










**The Local Community**      **Level 2, Sample 1****A****Observation Chart**

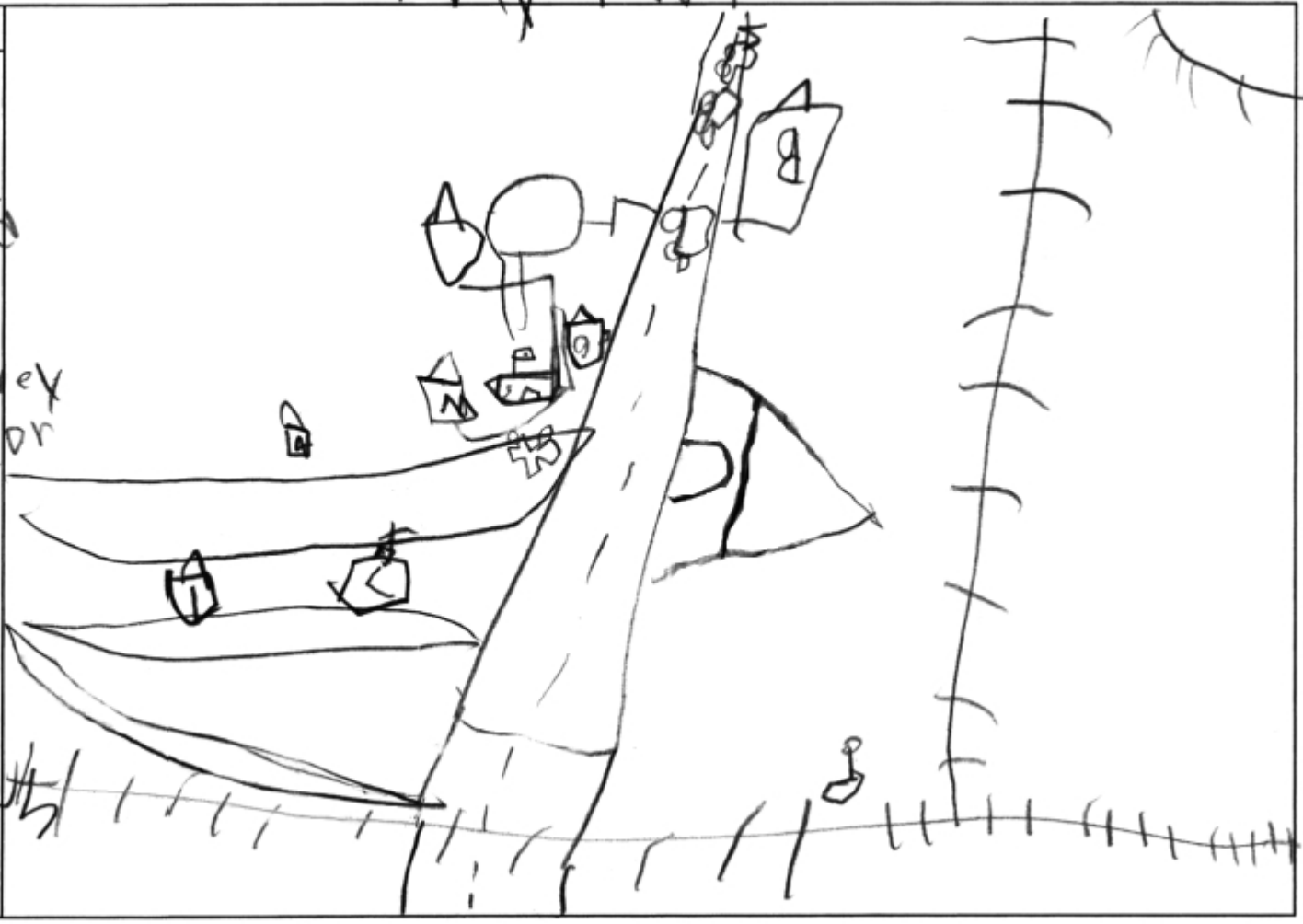
<b>Buildings In Our Local School Community</b>	<b>What the Buildings Are Used For</b>
School	learning
gas station	selling gas
Mileone centre	to exercise
Airport	staying
library	borrow books
church	to pray
Fresh-mart	buy food

B

### Local School Community Map

# My Town

Symbol	Description
	school
	highway
	railroad
	bowling alley
	gas station
	road
	library
	church
	garden



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

- The student identifies some buildings in the local school community (e.g., “school”, “gas station”, “church”) and their uses (e.g., “church” – “to pray”) on the observation chart.
- The student identifies some of the significant physical features and/or landmarks in the local school community (e.g., by including roads).

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

- The student makes a map of the local school community with some accuracy and detail (e.g., some information such as the “Freshmart” and the “Mileonium centre” is recorded on the observation chart but is not recorded on the map; different symbols are used for each of the features on the map).

**Communication of Required Knowledge**

- The student makes some use of appropriate vocabulary (e.g., “school” – “learning”, “Arena” – “skating”).
- The student communicates the results of inquiry concerning the local school community with some accuracy and detail (e.g., the symbol for the school on the legend corresponds to the symbol used for the school on the map).

**Application of Concepts and Skills**


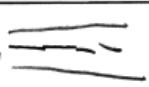




- The student makes some use of appropriate symbols on the map (e.g., the road is differentiated from the highway; however, all the buildings are represented by approximately the same shape).

**Comments/Next Steps**

- The student should vary the building symbols to differentiate among the buildings (as portrayed, the school, arena, bowling alley, and gas station are all represented by approximately the same shape).
- The student should explain the uses of the buildings more clearly (e.g., “library” – “a place to borrow books” instead of “library” – “borrow books”).
- The student should consult resources such as classroom charts and a personal dictionary for correct spelling of words.

A

Observation Chart

Buildings In Our Local School Community	What the Buildings Are Used For
Houses 	Shelter
road 	
School 	Learning
Playground 	Energy
Pond 	habita
trees 	Climate

**B**

**Local School Community Map**

Symbol	Description
 	Houses Trees
	Portapack School
	Park
	Pond
	


The map depicts a local school community. At the top, a road or path is shown with a dashed line, containing a tree, a house, and a pond. Below this is a large school building with several windows and a door. To the left of the school is a small square with a 'P' inside. To the right of the school are two vertical lines, one with a 'P' and one with an 'R'. At the bottom of the map, there is a row of houses, a long structure with a hatched roof (possibly a bar or bridge), a pond, and two trees. The letters 'T', 'B', and 'A' are written below the hatched structure.

## Teacher's Notes

### Understanding of Concepts

- The student identifies some buildings in the local school community (e.g., “Houses”, “school”) and their uses (e.g., “school” – “Irning”) on the observation chart.
- The student identifies some of the significant physical features in the local school community (e.g., by including some trees, a pond, and a park on the map).

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

- The student makes a map of the local school community with some accuracy and detail (e.g., houses are represented with roofs, doors, and windows, and different symbols are used for each of the features on the map).

### Communication of Required Knowledge

- The student makes some use of appropriate vocabulary (e.g., “Houses” – “Shelter”).
- The student communicates the results of inquiry concerning the local school community with some accuracy and detail (e.g., “Houses” are identified by the same approximate symbol on the observation chart, in the legend, and on the map).

### Application of Concepts and Skills

- The student makes some use of appropriate symbols on the map (e.g., the symbol for the house is a drawing of a house, and the symbol for the school is represented as a box with a cross; however, the school reproduced on the map is a more sophisticated representation).

## Comments/Next Steps

- The student should include all the symbols in the legend on his or her map.
- The student should explain the use of the buildings more clearly to differentiate among them (e.g., “house” – “a place where people live” instead of “Houses” – “Shelter”).
- The student should follow directions carefully and include relevant information on the chart and the map.
- Use of a personal dictionary could help the student spell accurately on the observation chart.