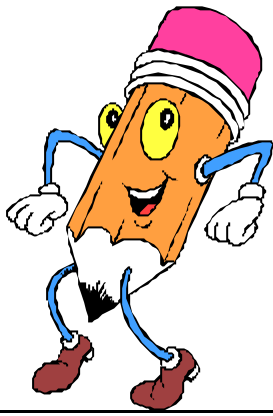


# *A Better Place to Live*

Teacher  
References



Date \_\_\_\_\_

Group \_\_\_\_\_

# Observation Grid

Competencies	Evaluation Characteristics
ESL 1 To interact orally in English	<ul style="list-style-type: none"> <li>• Uses functional language to make requests and rejoinders.</li> <li>• Uses theme-related vocabulary.</li> <li>• Uses strategies.</li> </ul>
CCC 8 To cooperate with others	<ul style="list-style-type: none"> <li>• Uses appropriate attitudes and behaviours.</li> </ul>

The student develops the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 1	CCC 8	Observation Notes
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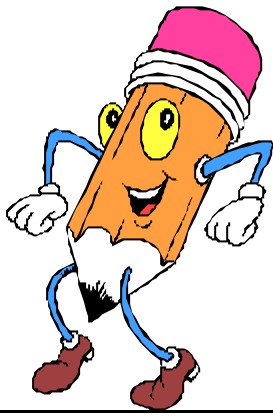
Environment Teacher Reference 1.1

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# List of categories used in a land-use study

COMMERCIAL	INSTITUTIONAL	OPEN SPACES	UTILITIES
<p>Clothing stores:</p> <ul style="list-style-type: none"> <li>• shoe store</li> <li>• department store</li> <li>• clothing store</li> </ul> <p>Other stores:</p> <ul style="list-style-type: none"> <li>• dollar store</li> <li>• jewellery shop</li> <li>• convenience/ corner store</li> <li>• liquor store</li> <li>• book store</li> <li>• butcher shop</li> <li>• baker/pastry shop</li> <li>• green grocer</li> <li>• toys and games store</li> </ul> <p>Health related:</p> <ul style="list-style-type: none"> <li>• hairdresser</li> <li>• aesthetician</li> <li>• gyms</li> <li>• alternative medicine</li> <li>• psychiatric aide</li> <li>• dentist office</li> <li>• clinic</li> <li>• drugstore</li> </ul> <p>Legal aide:</p> <ul style="list-style-type: none"> <li>• bank</li> <li>• lawyer's office</li> <li>• notary's office</li> <li>• accountant's office</li> </ul> <p>Entertainment:</p> <ul style="list-style-type: none"> <li>• video-club</li> <li>• cinema</li> <li>• theatre</li> <li>• museum</li> <li>• art gallery</li> <li>• stadium</li> <li>• centre</li> <li>• library</li> </ul>	<p>Health care:</p> <ul style="list-style-type: none"> <li>• hospital</li> <li>• homes for the elderly and sick.</li> <li>• CLSC</li> </ul> <p>Education:</p> <ul style="list-style-type: none"> <li>• day-care</li> <li>• primary school</li> <li>• high school</li> <li>• CEGEP</li> <li>• university</li> </ul> <p>Security:</p> <ul style="list-style-type: none"> <li>• police station</li> <li>• fire station</li> </ul> <p>Centers:</p> <ul style="list-style-type: none"> <li>• places of worship</li> <li>• community hall</li> <li>•</li> </ul> <p>Cultural:</p> <ul style="list-style-type: none"> <li>• theatre</li> <li>• museum</li> <li>• library</li> </ul> <p>Sports:</p> <ul style="list-style-type: none"> <li>• stadium</li> <li>• arena</li> </ul>	<p>Installations:</p> <ul style="list-style-type: none"> <li>• rink</li> <li>• swimming pool</li> <li>• gardens</li> </ul> <p>Green areas:</p> <ul style="list-style-type: none"> <li>• park</li> <li>• sports field</li> </ul> <p>Waterways:</p> <ul style="list-style-type: none"> <li>• lakes</li> <li>• rivers</li> <li>• ponds</li> </ul>	<p>Water:</p> <ul style="list-style-type: none"> <li>• fresh water supply</li> <li>• sewage disposal</li> </ul> <p>Heating:</p> <ul style="list-style-type: none"> <li>• energy generation</li> <li>• hydro lines</li> </ul> <p>Garbage disposal:</p> <ul style="list-style-type: none"> <li>• collection service</li> <li>• dumps</li> <li>• recycling service</li> </ul> <p>Public transportation:</p> <ul style="list-style-type: none"> <li>• bus</li> <li>• subway (metro)</li> <li>• train</li> <li>• bicycle paths</li> <li>• roads</li> <li>• ambulance</li> <li>• parking</li> </ul>

Other possible categories: residential, industrial, agricultural.



Date \_\_\_\_\_

# Observation Grid

Group \_\_\_\_\_

## Categorising the Map

Competencies	Evaluation Characteristics
<b>ESL 1</b> To interact orally in English	<ul style="list-style-type: none"> <li>• Uses theme-related vocabulary to describe</li> <li>• Uses expressions promoting harmonious exchanges and teamwork</li> </ul>
<b>CCC 8</b> To cooperate with others	<ul style="list-style-type: none"> <li>• Participates actively in teamwork</li> </ul>

The student develops the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 1	CCC 8	Observation Notes
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Environment Teacher Reference 4.1

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# Describing with our Sense of Smell

*Pick a word at random and call it out.*

vinegar

a swimming pool

perfume

strong coffee

old cheese

a flower

lemonade

soap

rotten fish

a wet dog

fresh bread

newly-cut grass

pig manure

gas

an outhouse

cigarette smoke

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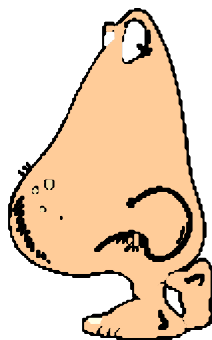
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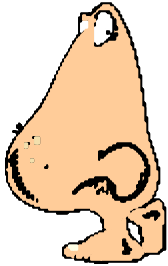
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# Sensory Sheet

## IT SMELLS...



### good

- delicate
- delicious
- fragrant/aromatic
- fresh

### bad

- disgusting
- foul
- stinky/smelly
- strong

## IT SOUNDS...



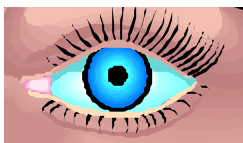
### pleasant

- calm/peaceful
- catchy
- soft/quiet
- soothing

### unpleasant

- aggressive
- awful
- irritating
- loud/noisy

## IT LOOKS...

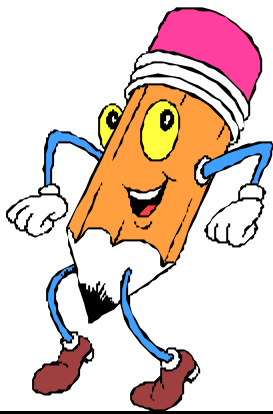


### attractive

- beautiful/pretty
- clean
- colourful
- exciting
- interesting
- welcoming

### unattractive

- ugly
- dirty
- drab/plain
- dull
- uninteresting
- unwelcoming



Date \_\_\_\_\_

# Observation Grid

Group \_\_\_\_\_

## Describing with our Senses

Competencies	Evaluation Characteristics
ESL 1 To interact orally in English.	<ul style="list-style-type: none"> <li>• Uses functional language to:               <ul style="list-style-type: none"> <li>- agree</li> <li>- disagree</li> <li>- express opinions</li> <li>- describe</li> </ul> </li> <li>• Uses resources.</li> </ul>

The student develops the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

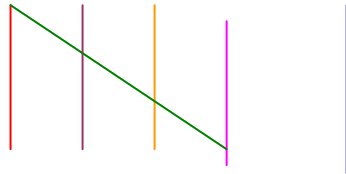
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Environment Teacher Reference 5.3

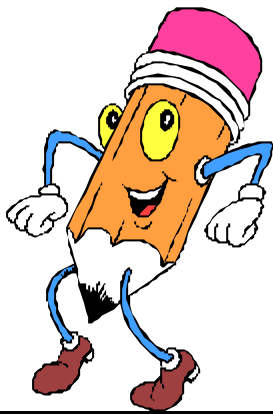
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- When you are doing an oral survey, you can have your list of questions and answer choices with you on a clipboard. Then when someone tells you an answer, you can just tally it. It would be good to use a different colour pencil with each person, so you do not get confused with your markings.



- When doing your survey, you should also think about:
  1. your physical appearance
  2. your approach
  3. the location where the survey is done (because of distractions)
  4. the questions: some may be vague, important ones may have been omitted



# Observation Grid

## A Survey

Date \_\_\_\_\_

Group \_\_\_\_\_

Competencies	Evaluation Characteristics
ESL 1 To interact orally in English	<ul style="list-style-type: none"> <li>• Uses functional language to express ideas and opinions.</li> <li>• Uses theme-related vocabulary.</li> <li>• Formulates yes/no questions.</li> </ul>
CCC 3 To exercise critical judgment.	<ul style="list-style-type: none"> <li>• Formulates the questions properly.</li> </ul>

The student develops the competency ...

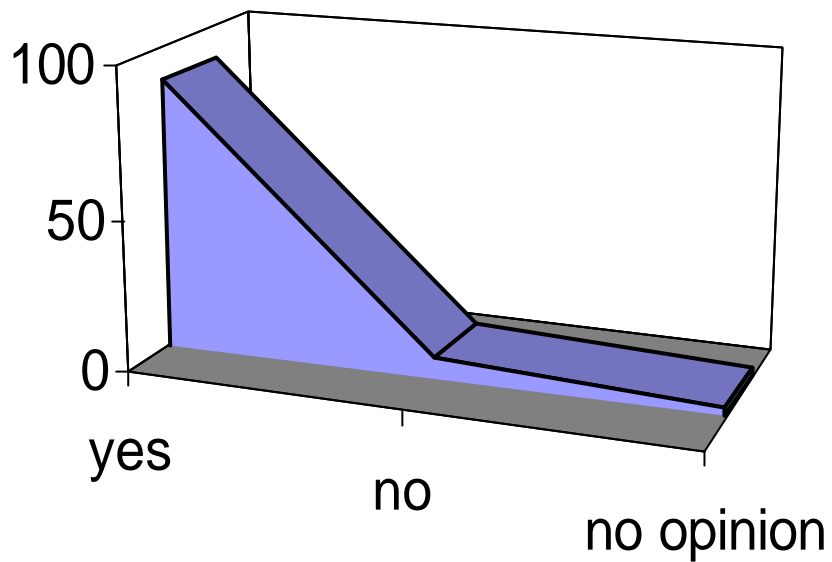
very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 1	CCC 3	Observation Notes
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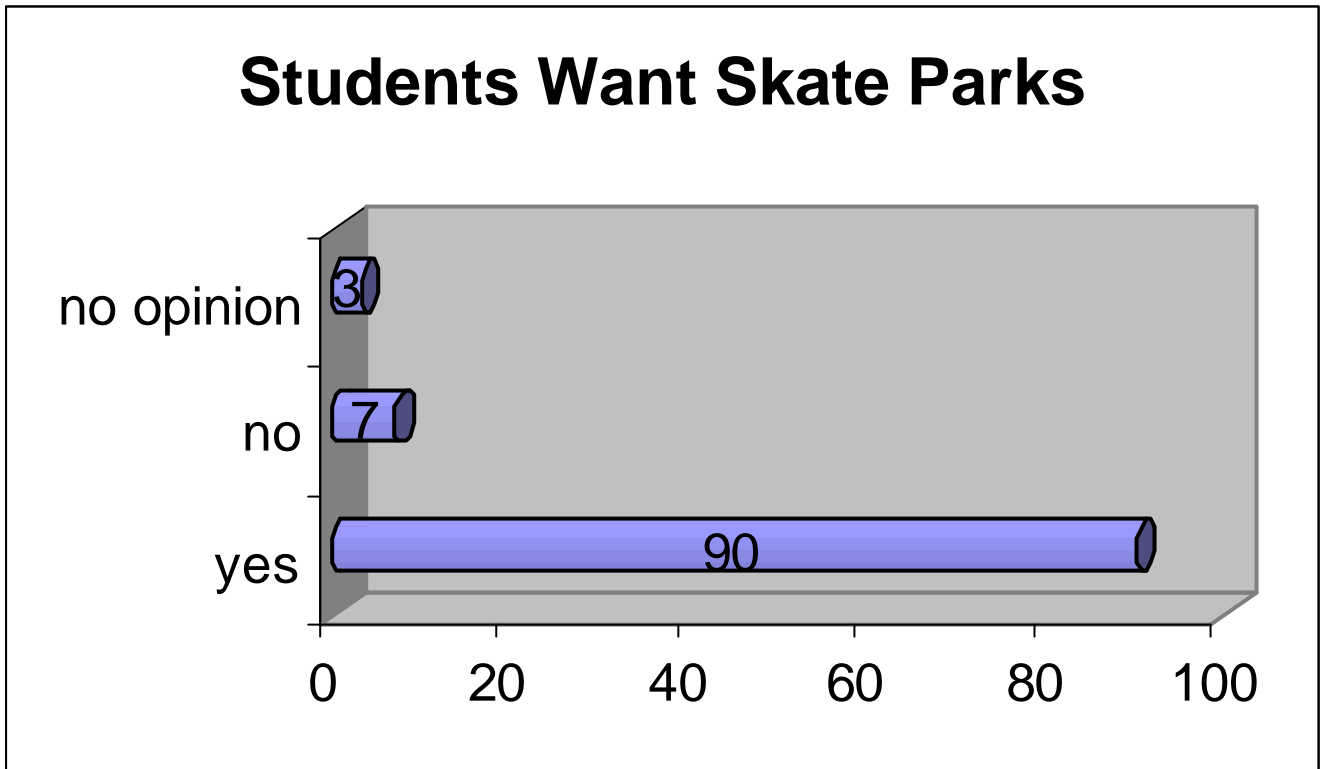
Environment Teacher Reference 7.2

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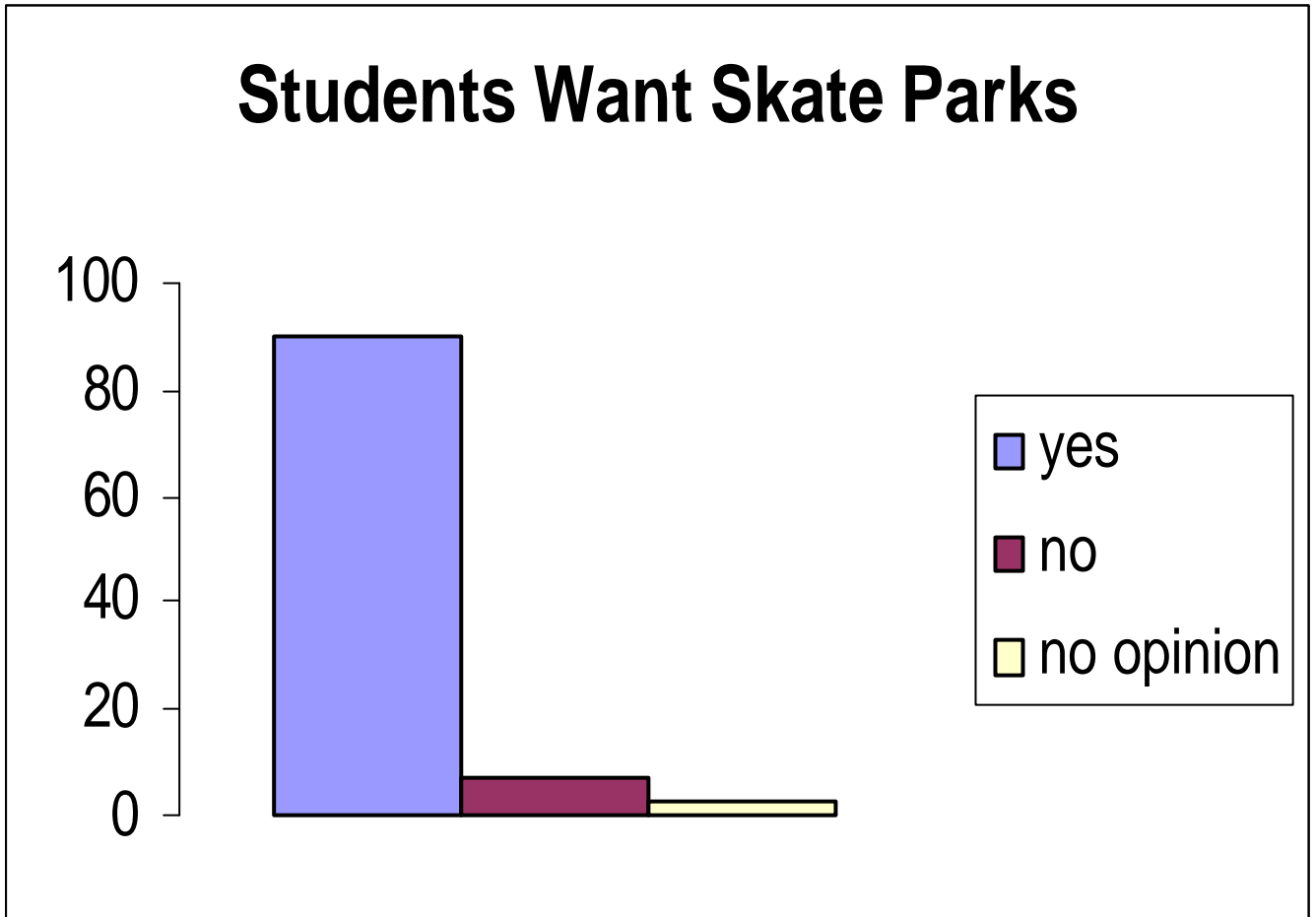
## Students Want Skate Parks



## Area Graph

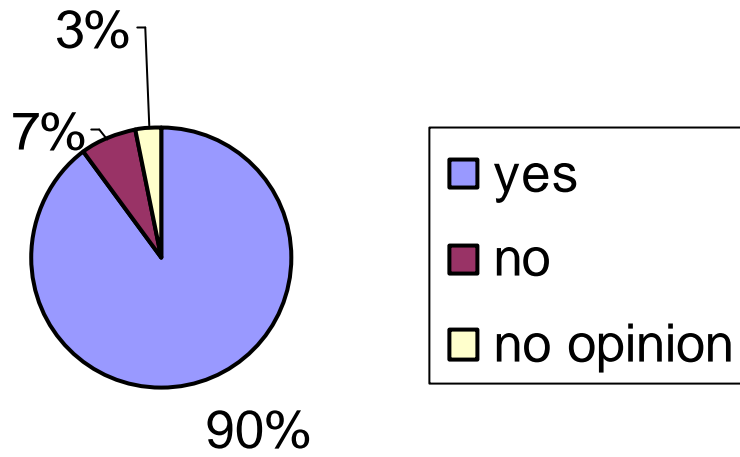


## Bar Graph



## Column Graph

## Students Want Skate Parks



## Pie Graph

# Planning a Proposal

## What is the problem?

- dog poop on sidewalks and in parks

## Who is responsible for the problem?

- dog owners
- Greenville Sanitation Department

## What is our proposal?

- create more doggy parks
- put up more information signs
- give tickets to guilty dog owners

## Who will I write my letter to?

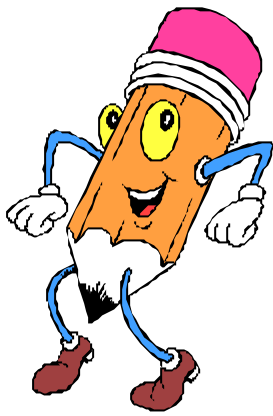
- Mr. Bonair, Director of Greenville Sanitation Department

## Where will I send my letter?

- to the city hall

## What is the address?

- 6000 Yellowbird Boulevard  
Greenville, Quebec  
Z3F 5T



Date \_\_\_\_\_

Group \_\_\_\_\_

# Observation Grid

## The Task: Writing and Revising the Draft Copy

Competencies		Evaluation Characteristics
ESL 2	To reinvest understanding of oral and written texts.	<ul style="list-style-type: none"> <li>• Demonstrates understanding of key elements and overall meaning.</li> </ul>
CCC 3	To exercise critical judgment.	<ul style="list-style-type: none"> <li>• Justifies his/her position with reasons and arguments.</li> </ul>

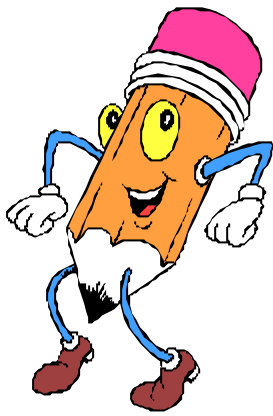
The student develops the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 2	CCC 3	Observation Notes
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Environment Teacher Reference 8.2

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Date \_\_\_\_\_

Group \_\_\_\_\_

# Observation Grid

## The Task: Writing and Revising the Draft Copy

Competencies	Evaluation Characteristics
ESL 3 To write texts.	<ul style="list-style-type: none"> <li>• Uses language conventions targeted for the task.</li> <li>• Complies with instructions.</li> <li>• Uses the strategy <i>Self-monitoring</i>.</li> </ul>
CCC 3 To exercise critical judgment.	<ul style="list-style-type: none"> <li>• Justifies his/her position with reasons and arguments.</li> </ul>

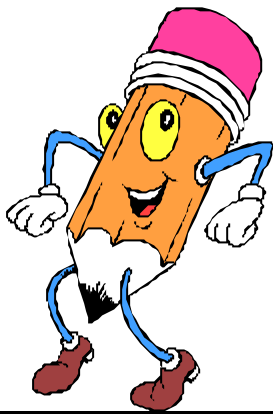
The student develops the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 3	CCC 3	Observation Notes
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Environment Teacher Reference 8.3

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Date \_\_\_\_\_

Group \_\_\_\_\_

# Observation Grid

## The Task: Writing the Final Text

Competencies	Evaluation Characteristics
ESL 3 To write texts.	<ul style="list-style-type: none"> <li>• Produces a personalized final product.</li> <li>• Observes the codes and conventions of letter-writing.</li> <li>• Produces a coherent message.</li> </ul>
CCC 9 To communicate appropriately	

The student develops the competency ...

very easily	easily	with difficulty	with a great deal of difficulty
1	2	3	4

	Names	ESL 3	CCC 9	Observation Notes
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