

# NEW OLYMPIC SPORTS



## Teacher's Guide

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# PRESENTATION OF THE LES

This LES was created for “Voies” classes of CSSRDN in order to help teachers teach and assess students’ proficiency levels in the 3 ESL competencies. Voies classes at CSSRDN are for students who have not reached the grade 6 minimal expectations in more than one subject at the end of their elementary journey. The goal of this project is to have differentiated tasks that are easily accessible to answer the needs of a variety of learners. It’s based on the assumption that having a well targeted task will increase the chances of learning happening.

In the following LES, tasks are differentiated. Here are a few important facts to consider.

1. A student doesn’t have to complete all the activities from the same level to complete the final task. They are interchangeable and pursue the same goal.
2. Those levels do not represent a specific grade, they are used for guidance to the teacher to evaluate his/her student’s proficiency in various types of tasks.
3. Zone A corresponds to the expected level for an end of elementary cycle 3 / beginning of high school secondary one without modified tasks (“modification” here is used as intended by the ministry, with a modified course code) .
4. All tasks could be used with adaptation measures (word prediction, vocal feedback, extra time, font change, etc.) according to a student’s IEP and school team recommendations.
5. Activities can be provided individually or as a booklet.

The evaluation rubrics presented in this LES are only for zones A and A+ as other zones imply modification. Students with a modified report card are evaluated according to their personal objectives.

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# DOCUMENTS AND LINKS

Student Booklets	Texts	Documentaries	Other Resources
<a href="#">SB - Zone A+</a>	<a href="#">Sports Cards (All Zones)</a>	<a href="#">Tokyo Pictograms video</a>	<a href="#">Teacher Tool</a>
<a href="#">SB - Zone A</a>	<a href="#">Texts (IOC Criteria) Zone A</a>	<a href="#">CBC Kids : Sport Selection explained</a>	
<a href="#">SB - Zone B</a>	<a href="#">Texts (IOC Criteria) Zone B</a>		
<a href="#">SB - Zone C</a>	<a href="#">Texts (IOC Criteria) Zone C</a>		
<a href="#">SB - Zone D</a>	<a href="#">Texts (IOC Criteria) Zone D</a>		

# TEACHER'S NOTES

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## Olympic Sport or Not



**Suggested duration : 30 minutes**

1. Teacher forms teams of 2-3 students according to their proficiency level (zones).
2. Teacher hands out activity 1.
3. Students can use resources such as peers or dictionaries to help themselves.
4. Students discuss with their partner(s) and place each sport in the correct category.
5. Teacher corrects as a group using the [Teacher Tool](#).

*C1 - Interact orally in English*  
*Evaluation rubric for zone A : [Appendix 1](#)*  
[Activity 1 - Answer Key](#)

Zone D	Zone C	Zone B	Zone A	Zone A+
Students have 5 sports to discuss and only the YES / NO categories	Students have 8 sports to discuss and only the YES / NO categories	Students have 12 sports to discuss, but they only have two categories NO : sports that are not in today's olympics YES: sports that are in the Olympics or will be in the next games	Students have 12 sports to discuss and they have 4 categories to place them into : NO : never was in the Olympics OLD: was in the Olympics before, isn't anymore YES: is an actual Olympic sport FUTURE: will be at the next Olympics	

Suggested duration : 30 minutes



1. Teacher hands out activity 2.
2. Using the [Teacher Tool](#), teacher presents the video from the Tokyo Olympics presenting the birth of the sport pictograms.
3. In teams, students discuss and agree to match each sport with its pictogram.
4. Teacher corrects as a group by presenting the slide. Teacher asks students what visual clues they used to match the sports with their pictograms.

*C1 - Interact orally in English*  
*Evaluation rubric for zone A : [Appendix 1](#)*

Zone D	Zone C	Zone B	Zone A	Zone A+
Students choose 25 out of 50 sports to match	Students choose 40 of the 50 sports to match.	Students have all 50 sports to match.		

Suggested duration : 70 minutes



1. Teacher presents the video (CBC kids) using the [Teacher Tool](#).
2. Teacher asks students if they identified one requirement to add a new sport at the Olympics.



1. Teacher presents the reading strategies to students using the example made in the [Teacher Tool](#). Teacher presents the slides and teaches the strategies Recombine and Infer to show students they don't need to understand everything in order to get the general idea of a text.
2. Students complete their reading strategies (as needed) and answer questions.

TEACHING OPPORTUNITIES:

*Strategies: Recombine and Infer*

Teacher can teach the students some reading strategies. Students have to understand they can recombine partial information to create meaning without understanding all the elements of a text. They can use the context, the graphic elements and the text organization to infer the meaning. Students with a lower proficiency level could benefit from a more structured approach such as this one: [Reading Strategies](#).

*C2 - Evidence of understanding of texts through the response process*

[Activity 3 - Answer Key and Rubric](#)

Zone D	Zone C	Zone B	Zone A	Zone A+
Students are given two choices of answer per question. The teacher presents the questions to the whole class before.	Students are given many choices of answer for each question	Questions 1-2 are the same as in zone A. Questions 3-4 come with choices of answer.	They read two texts (original texts) and answer questions using reading strategies.	Students have the same questions as in zone A, but they are provided with 2 extra questions (seek inference)

Suggested duration : 60 minutes



1. Teacher hands out activity 4
2. Teacher explains that students will choose 2 sports (ideally in their zone) that they will compare using the criteria.
3. Teacher presents the categories of criteria : What (athletic ability - no motorized equipment) Who (male and female players, number of athletes, popularity, international federation, interests young fans) Where (countries in which the sport is played, and in which it's popular), When (date of creation) How (anti-doping code, broadcast)
4. Students have to write information in key words.
5. Students must color code their chosen sports in accordance to whether or not they fully respect (blue) , partially respect (purple) or do not respect (orange) the Olympic criteria.

TEACHING OPPORTUNITIES:

**Strategy : Take notes, identify important information in a text, reinvest prior knowledge**

It is a good opportunity to teach this strategy as students have to select just a few words to note ideas.

*C2 - Evidence of understanding of texts through the response process*  
[Activity 4 - Answer Key and Rubric](#)

Zone D	Zone C	Zone B	Zone A	Zone A+
<p>Students write as many facts as possible.</p> <p>A minimum of 3 sports must have facts.</p> <p>A minimum of 3 facts per sport (6 items in total).</p>	<p>Students write as many facts as possible.</p> <p>A minimum of 3 categories for each sport must have facts.</p> <p>A minimum of 4 facts per sport (8 in total).</p>	<p>Students write as many facts as possible.</p> <p>A minimum of one detail per category is required. A minimum of 6 different elements (for each sport), 12 in total.</p>		



Suggested duration : 60-75 minutes



1. Teacher hands out activity 5.
2. Teacher presents functional language using the [Teacher Tool](#).
3. Students discuss to take out 4 sports from the actual programme.
4. Teacher holds a class discussion to compare team choices.

TEACHING OPPORTUNITIES:

Strategy: Take Risks: Pushes oneself to experiment with language and ideas without fear of making errors.

*C1 - Interact orally in English*  
*Evaluation rubric for zone A : [Appendix 1](#)*

Zone D	Zone C	Zone B	Zone A	Zone A+
No justification needed		Students must justify their answers using IOC criteria		

Suggested duration : 90 minutes



1. Teacher hands out activity 6.
2. Students use their plan in activity 4. They choose one sport.
3. They write a petition to the IOC to see their sport added to the Olympic Programme.
4. Students get in teams of 2 or 3.

*C2 - Reinvest understanding of text - Evidence of understanding of texts through the response process*  
[C2 - C3 Evaluation Rubric](#)

Zone D	Zone C	Zone B	Zone A	Zone A+
Students complete the top part of the form with more information. They write 2 sentences of their own (fill in the blank if needed) No sport taken out in the form	Students complete the top part of the form with more information. They write 4 sentences of their own No sport taken out in the form	Students complete the top part of the form They use 2 criteria with two details from the sport card. They also have to explain which sport they would take out of the Olympic programme	Students write to the IOC to convince them to add their new sport to the programme. They need to use a minimum of 3 criteria from the texts and 3 different details about the sport to convince the IOC.	Students compare both sports from task 4. They need to justify which one they would keep and why according to IOC criteria. They also have to decide which sport they would take out of the programme and why.

\*\* Patchwriting occurs when a student paraphrases a passage but leaves it too similar to the original. In patchwriting, the writer may delete a few words, change the order, substitute synonyms and even change the grammatical structure, but the reliance on the original text is still visible when the two are compared.

# APPENDICES

## C1 Evaluation Rubric

		A	B	C	D	E
MEQ rubric		** To interact, the student must do the following: react to / build on what peers say, express opinions/ideas related to the issues and to what peers say AND elaborate on ideas. Expressing stand-alone opinions and ideas (related to the issue, but not to the ongoing discussion) is not interacting. Since interaction is at the heart of the competency, it is embedded in all the criteria.				
Participation in oral interaction		Interacts throughout the discussion, using a few techniques to help the discussion move forward (e.g. prompts peers, helps with words). <b>5 marks</b>	Interacts throughout the discussion <b>4 marks</b>	Interacts sporadically or mostly when prompted <b>3 marks</b>	Rarely expresses ideas or responds to peers. <b>2 marks</b>	<p>← OR</p> <p>Special case: very little or no interaction with peers.</p> <p>Expresses messages that are mostly incomprehensible, irrelevant to the topics or inappropriate to the task or context.</p> <p>OR</p> <p>Reverts to a language other than English often enough that competency in interacting orally in English is not demonstrated.</p> <p><b>Total of 4 marks</b></p>
Content of message		Discusses the topic addressed by expressing relevant ideas and elaborating on them (e.g. refers to personal experience, gives details, asks questions). AND Brings up new ideas or aspects to enrich the conversation <b>5 marks</b>	Discusses the topics addressed by expressing relevant ideas and elaborating on them (e.g. refers to personal experience, gives details, asks questions). <b>4 marks</b>	Expresses basic ideas related to the topics, elaborating somewhat when prompted <b>3 marks</b>	Mostly expresses ideas that are incomplete, are repetitive or can apply to any topic (e.g. I think it is good; It's true). <b>2 marks</b>	
Articulation of the message	Fluency	Speaks with ease when interacting <b>5 marks</b>	Speaks with a certain degree of ease when interacting. Hesitations, although present, rarely interfere with interaction. <b>4 marks</b>	Speaks with some difficulty when interacting (e.g. messages are sometimes choppy/incomplete and/or pauses and hesitations sometimes hinder interaction). <b>3 marks</b>	Speaks with much difficulty when interacting (e.g. messages are often choppy/incomplete or made up of isolated words, or pauses and hesitations often hinder interaction). <b>2 marks</b>	
	Accuracy	When interacting, expresses messages that are clear and contain few errors, if any <b>5 marks</b>	When interacting, makes errors that sometimes affect clarity of messages. Messages are understood with little interpretation. <b>4 marks</b>	When interacting, makes errors that regularly affect clarity of messages. Messages are understood with some interpretation. <b>3 marks</b>	When interacting, makes errors that regularly affect clarity of messages. Messages are mostly understood, but require a lot of interpretation. <b>2 marks</b>	
Please remember that this rubric should be used for students who follow the regular cycle 1 program without modifications.						

## Activity 1 - Answer Key

#	Sport		A sport that was never at the Olympic Games	A sport that was in past Olympics, but is no longer there	An actual Olympic sport	Will be at the next Olympics
			NO	OLD	YES	FUTURE
1	darts		X			
2	rope climbing			X		
3	golf				X	
4	tug of war			X		
5	cheerleading		X			
6	tandem cycling			X		
7	BMX freestyle				X	
8	formula one		X			
9	breakdancing					X
10	frisbee		X			
11	surfing				X	
12	archery				X	

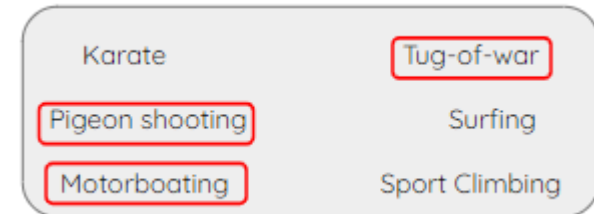
## Activity 3 - Answer Key and Rubric

1. What is the IOC?

The IOC is the International Olympic Committee

2. Identify a minimum of 3 old sports that are not part of the Olympic Games anymore?

Pigeon shooting, Tug-of-war and motorboating



3. Identify a minimum of 5 important criteria for a sport to be added in the Olympics?

How long has the sport existed

How popular the sport is in the host country

How much it would cost to broadcast the events

The representation of women and men in the sport

The equipment can't be motorized

The athletes must demonstrate a clear athletic ability

Must have an international federation

Must comply with the Olympic Charter and the World Anti-Doping Code



4. Why esports (video games) can't be part of the Olympic Games?

This sport doesn't demonstrate a clear athletic ability

### ZONE A - EVALUATION RUBRIC

1 mark per good answer		A	B	C	D	E
Evidence of understanding through the response process	Identification and/or description of key elements in texts	outstanding understanding of texts. <b>9-10 marks</b>	a solid understanding of texts. <b>7-8 marks</b>	overall, a basic understanding of texts. <b>6 marks</b>	little understanding of texts. <b>4-5 mark</b>	a lack of understanding of texts. <b>1-4 mark</b>
Please remember that this rubric should be used for students who follow the regular cycle 1 program without modifications.						

## Activity 4 - Answer Key and Rubric

- Which sports **respect** the criteria?  
(Cheerleading, Polo, Mixed Martial Arts, Roller Skating, Ultimate Frisbee, Kickball, Football)
- Which sports **partially respect** the criteria?  
(Kinball (No anti-doping code), Parkour (difficult to broadcast) )
- Which sports **do not respect** the criteria?  
(Tandem Biking (No federation), Bowling (No clear physical ability) )

Students in **ZONE A and B** must include information on the 5 types of required Olympic criteria.

Students in **ZONE C** must include information on 4 types of required Olympic criteria.

Students in **ZONE D** must include information on 3 types of required Olympic criteria.

### C2 Evaluation Rubric - ZONE A

1 mark per good answer		A	B	C	D	E
Evidence of understanding through the response process	Identification and/or description of key elements in texts	outstanding understanding of texts. <b>5 marks</b>	a solid understanding of texts. <b>4 marks</b>	overall, a basic understanding of texts. <b>3 marks</b>	little understanding of texts. <b>1-2 marks</b>	a lack of understanding of texts. <b>0 mark</b>
Please remember that this rubric should be used for students who follow the regular cycle 1 program without modifications.						

## C2 - C3 Evaluation Rubric - ZONE A

C2 :	A	B	C	D	E
<ul style="list-style-type: none"> <li>• Selects pertinent information/ ideas from the text and sports cards.</li> <li>• Uses the information/ideas and their own words to write a paragraph that is adapted to the purpose (a convincing letter for the IOC)</li> <li>• Required elements:               <ul style="list-style-type: none"> <li>• State a minimum of 1-4 criteria depending on the level</li> <li>• Minimum 1-4 elements from the sport card depending on the level</li> <li>• Mentions the sport taken out and why (A+, A and B only)</li> </ul> </li> </ul>	<p>The student wrote a sophisticated paragraph for the audience.</p> <p>Content error or slips if any, are rare and have no impact on the paragraph.</p> <p>The paragraphs include <b>all and beyond</b> of the following:</p> <ul style="list-style-type: none"> <li>- Accurate content</li> <li>- Content that is pertinent and sometimes shows deep understanding of the resources provided.</li> <li>- Content that is focused (i.e. clearly developed keeping the purpose and audience in mind)</li> <li>- Content that is very well adapted</li> </ul>	<p>The student wrote a solid paragraph for the audience.</p> <p>Content error and/or slips are rare and have a minor impact on the paragraph.</p> <p>The paragraphs include <b>all or most</b> of the following:</p> <ul style="list-style-type: none"> <li>- Accurate content</li> <li>- Content that is pertinent and satisfactory</li> <li>- Content that is focused</li> <li>- Content that is adequately adapted</li> </ul>	<p>The student wrote an acceptable paragraph for the audience.</p> <p>Content error and/or slips have a moderate impact on the paragraph.</p> <p>The paragraph includes <b>one or more</b> of the following:</p> <ul style="list-style-type: none"> <li>- Minor inaccuracies</li> <li>- Some content that is not pertinent</li> <li>- Some content that is repetitive or too general</li> <li>- Information/ideas that are a bit misleading or contradictory</li> <li>- Some content that is not well developed and adapted (e.g. lack of focus, listing of ideas, insufficient information)</li> </ul>	<p>The student's paragraph is confusing or poorly informs the audience</p> <p>Content error and slips have a major impact on the paragraph.</p> <p>The paragraph includes <b>one or more</b> of the following:</p> <ul style="list-style-type: none"> <li>- Significant inaccuracies</li> <li>- Much content that is not pertinent</li> <li>- Information/ideas that are a seriously misleading or contradictory</li> <li>- Content that, for the most part, is poorly developed and adapted (e.g. lack of focus, listing of ideas, insufficient information)</li> </ul>	<p>The paragraph is incomplete</p> <p>OR</p> <p>The paragraph presents little content taken from the texts provided</p> <p>OR</p> <p>Most of the paragraph is not pertinent to the task</p>
C3	A	B	C	D	E
<p>Content of the message and required elements:</p> <ul style="list-style-type: none"> <li>• States the criteria</li> <li>• States the elements from the sport cards</li> <li>• Mentions the sport taken out and why (A+, A and B only)</li> </ul>	<p>Ideas are skilfully presented in a coherent manner</p> <p>All of the components are present and work together to structure the text as a letter.</p>	<p>Ideas are presented in a coherent manner</p> <p>All of the components are present and mostly work together to structure the text as a letter.</p>	<p>Ideas are mostly presented in a coherent manner</p> <p>Almost all components are present and sometimes work together to structure the text.</p>	<p>Ideas are sometimes presented in a coherent manner</p> <p>Some components are missing</p>	<p>The text does not address the topic, purpose and audience.</p> <p>The ideas are not suited to the task.</p> <p>Most components are missing</p>
<p>Formulation of the message</p> <p>Accuracy of targeted or familiar language repertoire</p> <ul style="list-style-type: none"> <li>• Language conventions: word order, spelling of words seen in the texts and resources, capitalization and punctuation, comparative and superlative adjectives (if used)</li> <li>• Clarity of message</li> </ul>	<p>Consistently uses correct sentence structure, but still makes errors that are considered normal for their level of language development.</p> <p>Uses <b>extensive</b> vocabulary.</p> <p>Consistently uses language conventions correctly</p> <p>Errors do not impact readability and understanding.</p>	<p>Often uses correct sentence structure, but still makes errors that are considered normal for their level of language.</p> <p>Uses <b>varied</b> vocabulary.</p> <p>Often uses language conventions correctly.</p> <p>Errors may impact readability but not understanding.</p>	<p>Sentence structure is <b>sometimes unclear</b> and <b>sometimes</b> needs interpretation to be understood.</p> <p>Uses <b>adequate</b> vocabulary; <b>some</b> word usage presents irregularities.</p> <p><b>Sometimes</b> uses language conventions correctly</p> <p>Errors or awkward structure may impede readability and understanding.</p>	<p>Sentence structure is <b>consistently unclear</b> and despite particular attention message is <b>rarely</b> understood.</p> <p>Uses <b>functional</b> vocabulary only.</p> <p><b>Rarely</b> uses language conventions correctly</p> <p>Errors or awkward structure repeatedly impede readability and understanding.</p>	<p>Sentence structure is <b>consistently unclear</b> and not understood.</p> <p>Uses <b>limited</b> vocabulary.</p> <p><b>Almost never</b> uses language conventions correctly</p> <p>Text is difficult to understand with a lot of interpretation (Readability and understanding are significantly affected).</p>