








The Local Community Level 3, Sample 1

A

Observation Chart

Buildings In Our Local School Community	What the Buildings Are Used For
Hospital 	A place gase to the hospital if.
School 	A place where students learn.
Lidrary 	where people can borrow books.
Fire station 	IS the place you call to report a fire.
Super market 	A place where you can buy foob.
Drug store 	A place you can get your medicine.
House 	A place where people live.

Local School Community Map

Symbol	Description
	police station
	Hospital
	fire station
	wave pool
	Drug store
	supermarket
	Library
	house
	school
	park
	trees
	Lights and signs
	roads
	flag

Teacher’s Notes

Understanding of Concepts

- The student identifies most of the buildings in the local school community (e.g., “Drug store”, “Fire station”, “Lidrary”) and their uses (e.g., “Drug store” – “A place you can get your medicine”; “Fire station” – “Is the place you call to report a fire”; “Lidrary” – “where people can borrow books”) on the observation chart.
- The student identifies most of the significant physical features (e.g., a park and different types of trees) and landmarks (e.g., curved roads, stop lights, street signs) in the local school community in the legend and on the map.

Inquiry/Research Skills and Map and Globe Skills

- The student makes a map of the local community with considerable accuracy (e.g., all of the buildings recorded on the observation chart are represented on the map; stop lights, signs, and directions are included) and detail (e.g., roads are continuous; a swing and a slide are used to indicate a park).

Communication of Required Knowledge

- The student makes considerable use of appropriate vocabulary (e.g., “School” – “A place where students learn”, “Super market” – “A place where you can buy foob”).
- The student communicates the results of inquiry concerning the local school community with considerable accuracy and detail, including all of the buildings from the observation chart on the map and legend (e.g., “Hospital”, “School”, “Library”, “fire station”, “Super market”, “Drug store”, “house”).

Application of Concepts and Skills

- The student makes considerable use of appropriate symbols on the map (e.g., a shopping cart within a square for the supermarket, a square with a circled “H” for the hospital, and a police car within a square for the police station).

Comments/Next Steps

- The student identifies the buildings and physical features in his or her community, and their uses, and is able to translate this information into a legend and representation on his or her map.
- The map would be improved if the student had labelled all the roads,* numbered the houses, and indicated direction by using ordinal directions instead of “Top”, “Bottom”, “Left”, and “Right”.
- The student should use more extensive vocabulary to elaborate on the functions of buildings.
- Reference to classroom charts and a personal dictionary could help the student spell more accurately on the observation chart.

*The student labelled one street, the name of which has been removed to ensure anonymity.











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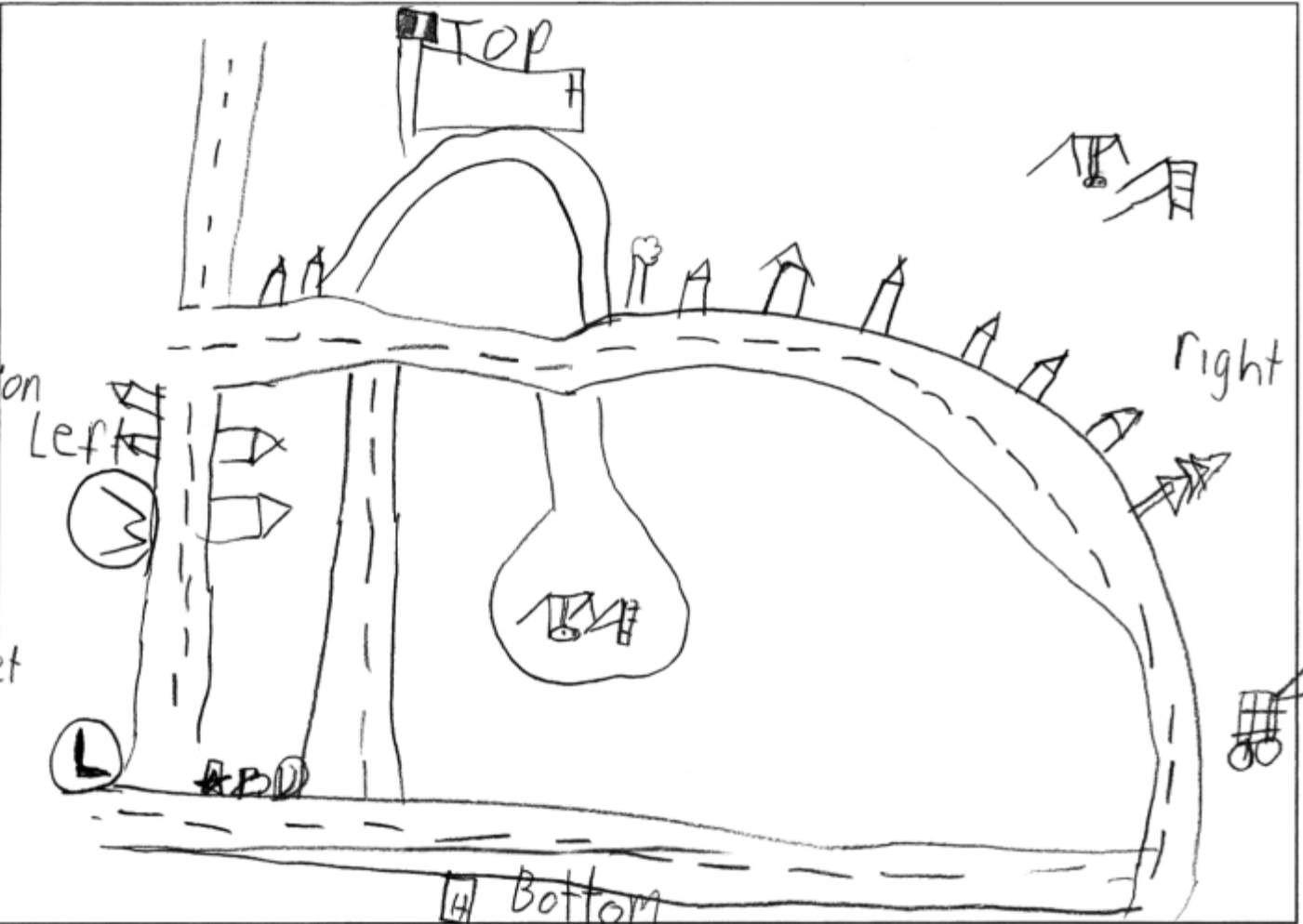
Observation Chart

Buildings In Our Local School Community	What the Buildings Are Used For
house	a house is to live in
School	a School is to work in
library	a library is to borrow book
Supermarket	a Supermarket is to buy food
Drug store	is a place that you get medicine
hospital	a hospital is where you get better
Police Station	a Police Station is where you get help

B

Local School Community Map

Symbol	Description
	School
	roads
	house
	Wave pool
	Police station
	fire Station
	Drug Store
	hospital
	library
	supermarket



Teacher's Notes

Understanding of Concepts

- The student identifies most of the buildings in the community (e.g., “hoSpital”, “Police Station”, “School”) and their uses (e.g., “hoSpital” – “a hospital is Where you get bettter”, “Police Station” – “a Police StaSion is whare you get help”, “School” – “a SchoolL is to work in”) on the observation chart.
- The student identifies most of the significant physical features (e.g., trees, curved road) and landmarks (e.g., park/playground, wave pool) in the local school community in the legend and/or on the map.

Inquiry/Research Skills and Map and Globe Skills

- The student makes a map of the local school community with considerable accuracy (e.g., all of the buildings recorded on the observation chart are represented on the map) and detail (e.g., the streets are connected and the directions are evident).

Communication of Required Knowledge

- The student make considerable use of appropriate vocabulary (e.g., “drug store” – “is a place that you get Medicine”, “library” – “a library is to borrow book”).
- The student communicates the results of inquiry concerning the local school community with considerable accuracy and detail (e.g., “house”, “School”, “library”, “SuperMarket”, “Drug Store”, “hoSpital”, and “Police Station” are included in the legend and the map).

Application of Concepts and Skills

- The student makes considerable use of appropriate symbols on the map (e.g., a shopping cart for the super market, a police star badge for the police station, an “H” in a circle for the hospital).

Comments/Next Steps

- The student identifies the buildings and physical features in the local community, and the uses of the buildings, and is able to translate this information into a legend and representation on a map.
- The student should include more detail such as street names and ordinal directions (north, south, east, west) on the map.
- The student should use more extensive vocabulary to elaborate on the function of the buildings (e.g., “a School is to work in” could have been extended to “a school is a place to work and learn”).
- The student should correct spelling on the observation chart by consulting classroom resources such as charts and a personal dictionary.