

Learning in
communities: Unit 3

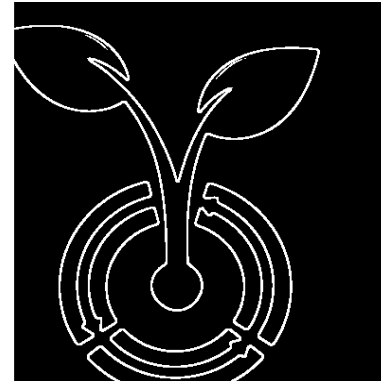
SUSTAINING CANADIAN COMMUNITIES

Introduction

In this unit, learners learn about sustainability. Sustainability creates and maintains the conditions under which people and nature can exist in productive harmony, that permit the fulfillment of all of present and future generations.

The **Core Curriculum** focuses on exploring sustainability in relation to learners' immediate community. Learners learn about the local community by investigating governmental sustainability action plans and comparing them to current sustainability projects and initiatives. Additionally, learners discuss ways to participate in community initiatives that positively affect the community, environment, or local ecology. The Core Curriculum culminates in writing a proposal for a sustainability project.

In the **Project**, learners put their understanding of sustainability into action by designing a model sustainable community. They research global examples and then design, create, and present their models.



ELSA 7
CLB 8






Teaching Suggestions

- Visit local examples of sustainability in your community. e.g. a community garden, a farmers' market, a toy swap, a water treatment plant, a recycling facility, pocket parks); take pictures to document the visit and for use in the project.
- Interview local people about their community's level of sustainability and livability.
- Engage in a community-based service activity.
- Investigate ways for learners to get involved in local sustainability initiatives.
- Use common errors from learners' writing to develop editing checklists for learner use.
- Encourage learners to use computer functions for editing their written work.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 8-III:	Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.
Speaking	
 CLB 8-III:	Propose or recommend solutions to problems in a familiar area. (FATK)
Reading	
 CLB 8-III:	Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.
 CLB 8-III:	Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.
Writing	
 CLB 8-IV:	Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

Content and Other Outcomes

Learners will

- increase their understanding of their local community through intensive research and community-based activities
- practice making recommendations, persuading, and proposing solutions to problems
- use critical thinking skills to evaluate persuasive messages
- collaborate in groups to build a model sustainable community
- understand the purpose and intent of a speaker's or writer's message

POSSIBLE TOPICS

Topic	<p>This unit considers the value of sustainability in the social, environmental, and economic life of British Columbia, Canada, and the world. Instructors might consider the following topics in designing this unit:</p> <ul style="list-style-type: none">• green buildings and energy• transportation – tolled roads, public transit, bike paths, pedestrian zones• land use – parks, wildlife preserves, waterways• housing - residential development, affordable housing, co-op housing• waste and water – reduction, recycling, water sources and treatment, composting & landfills• culture & heritage – diversity, immigration• local food – roof top gardens, community gardens, farmers’ markets, the 100-Mile diet• local economy – green businesses, microeconomics• health and happiness – recreation, events, seniors, children
Cross-cultural Perspectives	<p>Values about sustainability vary a great deal in different parts of the world. It is worthwhile for instructors to lead learners to compare and contrast these values by doing the following:</p> <ul style="list-style-type: none">• explore how our values differ about sustainability• compare the ecological footprint of Canadians with people from other countries, including the countries of origin of learners• explore how sustainable social, environmental, and economic development initiatives in learners’ home countries compare to their experiences in Canada• determine the condition of global bio-cultural diversity
Systems and Practices in BC and Canada	<p>The following are possible topics teachers could explore with learners:</p> <ul style="list-style-type: none">• comparing the definition of sustainability in the UN’s Bruntlund Report with that used by Vancouver, Victoria, or UNESCO• reducing our ecological footprint through water and energy conservation, recycling, composting, and adopting the 100-Mile Diet• exploring the City of Vancouver’s social sustainability agenda• examining Canada’s and BC’s report card in the United Nations Decade of Education for Sustainable Development (2005-2015)• looking at the role of the not-for-profit, NGO sector in BC in promoting sustainability• surveying the organizations in neighbourhoods that foster sustainability in social, environmental, and economic activities

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- abbreviations commonly found in note taking
- symbols commonly found in note taking
- cue words for essay-writing
- nouns related to paragraphs and essays
- reporting verbs for indirect quotations from sources in paragraphs and essays

etc., b/c, b4, w/o, w/in, vs., yr., e.g., i.e., min., max.

#, &, @, \$, +, =

*analyze, discuss, compare, contrast, critique, define, summarize, illustrate, outline, prove, evaluate, relate
topic sentence, main ide, factual/supporting detail
say, claim, report*

Grammar

- word formation (prefixes, suffixes) to guess meanings of unknown words
- transition words and phrases to identify structure of a paragraph or essay (sequence, cause and effect, comparison, and contrast)
- coordinating conjunctions to combine two independent clauses in descriptive paragraphs
- subject-verb agreement
- word order in sentences
- modals of advice

pre-, -ment

*first, second, third, previously, prior to this, soon, at this time;
consequently, therefore, as a result; but, in contrast, however*

and, but, nor, yet, so, or

Correct: There are a number of books on the floor.

should, had better, ought to

Pronunciation

- intonation changes and pausing to signal new or important information
- major and minor stress in multi-syllable words
- content words and major stress for reading academic information aloud
- low-rise intonation on transition words when reading aloud to make their purpose clear

Historically,/ scientists believed/ that ...// however// ...

chronological, chronology

previously//, afterwards//, however//

RESOURCES

Sustainability

[Alex Steffen: The Route to a Sustainable Future \(Jul. 2005, 17:31\) – TED Talks](#)

The founder of Worldchanging.com argues that reducing humanity's ecological footprint is vital, as developing countries adopt the western consumer lifestyle. The introduction includes a great summary of sustainability and Vancouver is mentioned in reference to urban density solutions.

Uses: Learners understand communication intended to influence or persuade including extended warnings, suggestions, recommendations, and proposed solutions related to our shared ecological footprint and sustainability.

[Blogs at Worldwatch – Worldwatch Institute](#)

This non-profit organization collates annual research data from around the world on the state of the planet and human—and non-human—conditions and quality of life indicators. There are blogs and videos on this page that present current research and opinions on sustainability and other topics.

Uses: Learners understand communication intended to influence or persuade in situations related to sustainability.

[Brundtland Report - Wikipedia](#)

This page outlines the history and purpose of the UN Document *Our Common Future*. The links throughout the page lead to further information about the details of, and people behind, the report.

Uses: Learners locate, integrate and use three or four pieces of information to summarize the purpose or findings of the report.

[The Centre for Sustainable Food Systems at UBC Farm](#)

This site has resources and information about sustainable agriculture, local events, education, research, community programs, and more.

Uses: Learners locate, integrate and use three or four pieces of information on a given topic by navigating the site.

[Creating a More Sustainable Vancouver: A Continuing, Dynamic Plan for a Better Future – City of Vancouver](#)

This 38 page document reviews the City of Vancouver's 2009 record in meeting its nine sustainability goals: climate change, environment and public health, resource conservation, transportation, economic development, land use, built environment, social equity, and civic engagement.

Uses: Learners locate, integrate and use three or four pieces of information from a given section of the document.

[Dumptown Game – Recycle City](#)

This engaging online game takes learners on a tour of an imaginary city called Dumptown and then hires them as a manager to implement different programs and see the resulting change to the environment and health of the city.

Uses: Learners follow online instructions to manage Dumptown and create a more sustainable city.

[Education for Sustainable Development – UNESCO](#)

This page has links to many multimedia materials. It offers an array of on-line videos, success stories, definitions, articles, and more on the topic of climate change, indigenous knowledge, gender equality, sustainable lifestyles.

Uses: Learners locate, integrate and use three or four pieces of information on a given topic by navigating the site.

[Official Community Plan – City of Victoria](#)

This page has links to the complete 2012 city plan, individual sections, and maps. The plan includes sections on policies, implementation, sustainability, and more.

Uses: Learners navigate the site to get information about proposals, recommendations, and statements of regulations or policies.

RESOURCES

Sustainability (cont.)

[Previous Winners - The World Challenge](#)

This global competition recognizes businesses showing enterprise and innovation regarding sustainability at the grassroots level. This page has links to information about previous winners, the challenge timeline, and the rules.

Uses: Learners navigate the site to find information about the previous winners and the rules for the challenge. Learners can also propose and recommend ideas for possible future winners.

[Report of the World Commission on Environment and Development: Our Common Future - UN Documents](#)

This extensive document provides the accepted definition of sustainable development arrived at through the United Nations Commission report of 1987, also known as *The Brundtland Report*. Other sections include common concerns, international economy, urban challenges, and much more.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a given section of the report.

[Richard Sears: Planning for the End of Oil \(Apr. 2010 6:52\) – TED Talks](#)

This excellent video lecture on why the use of oil will continue to be on the decline also proposes possible solutions to current and future energy needs.

Uses: Learners understand communication intended to influence or persuade in situations related to sustainability.

[Sierra Club BC](#)

This local organization works to protect the ecology of the province. The site includes links to educational resources, local groups, volunteer opportunities, events, blogs, and more.

Uses: Learners locate, integrate and use three or four pieces of information on a given topic by navigating the site.

[Social Development Policy Report – City of Vancouver](#)

This report from the Director of Social Planning to the City Council outlines a definition for social sustainability. This is an excellent example of the report format with an appendix.

Uses: Learners get information from the report about proposals, recommendations, and statements of policies.

[Sustainability by Design: Catherine Mohr Builds Green \(Feb. 2010, 6:13\) – TED Talks](#)

This engaging lecture looks at the sustainability of common building products as the speaker tells her story of trying to build a house with “embodied energy” statistics as a guide. The lecture includes excellent visuals to support her speech.

Uses: Learners understand communication intended to influence or persuade in situations related to sustainable design choices.

[Sustainability of the Earth – University of Washington](#)

This page has links to a wide variety of videos, articles, initiatives, external links, and reports about sustainability.

Uses: Learners locate, integrate and use three or four pieces of information on a given topic by navigating the site.

[Traditional Ecological Knowledge and Sustainable Development: Towards Coexistence – Deborah McGregor](#)

This lengthy online chapter from her book: *IN THE WAY OF DEVELOPMENT: Indigenous Peoples, Life Projects and Globalization*, gives a detailed definition for sustainable development and compares European and Indigenous perspectives on the subject. It also examines traditional environmental knowledge (TEK) and the benefits of and barriers to applying it today.

Uses: Learners write three or four connected paragraphs to express and analyze opinions about the topics.

RESOURCES

Sustainability (cont.)

[Worldchanging](#)

This excellent website has videos, blogs, links, and articles that relate to sustainability and other environmental initiatives and programs. The site is organized by topics: cities, community, business, politics, and the planet.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a given topic on the site.

Language for Writing Proposals

[Building Consensus for a Sustainable Future: Guiding Principles – The Foreign Policy Committee of the National Round Table on the Environment and the Economy](#)

This 26-page document outlines the results of a meeting of Canadians from all regions and sectors to build consensus towards achieving goals for sustainable social development in Canada.

Uses: Learners write three or four connected paragraphs to provide a detailed description of a given section of the document.

[Consensus Building Principles – RESOLVE](#)

This article outlines the process of building consensus within a group discussion. It offers four principles to help negotiate with different positions, interests, and issues around a common problem.

Uses: Learners summarize the principles to support group consensus strategies.

[Fisheries and Oceans Canada. Ecological footprint: How Does the Way We Live Affect Earth? – Fisheries and Oceans Canada](#)

This two-hour lesson plan includes support materials, handouts, and links to many footprint calculators.

Uses: Learners follow the lesson plan independently or in the classroom.

[Footprint Calculator – Global Footprint Network](#)

This visually appealing quiz can be taken in various language and content level formats. The website also offers information about footprint science.

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners access the quiz online and follow instructional prompts to complete it and record their results.

[How to Write a Problem-Solution Essay in 16 Easy Steps – eNotes](#)

This article gives an excellent overview of the steps towards writing a problem and solution essay. It begins with thinking about the problem, surveying family and friends, and moves through the research/writing process and finish with ideas to make the solutions public.

Uses: Learners follow steps to propose or recommend solutions to problems of their choice.

[My Footprint: Ecological Footprint Quiz – Center for Sustainable Economy](#)

This quiz takes an inventory of personal resource consumption and adds a very powerful twist after the last question.

Note: This resource also appears in ELSA 6 Unit 8.

Uses: Learners access the quiz online and follow instructional prompts to complete it and record their results.

[Persuasive Speech Assignment – Riverside Community College](#)

This student packet includes learner outcomes, steps to prepare a short persuasive speech, extensive instructions for sequencing ideas, a template to follow, citation information, and a marking rubric.

Uses: Learners follow the steps to prepare a persuasive presentation.

[The Process and Types of Writing – Study Guides and Strategies](#)

This page has links to a wide range of writing support topics such as essay writing steps, drafts, persuasive essays, research proposals, spelling rules, mapping vocabulary, and more.

Uses: Learners access resources to support writing proposals and short persuasive reports.

GENERAL RESOURCES

Lanaguage for Writing Proposals (cont.)

[What You Can Do – Environment Canada](#)

This page has links to information on simple steps to reduce environmental impact at home, on the road, at work, at school, and in your community. The site also includes information for parents, kids, and youth.

Uses: Learners locate, access, and integrate information online for a given topic.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises and techniques.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Uses: The following chapters are particularly useful for this unit:

Chapter 1, Volume 1: Academic Skills

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 6, Volume 2: Meetings

[Writing Samples: Proposing a Solution – Pearson Allyn Bacon Online](#)

This page has a short six-paragraph sample proposal with an example of instructor feedback for the piece. The sample proposes changes to the adoption laws, but the structure and feedback provide a useful guide.

Uses: Learners examine samples for writing a proposal to solve a problem.

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

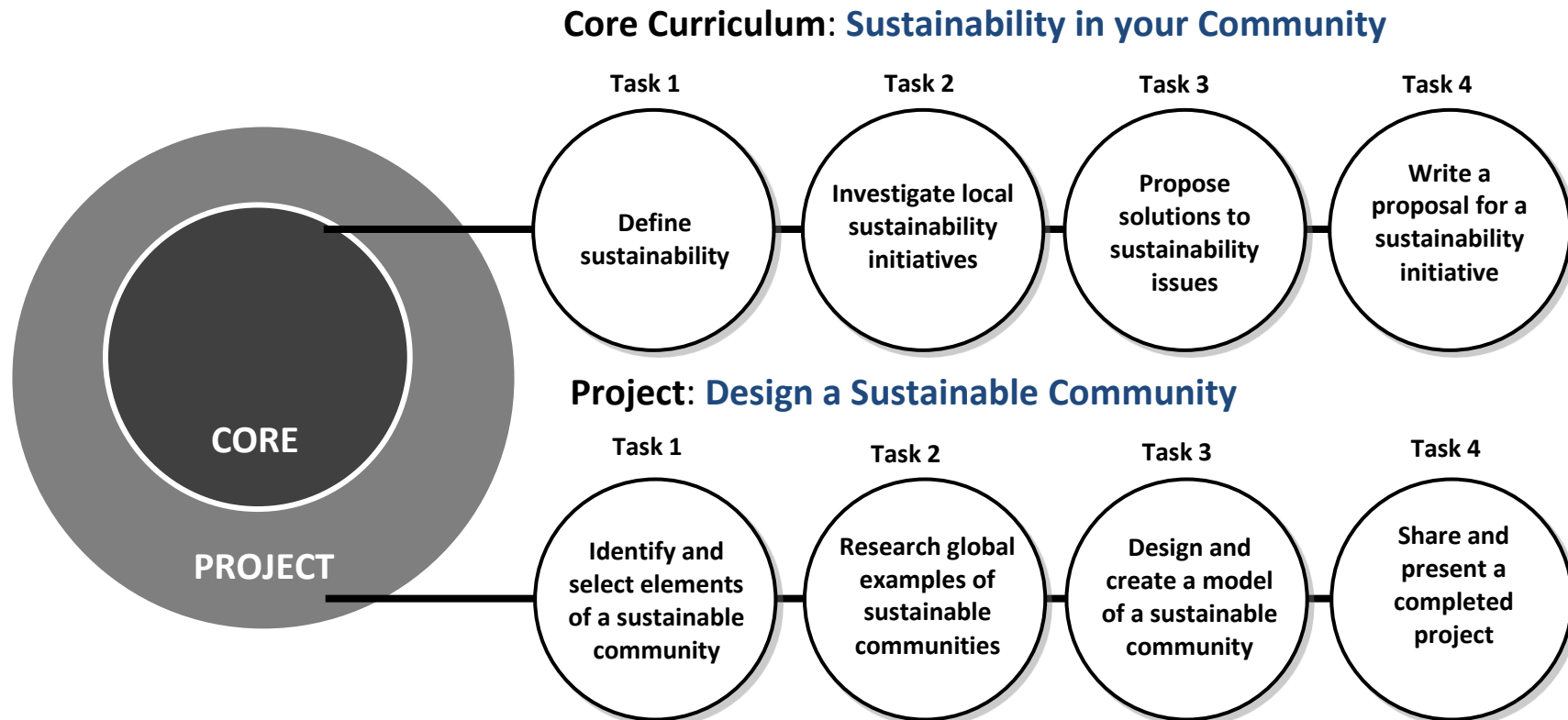
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

Uses: The following chapters are well-suited to this unit:

[Chapter 1, Volume 1: Academic Skills](#)

[Chapter 2, Volume 1: Business Writing](#)

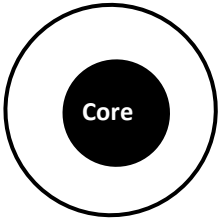
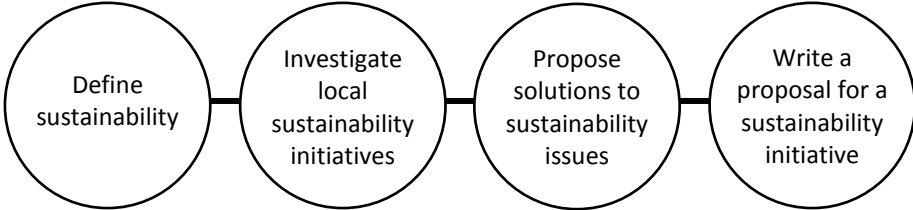
At a glance: SUSTAINING CANADIAN COMMUNITIES







SCOPE & SEQUENCE

of Sample Tasks

ELSA 7


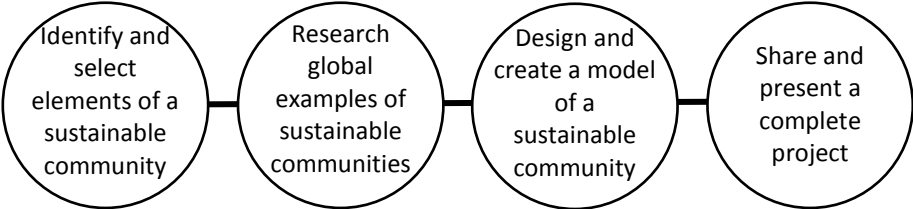
UNIT 3: Sustaining Canadian Communities	CORE CURRICULUM: Sustainability in your Community PROJECT: Design a Sustainable Community	
		
CLB OUTCOME 🗣️📖📝	SAMPLE TASK	RESOURCES
📖 CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.	Task 1: Define sustainability <ul style="list-style-type: none"> research three or four definitions of sustainability and compare accordingly: <ul style="list-style-type: none"> identifying the layout and organization of text and finding the information needed finding and integrating three or four pieces of information for comprehension and use select or create a working definition of sustainability and list the indicators (e.g., local food, green transportation, affordable housing, land use, recreation, waste management) 	Brundtland Report - Wikipedia Education for Sustainable Development - UNESCO Report of the World Commission on Environment and Development: Our Common Future
📖 CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.	Task 2: Investigate local sustainability initiatives <ul style="list-style-type: none"> access and read the sustainability action plan for the local municipality or region doing the following: <ul style="list-style-type: none"> identify the main ideas, key details, and implied meanings identify the writer’s purpose, bias, and attitude in sections of the text scan and make inferences to select the relevant information tour places in the local community to observe and evaluate sustainability projects and initiatives document the initiatives with photos and a written description compare the current state of initiatives to the community’s action plan or vision explore and discuss ways to get involved in local sustainability initiatives 	Creating a More Sustainable Vancouver: A Continuing, Dynamic Plan for a Better Future – City of Vancouver Official Community Plan – City of Victoria Sierra Club BC The Centre for Sustainable Food Systems at UBC Farm


UNIT 3: Sustaining Canadian Communities	CORE CURRICULUM: Sustainability in your Community PROJECT: Design a Sustainable Community	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-III: Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.</p> <p> CLB 8-III: Propose or recommend solutions to problems in a familiar area. (FATK)</p>	<p>Task 3: Propose solutions to sustainability issues</p> <ul style="list-style-type: none"> • watch videos or listen to podcasts about sustainability proposals, projects, and initiatives doing the following: <ul style="list-style-type: none"> ○ identify stated and unspecified meanings ○ identify the functional value of various utterances such as warnings, threats, suggestions, or recommendations ○ interpret warnings, threats, suggestions, recommendations, and proposed solutions ○ evaluate the validity of suggestions or proposed solutions • practice the language of making recommendations and proposing solutions to problems • select one or more sustainability problem (e.g., public transit) and practice proposing solutions and discussing in small groups as follows: <ul style="list-style-type: none"> ○ describe the problem and clarify details ○ indicate possible solutions, recommend the best ones, and give reasons • present recommendations to the whole class 	<p>Alex Steffen: The Route to a Sustainable Future – TED Talks</p> <p>Blogs at Worldwatch – Worldwatch Institute</p> <p>Sustainability by Design: Catherine Mohr Builds Green – TED Talks</p> <p>Persuasive Speech Assignment – Riverside Community College</p>
<p> CLB 8-IV: Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.</p>	<p>Task 4: Write a proposal for a sustainability initiative</p> <ul style="list-style-type: none"> • write a three or four paragraph proposal for a local sustainability initiative doing the following: <ul style="list-style-type: none"> ○ address the purpose of the task ○ provide accurate and detailed descriptions, explanations and accounts in a clear sequence ○ present the text as a coherent, connected whole with appropriate use of appropriate connective words and phrases 	<p>The Process and Types of Writing – Study Guides and Strategies</p> <p>How to Write a Problem-Solution Essay in 16 Easy Steps – eNotes</p> <p>Writing Samples: Proposing a Solution – Pearson Allyn Bacon</p>

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

UNIT 3: Sustaining Canadian Communities	CORE CURRICULUM: Sustainability in your Community PROJECT: Design a Sustainable Community	
		
CLB OUTCOME 🗣️📄📊	SAMPLE TASK	RESOURCES
<p>🗣️ CLB 8-III: Understand communication intended to influence or persuade (such as extended warnings, threats, suggestions, recommendations and proposed solutions) in situations related to personal decisions or to work-related issues in own field.</p>	<p>Task 1: Identify and select elements of a sustainable community</p> <ul style="list-style-type: none"> • work in small groups to list as many elements of sustainability as possible • select the top five specific sustainability elements individually and prepare to defend your choices and recommend choices to your group • reduce all selections to a total of five elements for the group by negotiating, compromising, and eventually achieving consensus • ensure that the five elements chosen by the group are specific (e.g., a community garden, a green and affordable housing complex) 	<p>Consensus Building Principles - RESOLVE</p>
<p>📄 CLB 8-III: Locate, integrate and use 3 or 4 pieces of information from moderately complex formatted texts.</p> <p>📊 CLB 8-III: Get information from moderately complex business/service texts containing proposals, recommendations and statements of rules, regulations or policies.</p>	<p>Task 2: Research global examples of sustainable communities</p> <ul style="list-style-type: none"> • read about three or four examples of sustainable communities around the world • compare, contrast and evaluate these examples • identify initiatives or projects that might be suitable for the local context, finding details and ideas to use in creating your own model community <ul style="list-style-type: none"> • read UNESCO’s sustainable development policies • select details relevant to creating a model community 	<p>Sierra Club BC</p> <p>Education for Sustainable Development - UNESCO</p>

UNIT 3: Sustaining Canadian Communities	CORE CURRICULUM: Sustainability in your Community PROJECT: Design a Sustainable Community	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p>✍️ CLB 8-IV: Write 3 or 4 connected paragraphs to relate a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.</p>	<p>Task 3: Design and create a model of a sustainable community</p> <ul style="list-style-type: none"> • write a detailed description of each of the five elements of the model sustainable community • write an overview of the community and the rationale behind the selection of the elements • select a method of representing the model community: <ul style="list-style-type: none"> ○ poster(s) ○ a trade show display booth ○ a video ○ a slide show ○ a booklet • create the representation of the model sustainable community, including text and visuals 	<p>Dumptown Game – Recycle City</p>
<p>💡 CLB 8-III: Propose or recommend solutions to problems in a familiar area.</p>	<p>Task 4: Share and present a complete project</p> <ul style="list-style-type: none"> • host a trade show, inviting members of the school community • present and exhibit the models 	