e., by including a simple representation of a road on the map).

**Inquiry/Research Skills and Map and Globe Skills**

- The student makes a map of the local community with limited accuracy (e.g., information is recorded on the observation chart that does not appear on the map).
- The student uses limited detail to differentiate between the buildings on the map (e.g., similar symbols are used for the school and a drugstore).

**Communication of Required Knowledge**

- The student makes limited use of appropriate vocabulary (e.g., “house” – “to live in”).
- The student communicates the results of inquiry concerning the local school community with limited accuracy and detail (e.g., the location of the school is represented on the observation chart, the legend, and the map; however, the symbol is not used consistently on the map, and the school is located outside the map boundary; the “arena” and the “BaTSTL” [Bastille] are not included on the map but are identified on the observation chart).

**Application of Concepts and Skills**








- The student makes limited use of appropriate symbols on the map (e.g., the symbol for the school appears differently on the observation chart, in the legend, and on the map; a similar symbol is used for the school and the drugstore).

**Comments/Next Steps**

- The map would be improved if all of the information listed on the observation chart were also included on the map.
- The student should use different symbols for each of the buildings.
- The student should include more buildings in the chart and more buildings, physical features, and landmarks on the map of the community.
- Spelling on the observation chart could be improved by reference to a personal dictionary.












A

Observation Chart

Buildings In Our Local School Community	What the Buildings Are Used For
houses 	Shelter
park 	ENERGY
pond 	haft
road 	haf
trees 	B
school 	
construction zone 	

**B**

**Local School Community Map**

Symbol	Description		
	Houses		
	Trees		
	park		
	park		
	School		
	park		
P	pond		
	pond		
			

## Teacher's Notes

### Understanding of Concepts

- The student identifies a few buildings in the local school community (e.g., “Houses”, “School”) but gives the use of only one of the buildings on the observation chart (e.g., “houses” – “Shelter”).
- The student identifies a few of the significant physical features and/or landmarks in the local school community (e.g., the student includes simple representations of houses, a road, and a tree on the map).

### Inquiry/Research Skills and Map and Globe Skills

- The student makes a map of the local school community with limited accuracy and detail (e.g., there are symbols in the legend that do not appear on the map and vice versa).

### Communication of Required Knowledge

- The student makes limited use of appropriate vocabulary (e.g., on the observation chart, the student says that “houses” are used for “Shelter”, a “pond” is used for a “haft” [raft]).
- The student communicates the results of inquiry concerning the local school community with limited accuracy and detail (e.g., he or she lists two buildings, but defines the use of only one of them; there are physical features on the observation chart that do not appear on the map or the legend).

### Application of Concepts and Skills

- The student makes limited use of appropriate symbols on the map, and the symbols are not always consistent between the legend and the map (e.g., the house is represented in the legend by a house with a chimney and on the map without a chimney).

## Comments/Next Steps

- The map would more accurately represent the community if the student included all of the information from the chart on the map.
- The student should transfer all of the symbols on the legend onto the map.
- Use of a personal dictionary could help the student spell accurately on the observation chart.