

Northwestern Ontario Sports Hall of Fame Sports Heritage Education Program

Lesson Ideas for Grades 9 to 12

English

Lesson: Media and Advertising for the Olympics: Have students demonstrate an understanding of a variety of media texts, audiences, and industry practices by analyzing representations, forms and techniques in media works. Also have students demonstrate an understanding of the relationships among form, purpose, audience, and production techniques by designing or creating media works, independently or collaboratively, based on ideas, themes and issues examined in the course.

French

Lesson: France and The Winter Olympics: Have students demonstrate oral communication using appropriate language structures (relative pronouns) in conversations to peers. Also have students demonstrate newly acquired vocabulary in conversations with peers.

Geography

Lesson: Environmental Analysis and Mapping: Have students demonstrate an understanding of the effectiveness of geotechnologies in identifying environmental problems and finding solutions. Also have students demonstrate an understanding of the information and skills required to use a variety of conventional and geotechnology methods and tools in geographic investigations and to interpret findings.

Environmental Science

Lesson: Environmental Assessment on the Winter Olympic Sport of Nordic Skiing: Students will demonstrate an understanding of the nature and types of waste and strategies for its management. Students will analyze economic, political, and environmental considerations affecting waste management strategies.

History

Lesson: Winter Olympics Assignment: knowledge of Northwestern Ontario's Participation in the Olympics: Students will demonstrate an understanding of the importance of locally relevant history to sports and how Northwestern Ontario's athletes were involved in the Olympics.

Lesson: Olympic Scandals and Controversies: Students will demonstrate how scandals and controversies have been a common theme in the Olympics. This will also demonstrate how local, national and global influences have helped shaped Canadian Identity.

Lesson: Induct Your Own Athlete: Students will demonstrate proper research findings by using appropriate methods to locate, gather and identify relevant information to induct their own Northwestern Ontario Hall of Fame Inductee.

Lesson: Research Essay and/or presentation: Have students present and/or write an essay about various aspects of sports history from the local to the world level. Examples of possible topics include:

1. How the Olympics have changed from the Ancient Greek period to the modern-day Olympics.
2. A biographical study on an Olympian or Paralympian from northwestern Ontario.
3. The origins of a particular sport and its development over the years.

English

English Lesson Plan- Voice, Audience and Purpose: Appealing to a Demographic

1. Lesson Plan Information	
Subject/Course: ENG3U University Preparation English	Name:
Grade Level: Grade 11	Date:
Topic: Voice, Audience, and Purpose: Appealing to a Demographic	Length of Period: 75 minutes

2. Expectation(s)

Overall Expectations

By the end of this course students will:

- Demonstrate an understanding of a variety of media texts, audiences, and industry practices by analyzing representations, forms, and techniques in media works;
- Demonstrate an understanding of the relationships among form, purpose, audience, and production techniques by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

By the end of this course students will:

- Explain how the form, technique, style, and language of a variety of media forms create meaning (e.g., compare the coverage of a current event by newspapers, radio, television, and Internet websites);
- Design or create media works based on ideas, themes, and issues examined in this course (e.g., create media works based on a theme from literature, using available resources; write dialogue for a commercial to promote sales of a novel; create a promotional campaign to sell the same idea or service to two or more different audiences)

Learning Goals:

- I will explore the different types of audiences that consume various media and how voice and purpose change to appeal to those audiences.
- I will consider the importance of knowing different demographics
- I will evaluate how voice and tone in writing media can influence consumers.

3. Assessment and Evaluation

Assessment For Learning

- Before and After – Creative Writing Assignment: transforming a passage to appeal to a certain type of consumer
- Small task is to be completed in class after lesson and handed in for teacher to examine students understanding of voice, audience, and bias.

Assessment of Learning

Anecdotal Record (informal assessment): (sourced from *The Ontario Curriculum Unit Planner Assessment Companion* page 38). Teacher will take notes on any significant observations on formative development that might otherwise be forgotten or remembered incorrectly. Record observations of unanticipated performance, behaviors, incidents, or events. Observations should specify the learner, date of observation, factual description of observation. Record shall be used to measure student achievement and student growth over time.

4. Instructional Strategies

- Direct Instruction Strategies, Making Words, from The Ontario Curriculum Unit Planner, page 69-70
- Direct Instruction Strategies, Guided Writing, from The Ontario Curriculum Unit Planner, page 67-68
- Cooperative Strategies, Discussion, from The Ontario Curriculum Unit Planner, page 42-43.

5. Materials and Resources

Teacher: Lesson Plan, Paper, YouTube videos on advertisement, magazines (advertisements), previous Olympic advertisements

Students: Pen, Paper, (bring in their own magazines)

6. Prior Learning/ Learning Context

Allow students to look through magazine and identify the different advertisements that are for the different demographics (ie: the target audience).

7. Lesson

1. Start with your Prior Learning Activity (see #6 above)
2. Then look at some YouTube videos of commercials and look at their advertisement techniques and see their ability to identify the target
3. Show how the Olympics are advertised and the issues of media within the Olympics (you-tube or commercialized information)
4. Explain Assignment (see below- Media: Advertising The Canadian Winter Olympics)

Assignment

MEDIA: Advertising the Canadian Winter Olympics

Course Title: ENG3U University Preparation English Grade: 11

Unit: Media Studies: The Media, Bias, and Audience

Teacher:

The Canadian Winter Olympics are coming to Thunder Bay, but before the event can get on its feet a capable advertising firm needs to take the reigns of the event and make sure that the entire school knows the première sporting event of the year is on its way! Every huge marketing event is accompanied by an equally huge team of consultants and creatively minded people that exist in the background making everything look beautiful, sound amazing, and run as smoothly as possible. Of course, they also add a bit of glam and sense of occasion to the day. These background workers are responsible for everything from the advertisements we see on television to the articles we read in the news papers or in social media site to stay up to date of the game scores.

Students of ENG3U you have stepped into a new reality where you are now employees of MAGNUS ADVERTISING GROUP the lead advertising agency for the Canadian Winter Olympics. The company has been awarded the prestigious \$25 million dollar Olympic advertising contract by the International Olympic Committee. They had given our company a mission to promote public awareness of the Winter Games, develop the official image of the Games, and help to market official Winter Olympics merchandize and sportsmanship. Employees of MAGNUS ADVERTISING GROUP will be working with professionals from fellow firms around Thunder Bay to plan and promote the most successful Winter Olympic Games ever recorded. In order to make sure things run smoothly our advertising firm will focus on the marketing, and advertisement of the games throughout the school and make sure everyone is primed and ready for the opening ceremonies and the official start to the games.

It is our job to get everyone good and excited before the Olympics roll into town so we have to have a strategic method to tackle the huge task before us – the only problem is we have been given less than 2-weeks to work our media magic. In order to meet our contract requirements on time our firm's employees will have to be divided into the different focus groups. Here is a list of the roles available to be had:

Your Client is: International Olympic Committee
Your Target Audience is: The high school community

The Different Crews/Groups:

THE TELEVISION CREW:

Television Ads (teacher will provide video cameras, film, and time to edit/cut videos before distribution) to be played for all member classes prior to event (approximately a week ahead of time)

Director
Camera Man
Editor
Script Writer
Researcher

THE RADIO BROADCASTING CREW: Maximum of 2 radio-broadcasting groups.

1. The entire group will be responsible for brainstorming initial ideas and implementation strategies to be handed in at the first deadline. Group should have no less than 4 initial ideas and no more than 6 in total. Ideas must FOCUS on a specific idea (such as the Canadian Identity) in their broadcasts of the Olympic Games. Group will choose 2 of their initial ideas to develop and refine into final submissions.
2. Broadcast will be no longer than 2 minutes

Writer: responsible for writing the script(s) for the radio broadcasts
Researcher: responsible for finding relevant information about the Olympics,
Record/edit: in charge of the recording and development of the broadcasts
Anchor: responsible for performing the broadcasts

THE ADVERTISING/MARKETING CREW

Marketing ads (billboards, posters of mascots and 2013 Olympic brands (clothing, merchandize) (to be posted around classroom)

1. The entire group will be responsible for brainstorming initial ideas and implementation strategies to be handed in at the first deadline. Group should have no less than 4 initial ideas and no more than 6. Ideas must FOCUS on a specific idea (such as the Canadian Identity) in their advertisement of the Olympic Games. Group will choose 3 of their initial ideas to develop and refine into final submissions.
2. Three submissions must represent three mediums. 1 poster for the Olympics, 1 ad for Olympics merchandise, 1 official representative of the games (mascots)
3. At least one of the three advertisements must be computer generated (no more than 2)

Artistic Director: responsible for the development of a Olympics Mascot (will develop the actual Mascot (image)

Assistant Artistic director x2: Will assist in the development of an Olympics mascot. (Will develop banners, billboards with mascot around school)

Lead Computer Technician: Responsible for the development of a computer generated advertisement for the Olympics (multiple copies will be printed and distributed around school)

Graphic Designer: Responsible for the development of a merchandize advertisement.

THE ELECTRONIC ADVERTISING CREW

Electronic advertising. (Planning out possible electronic ads, set up a secure face book page, twitter page, blog etc to explore the variety of mediums available (all classes will be given the link to the secure social media pages and members of the English class will be expected to comment on page enthusiastically). There must be a minimum of 4 posts.

Writer(s)/ Researcher(s) (multiple positions): several students will be responsible for setting up and managing secure twitter and face book accounts, and a blog that showcases the Olympics event. The links to these pages will be given to all the students in the ENG3U class and other participating classes so students can interact with the Olympics online

THE PHOTOGRAPHY/REPORTING CREW

Photo Ops: a couple students will volunteer or be designated for planning and preparing magazine articles/newspaper articles featuring the event. They will be responsible for submitting articles to local newspapers as feature on school activities. Students should be confident and effective in their writing capabilities.

Photographer (s): responsible for setting up, planning, and executing effective photo ops. Student will have multiple photographs and then be responsible for selecting the most impressive frames from the photos to be cropped, edited, perfected and prepared for the feature article that will be submitted to the local newspaper. Student will also develop 1-2 sentence explanation to accompany the photo.

Lead Writer (s): will be responsible for writing a 600-word article about the Olympics event at the school. Student will go through multiple revisions before the article is approved by the editor-in-chief for submission to the paper (accompanied by the official photograph)

All students will assume their respective roles for the MAGNUS Advertising firm. Employees will follow the deadlines on the bottom of this handout. Deadlines include submissions date to the Editor-in-Chief (Teacher) for approval of concepts/designs/content/focus. Mock-ups must be handed in each deadline for approval and constructive feedback. Once mock-ups have been approved by the Editor-in-chief students will continue to advance their projects forward to each new deadline.

This entire project will be started 3 weeks prior to the launch of the Winter Olympic Games at the high school. This will allow employees with 2-weeks for developing their advertisements/media and 1-week to showcase/promote the event to the school community before the Olympics Launch Day.

Students will be publicly presenting their products so they should have ample time to perfect their work. Student must present their creations publicly so they can complete the written component of the project. Students will be responsible for completing a 2-3-page reflection on how an understanding of their medium, audience, and motivation influenced how they advertised and what they presented to the audience. Be sure to consult your class notes and reflections from our media unit to help you with your reflections!

So what is the Editor-in-Chief (the Teacher) expecting from everyone when it comes to marking? Here is a checklist to help keep everyone on task (the checklist points are also your submission deadlines for your mock-ups during the project) Deadline Dates to be determined as a class.

Deadline 1: Preliminary Plan of project (i.e. mascot ideas for graphic designers, merchandizing for the marketers...)

Deadline 2: Rough copies of written work/ sketches of graphic plans

Deadline 3: Good Copy of Product (to be handed in after event – however, make sure that, before the item is actually used you make sure Mr. Suck has checked you off that your product is done and ready.

Deadline 4: Public Presentation

Deadline 5: Reflection: 3 page reflection on how what you have learned during the media studies unit has been tied into your final product/ how successful do you think you were implementing these ideas in your final product and explain how it was a success/failure – what did you do well, what could have been improved. Make sure you tie in at least 3 concepts discussed in detail in your reflection.

Rubric:

1. Did your reflection demonstrate effective communication to portray how audience, motivation and medium influence how you marketed a product or idea?
2. Does your final marketing product effectively convey meaning, implement a variety of strategies to communicate with an audience? Rubric for Final Media Products

Checklist:

1. Did you complete your tasks/meet your deadlines/behave accordingly.

Final Due Date:

Final Products must be clear, professional, proofread, and perfected.

Final Products should be as detailed as possible: remember you are working for a real (imaginary) advertising firm: nothing less than the best you can do.

All reflections must be 2-3 pages long and answer the question “How did the medium you used, the audience you presented to, and the end goal of your advertising influence how to marketed/advertised your product?”

Reflections should be written in MLA format

French

French: France and The Winter Olympics

1. Lesson Plan Information	
Subject/Course: FSF3U	Name:
Grade Level: 11	Date: Feb. 13 2013 Time: 8-9:15am
Topic: France and the Winter Olympics	Length of Period: 75 min

2. Expectation(s)

Overall Expectations of the Lesson:

- Make oral presentations on a variety of topics
- Use correct grammar and appropriate language conventions in their written work

Specific Expectations of the Lesson:

- Recognize and use appropriate language structures
- Use newly acquired vocabulary in conversation
- Language Element– relative pronouns

Learning Goals:

I will speak French in my discussions.

I will use correct grammar in my written work.

I will use appropriate language structures in my oral and written French.

I will learn what a relative pronoun is, and when to use it.

3. Assessment and Evaluation

Most of this class will deal with either diagnostic or formative assessment. I will assess students' prior knowledge of the Winter Olympics as well as relative pronouns. Then I will formatively assess them with the graffiti activity, as well as a checklist when they are speaking French.

4. Instructional Strategies

Direct Instruction – Lecture
Experiential Learning – Games, simulations
Interactive instruction – Graffiti, discussion

5. Materials and Resources

Teacher: Computer with internet access, writing utensils, paper, textbook, game pieces, chart paper, exit cards

Students: Paper, writing utensils

6. Prior Learning/ Learning Context

Students will have already discussed various sports in the Winter Olympics. They will also have learned some new vocabulary words relating to sports and Olympics. This connects to the curriculum because it deals with France and the world of “francophonie”. We will discuss other French countries within the unit as well, dealing with culture, language relations, and their connection to the Winter Olympics.

7. Lesson

Introduction:

- 1.) 5 min - Welcome class in. Have a topic on the board for “discussion time” until the whole class is in and settled. The topic today will be “favourite winter activity”; students will discuss in French with their desk partners.

Body of Lesson:

- 2.) 15 min - Warm up: Using the following website, we will play a “Who Am I?” game. Go over the slideshow on the Smartboard, and tell students to pay particular attention to the athletes and their sports. The teacher will then hand out sheets of paper with the athletes’ names/sports on them. Students must walk around and speak French with their peers to figure out who they are. Their peers cannot tell them, but they must ask questions such as “Do I nordic ski? Am I a female?” to narrow down their options.

http://www.lemonde.fr/sport/portfolio/2010/02/11/vancouver-les-chances-de-medailles-francaises_1300931_3242.html

- 3.) 20 min – Teacher will have a short presentation after the oral warm up to supplement the activity. Within this presentation, teacher will go over France’s history of participation in Winter Olympics, and what their strongest sports have been. Questions teacher may ask: What sort of political implications do the Olympics bring? How do you think countries who were still under France’s power would feel/act during the Olympics?
- 4.) 30 min -We will be doing a “graffiti” activity that uses our knowledge of French Olympic participation and relative pronouns. Students will be split into groups and there will be 5 different stations (qui, que, lequel, dont, ou). There will be chart paper at each station, and on that paper a relative pronoun will be written. Teacher will ask them how we use relative pronouns in English. Using their new vocabulary and knowledge on France, students will work as a group to create as many sentences with that relative pronoun as possible. They will switch tables every 5 minutes. At the end, we will discuss all of the responses they created.

8. Consolation/ Recapitulation

- 5 Min - At the end of the class, teacher will hand out a “carte de sortie” or exit card, and students will write in French something that interested them throughout the class, using one reflective pronoun. They will hand them into the teacher on their way out the door.

9. My Reflections on the Lesson

Geography

Geography: Environmental Analysis and Mapping

1. Lesson Plan Information	
Subject/Course: Geomatics: Geotechnologies in Action, CGO4M	Name:
Grade Level: Grade 12	Date:
Topic: Environmental Analysis and Mapping	Length of Period: 2X 75 minutes

2. Expectation(s)
<p>Overall Expectations By the end of this course students will:</p> <ul style="list-style-type: none">• HEIOE2 Demonstrate an understanding of the effectiveness of geotechnologies in identifying environmental problems and finding solutions• GICOE2 Demonstrate an understanding of the information and skills required to use a variety of conventional and geotechnology methods and tools in geographic investigations, and to interpret findings <p>Specific Expectations By the end of this course students will:</p> <ul style="list-style-type: none">• HEISE4 Utilize GIS to integrate physical and human factors in geographic inquiries• HEISE7 Incorporate the use of geotechnologies into outdoor recreational activities• HEISE9 Use geotechnologies in studying human-environment interaction (risk management)

Learning Goals:

- I will understand the importance of environmental consequences when mapping appropriate site location for outdoor recreational activities.
- I will understand the relationship between outdoor and the negative impacts it can have on the environment when planning site suitability.
- I will be able to find a solution that will minimize the effects of human activities on the environment when planning site suitability.

3. Assessment and Evaluation**Assessment For Learning**

Prior to the start of the lesson:

- As a class, students will examine images of landscapes, and identify environmentally sensitive areas and how the development of these areas would affect the environment.
- As a class, students will brainstorm ideas of how geotechnologies could minimize the impacts of development on the environment.

Assessment of Learning

Anecdotal Record (informal assessment): (sourced from *The Ontario Curriculum Unit Planner Assessment Companion* page 38)

Teacher will take notes on any significant observations on formative development that might otherwise be forgotten or remembered incorrectly

Record observations of unanticipated performance, behaviors, incidents, or events.

Observations should specify the learner, date of observation, factual description of observation.

Record shall be used to measure student achievement and student growth over time.

Assessment as Learning

Self evaluation and a short summary on the lesson, detailing what was learned and how this knowledge can be transferred to other lessons, scenarios, and courses

4. Instructional Strategies

- Activity Based Instruction, Debate, from The Ontario Curriculum Unit Planner, pages 9-10
- Cooperative Strategies, Conflict Resolution, from The Ontario Curriculum Unit Planner, page 41-42
- Thinking Skills Strategies, Map Making, from The Ontario Curriculum Unit Planner, page 165-166

5. Materials and Resources

Teacher:

- Landscape images, from air photos, and satellite images
- Chart paper
- Markers
- Sketch map
- Sheets for each group on view point for debate

Students:

- Pencil
- Paper
- Eraser

6. Prior Learning/ Learning Context

- What is environmental assessment?
- How do various geotechnologies allow us to predict and assess environmental impacts before development takes place?
- What are some examples people can think of and how could geotechnologies be used?

7. Lesson

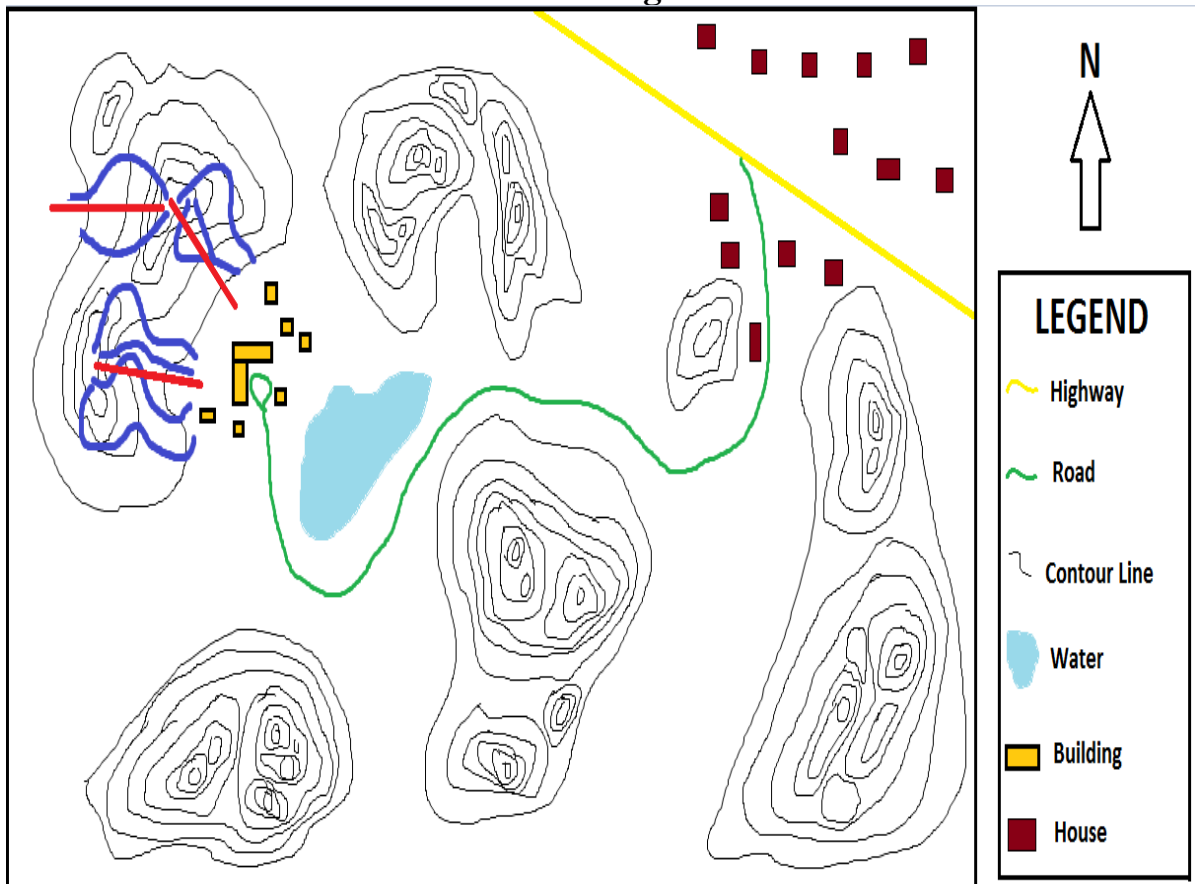
- Students will be provided with sheets that provide them with their stance on the situation which will allow them to effectively argue their “team” or “groups” views and objectives.
- Students will be separated into two groups, with one side, the owner and developers, arguing for the expansion of a local ski resort. The other side, local residents and environmentalist, will argue against the expansion.
- The students will be given the remainder of the first class to develop their arguments for and against the expansion, as well as alternative solutions to the problem, that they will present the next day to the other group.
- These alternative solutions will include alternative sites, alternative routes, environmental practices to minimize impact, regulations and any other compromises that groups can come up with that will satisfy both sides.
- Groups will have been given sketch maps to create and map the alternative solutions that they have come up with.
- The next day students will have 15 minutes to polish their arguments and make presentations to the other group.
- Each side will be given 10 minutes to present their side of the argument along with their alternative solutions to the other group. This will be followed by each group getting a 5 minute rebuttal and compromises.
- The last 30 minutes of class will be designated to the two groups working together to finalize a solution or alternate location for the expansion of the local ski hill that they will finalize on one map to be handed in to the teacher.

8. Consolation/ Recapitulation

- Handout Group/ Self Assessment sheet
- Inform the class that each student for homework will then be required to write a short reflection in the space provided, summarizing why this location was chosen, whether or not they agreed with it and why. This summary will be due the next day along with the group and self assessment section of the handout.

9. My Reflections on the Lesson

Ski Resort Assignment



For Expansion	Against Expansion
<p>You are working alongside with the owner of the ski resort in an attempt to grow their business. The owner wants to develop another one of the mountain locations, more specifically the largest mountain closest to the highway, and create a second ski resort since business is currently booming. Strong opposition from surrounding local residents has halted the development of the mountain thus far. Your job is to create a map showing the development and explain to the residents how the environmental impacts would be minimal. Be sure to have alternate plans since resident opposition is strong and without their support and acceptance the expansion of the ski resort will not be possible.</p>	<p>You are a local resident and avid environmentalist. Your fellow community members, with the assistance of other environmentalist, have protested against the expansion of the current ski resort and temporarily halted the expansion. However, your small community is slowly going into debt and the ski hill is the biggest contributor to bringing tourism and money into the community. You need to come up with alternative solutions to this expansion so that the owner of the ski resort does not close the current ski resort and go somewhere else to create another resort where he would not have to deal with this issue. Explain your environmental and community concerns, and guide the owner to a responsible solution.</p>

Group/Self Assessment

Name _____

Date _____

	Needs Improvement	Satisfactory	Good	Excellent	Beyond Expectations
Your involvement in the group					
The ability of the group to work together					
The quality of the information your group presented during the debate					
Your understanding of the information presented by your group as well as the opposing group					
Your ability to transfer this knowledge to other lessons/ courses					

Reflection

Culminating: Mapping the Canadian Winter Olympics 2013

Geomatics: Geotechnologies in Action, CGO4M

Grade: 12

Topic: Environmental Assessment Utilizing Geotechnologies

Teacher:

The 2013 Canadian Winter Olympics are coming to Thunder Bay, and it is your responsibility to ensure that all the events can be successfully held here. Planning is one of the most important aspects of hosting the Olympics. Your job is to coordinate the locations of the various events. Utilizing online data, along with field observation and data of the selected areas you must plan and map the sites for:

- snowshoe soccer
- broomball
- cross country skiing
- ultimate frisbee
- tube races
- toboggan races
- snow/ice sculpture
- refreshment booths
- commentator centers

The maps you create must be visually appealing, since they will be important to the guest to the Olympic events, as they will be given to visitors so that they may travel from event to event with little confusion. For this task, you may work alone or work with one partner, but your mark will be based on your final product, so ensure you choose wisely. This assignment allows you to be as creative as you desire, I encourage you to look at other examples to gather idea, but be original.

The second half of this assignment is a one to two page summary/explanation required from everyone, even if you are working in a group, which outlines why the each event was mapped in each area, and how environmental concerns played a factor in the decision making process. Lastly, how were geotechnologies utilized?

This activity is worth 10% of your final mark, 5% for the map and 5% for the summary/explanation.



THUNDER BAY

Rubric

Olympic Map				
	Level 4	Level 3	Level 2	Level 1
Creativity	Exceptionally creative in all aspects	Creative elements utilized on map	Incorporates necessities of a map	Did not meet expectations for creativity
Events	All events included on the map	1 events missing	2-3 events missing	4+ events missing
Map Elements	All map elements included	1 map element missing	2-3 map elements missing	4+ map elements missing
Flow/ Continuity	The map had great flow, and the layout of the events was excellent	The map had flow, and the layout of the events was well planned out	The map had some flow, and the layout of the events was clear	The map had little flow, the layout of the events was confusing
Use of geotechnologies	Demonstrated exceptional use of geotechnology	Demonstrated good use of geotechnology	Demonstrated some use of geotechnology	Demonstrated little use of geotechnology

/20

Summary/Explanation				
Content	Level			
	1	2	3	4
Grammar				
Demonstration of environmental awareness	1	2	3	4
Explanation of planning/ methodology	1	2	3	4
Description of geotechnology use	1	2	3	4
Knowledge of Content	1	2	3	4

/20

Environmental Science

Environmental Science: An Environmental Assessment of Nordic Skiing

1. Lesson Plan Information	
Subject/Course: SVN3M Environmental Science	Name:
Grade Level: Grade 11	Date:
Topic: An environmental assessment on the Winter Olympic sport of Nordic Skiing	Length of Period: 75 min

2. Expectation(s)

Overall Expectations

By the end of this course students will:

- E1. Analyse economic, political, and environmental considerations affecting waste management strategies;
- E2. Investigate the effectiveness of various waste management practices;
- E3. Demonstrate an understanding of the nature and types of waste and strategies for its management.

Specific Expectations

By the end of this course students will:

- E1.2 evaluate the short- and long-term impact on the environment of a specific type of waste (e.g., waste products from animal farming; plastic shopping bags; tailings from mines) [AI, C]

3. Assessment and Evaluation

Assessment As Learning: While students are working in groups developing their experiment an anecdotal record will be completed to ensure that all students participated equally and fairly

Assessment Of Learning: In addition this is the first step at developing a written lab report for the unit. The lab report must include an introduction, a purpose, a hypothesis, a method, materials, results, and a discussion section.

4. Instructional Strategies

Multiple Intelligences: Visual, naturalistic, interpersonal, spatial, linguistic

5. Materials and Resources

Teacher: -Enough bean seeds for each group of students to plant 4 plants
-used x country ski wax
-potting soil for all of the plants
-planting containers
-water
-computer lab booked

Students:

-a pen
-paper

6. Lesson

5 min	Review/Recap: Briefly go over the plan for the unit and what we will be covering today in class.
10 min	<i>Introduction:</i> Begin the class by discussing the different types of ski wax used on x country skis. Discuss how ski wax is used and how often it is applied with skiers in races. Introduce the concept of how ski wax can be harmful on the environment..
5 min	Watch youtube video and propose what environmental effect is the person in the video acknowledging? Watch Video: http://www.youtube.com/watch?v=QdS8_IsXpt0
20 min	Start the classroom activity(see below for further instructions)
20 min	Go over the guidelines for how to write a proper lab report. <i>Introduction:</i> This portion of the report will introduce your topic and provide additional background information on the topic. <i>Purpose:</i> This outlines the purpose of your study and the reasoning for why you are completing it <i>Hypotheses:</i> Is an if/then statement that looks at the independent/dependent variables <i>Materials:</i> List all of the materials needed for the experiment <i>Methods:</i> A step by step process of how you completed your experiment <i>Results:</i> This is where you include your observations from the experiment <i>Discussion:</i> This is where you talk about your findings, and perhaps what worked with the experiment and what did not.

Bring students to the computer lab to have the rest of the period to do research for their introduction and purpose section of the lab report.
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7. Prior Learning/ Learning Context

This class is at the beginning of a new unit however the students should have a basic idea of the overall plan and expectations that are going to be met at the end of the unit.

If this is the students first lab report of the semester it will be imperative that the teacher go over the specific expectations required for their experiments.

8. Consolation/ Recapitulation

Review when the due date for the lab report is and inform students that they will be required to maintain their plants for the remainder of the unit.

Classroom Activity

Jack the X-country Skier and the Beanstalk

Materials:

- enough pictures for the entire class to split into groups of 4
- a tiny pot per student
- a bean seed per student
- a bag of planting soil
- fluorocarbon ski wax
- a recording sheet for each group
- water

The Steps

1. Utilizing different pictures of skiers cut each picture into 4 pieces and hand them out randomly to the students within the class. It is then the student's responsibility to find their matching group mates. Once they put together their picture then that will determine the groups for this science experiment.
2. Hand out a bean seed, planting soil, and a cup to each student for their plant. In addition hand out enough ski wax for two of their plants to have it mixed into their soils.
3. The students will plant all of their plants separately and two of the students will spread and mix in old fluorocarbon ski wax into their plants. It is important that the students label the non waxed plants compared to the wax plants.

4. Have students water all of their plants. Students will then be responsible for watering and taking care of their plants for the upcoming weeks. Students will also be responsible for recording their daily observations about the growth of each plant.

5. Students will be delegated 5 minutes each period for every class to make daily observations on how their plants are growing.

Plant Daily Observations

Group Name: _____

Date	Non waxed plant A	Non waxed plant B	Waxed plant A	Waxed plant B
1				
2				
3				
4				
5				
6				
7				

Marking Scheme For Lab Report

Due Date: Week after culminating activity **Group:** _____

Student: _____

	<i>Mark /100</i>
Introduction: This portion of the report will introduce your topic and provide additional background information on the topic.	/10
Purpose: This outlines the purpose of your study and the reasoning for why you are completing it	/10
Hypotheses: Is the hypothesis if/then statement that looks at both independent/dependent variables	/5
Materials: Listed all of the materials needed for the experiment	/5
Methods: A step by step process of how you completed your experiment	/15
Results: Are their results accurate and true to your individual experiment?	/20
Discussion: This is where you talk about your findings, and whether you accept or reject your hypothesis. In addition you will also be responsible for incorporating at least 4 additional resources into your discussion about your results.	/30
Organization/Neatness: The lab report looks professional and is nicely organized	/5

Overall Comments:

The Canadian Winter Olympics Activity

Our goal:

Congratulations our class has the opportunity to participate in the first annual Thunder Bay Winter Olympics hosted by our class. It is our goal through the collaboration of teams/classes that we will have a complete afternoon dedicated to a variety of winter and Olympic activities to be held for the rest of the school.

The only issue as of right now is that we do not have any activities for anyone to play! It is our mission as a class to break up into groups and create a variety of winter games/activities for the students to participate in during the event. You must utilize and apply the knowledge that we have learned from the rest of our unit examining other Olympic events to ensure that our event is environmentally friendly and sustainable.

Groups:

Working with your original ski wax lab groups, each group will be responsible for developing a specific activity for the event.

What you need to complete: (50 marks)

1. Design a winter activity that could take place on our school grounds. Once you have this activity decided it must be approved by the teacher as we will have to ensure that it is appropriate and not the same as any other group's activity. You will be required to do a write up on how to play this activity and where the activity originated from whether it be your own or one you found. These games do not have to reflect traditional Olympic sports (for example: Quinzhee building competition could be one) (20 marks)

***A brief summary paragraph of your activity will also be required so other classes can sign up for the events.

2. You must acknowledge or address the area that you want to utilize for your event so we can pass that knowledge on to our geography class so that they can produce a map of the events that are occurring. Do a brief half a page write up on how much space you need to participate in your activity(5 marks)

3. You must address and recognize the potential environmental concerns for each activity and attempt to make a minimal impact on the region that you are utilizing. (For example: if you are having a ski race perhaps you look up an alternative ski wax that is less harmful than fluorocarbons) A one page write up will be required for this portion (15 marks). ***It is important that you include at least one environmental concern!

4. You will also be required to make a brief 5-10 minute presentation to the Olympic Committee (the class) in order to get it approved for the games! (10 marks)

History

Lesson Plan- Grade 10, 11, 12- Olympics Assignment

Topic: Olympics (Locally Relevant- Northwestern Ontario)

Location: Classroom/Computer lab/ Field Trip to Northwestern Ontario Sports Hall of Fame

Learning Expectations:

- Explain how local, national, and global influences have helped shape Canadian identity
- Assess how individual Canadians have contributed to the development of Canada and the countries emerging sense of identity
- Formulate questions on topics and issues in the history of Canada since 1914 and use appropriate methods of historical research to locate, gather, evaluate and organize relevant information from a variety of sources
- Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry
- Communicate the results of historical inquiries using appropriate terms and concepts and a variety of forms of communication

Assessment Strategies:

Performance/Presentation: This assignment can be done by a 30 minute presentation (Creativity included: can be skit, power point, visual media, etc.)

Materials:

Teacher: Computers (computer lab), Pad of Paper (graphic organizers), markers
Students: Binders, Paper, Writing Materials

Introduction (Hook):

- Explain the importance of the winter Olympics and how Northwestern Ontario had many athletes see success.
- Assess prior knowledge: Asking questions such as do you know any athletes in who were in the Olympics from Northwestern Ontario?
 - Answers: Chris Pronger, Eric Staal, Haley Irwin, Mike Richards, etc.
- Show a video: Steve Collins (Ski-Jumper)
 - <http://www.youtube.com/watch?v=xIPdEokjOto>

Presentation Steps:

1. Introduction: See above (10-15 minutes)
2. Explain Assignment: Handout Assignment
3. Pick groups and Topics through lottery
4. Work Period: Allow students the class to start working on their assignment

Review:

If students are having trouble finding information put some websites on the board such as the Northwestern Ontario Sports Hall of Fame.
(<http://www.nwosportshalloffame.com>)

Evaluation: See Rubric attached to assignment sheet

Reflection: A series of checkmarks for what was successful during the lesson. This lesson could be extended to three work periods if desired by the teacher.

Olympic Assignment

This assignment is to give you the opportunity to do some research with primary and secondary sources and also give you control of the class to educate your peers on your research findings. This will be a group project and will consist of 5-6 people. Each group will be assigned a topic through a lottery/draw; all topics will be important, locally relevant, topics of the history of sports related to Northwestern Ontario and the Olympics. It's important as students to learn about the sports history of your local area as each student will get to see the sense of community pride Northwestern Ontario Athletes have brought to the area.

Groups: There will be 5 groups of 5-6 people (random draw for group members)

Topics:

1. Northwestern Ontario's Summer Olympic Athletes (Due date: To Be Announced)
2. Northwestern Ontario's Winter Olympics Athletes (Due Date: To Be Announced)
3. Amateurism in the Olympics: Northwestern Ontario Strives (Due Date: To Be Announced)
4. Northwestern Ontario's Hockey Participation (Due Date: To Be Announced)
5. Olympics and conflicts of War (WWII, Cold war, etc.) (Due Date: To Be Announced)

Task:

Each group will be in charge of presenting a lesson to the class (teaching the class) about their topic. They will have 30 minutes to teach the class any way they want (power point, skit, films, class activity, etc.). Each group will also give any handouts needed for the class.

Evaluation: 20% of the final mark**Important Dates to Remember:**

Check-in Number 1- Field Trip: Time to get resources at the Northwestern Ontario Sports Hall of Fame and Museum

Check-in Number 2- Group Check-ins (all groups will check in with the teacher to see their progress leading into their presentations the following week)

Rubric is attached on Next page

Categories	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4
Knowledge and Understanding	-demonstrates limited knowledge of content -demonstrates limited understanding of content	-demonstrates some knowledge of content -demonstrates some understanding of content	-demonstrates considerable knowledge of content -demonstrates considerable understanding of content	-demonstrates thorough knowledge of content -demonstrates thorough understanding of content -Addresses the topic with reliable sources
Presentation Skills	- presentation was not engaging -demonstrated limited amount of clarity and pronunciation in voice - demonstrated limited eye contact	- presentation was somewhat engaging -demonstrated some amount clarity and pronunciation in voice -demonstrated some eye contact	- presentation was considerably engaging -demonstrated considerable amount of clarity and pronunciation in voice -demonstrated considerable amount of eye contact	- presentation caught attention by all and engaged the class -demonstrated thorough amount of clarity and pronunciation in voice -demonstrated eye contact throughout the whole presentation
Hand-out	- expresses and organizes ideas and information with limited effectiveness	- expresses and organizes ideas and information with some effectiveness	- expresses and organizes ideas and information with considerable effectiveness	- expresses and organizes ideas and information with a high degree of effectiveness

Peer Review + group participation + Teacher Meeting	-demonstrated limited participation with the group -Demonstrated limited amount of material shown on teacher meeting day	- Demonstrated some participation with the group - Demonstrated some amount of material shown on teacher meeting day	- Demonstrated considerable participation with the group - Demonstrated considerable amount of material on teacher meeting day	- Demonstrated thorough participation with the group - Demonstrated thorough amount of material on teacher meeting day
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Lesson Plan (History) Grade 10, 11, 12

Topic: Olympic Scandals and Controversies

Location: Computer lab/ Field Trip to the Northwestern Ontario Sports Hall of Fame

Learning Expectations:

- Explain how local, national, and global influences have helped shape Canadian identity
- Assess how individual Canadians have contributed to the development of Canada and the countries emerging sense of identity
- Formulate questions on topics and issues in the history of Canada since 1914 and use appropriate methods of historical research to locate, gather, evaluate and organize relevant information from a variety of sources
- Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry
- Communicate the results of historical inquiries using appropriate terms and concepts and a variety of forms of communication

Materials:

Teacher: Computers (computer lab), Pad of Paper (graphic organizers), Markers

Students: Binders, Paper, Writing Materials

Introduction (Hook):

- Explain the importance of the Olympics to sports and the importance it is to many athletes across the world
- Assess prior knowledge:
 - Define: Scandals, Controversy, Boycott
 - Ask any examples of boycotting?

Presentation Steps:

1. Introduction: See above (10-15 minutes)
2. Lesson on the 1980 and 1984 Summer Olympics in Russia and USA
3. Boycotting Activity
4. Boycotting Activity Presentations

Evaluation: No rubric needed, just checkmark for participation if information is said through presentation

Reflection: A series of checkmarks for what was successful during the lesson. This lesson might want to be extended to three work periods (for the assignment to be well done by your students)

Class Activity with Lesson

Boycotting Activity

There have been many Olympics which have had controversy and scandals. It seems like every Olympics has had one problem, which is likely due to having such different cultures, religions and unique people participating on another world-wide event. Your job is to organize into groups of 3-4 and pick an Olympics (other than 1980-1984) and find interesting scandals, controversies or boycotts which your fellow students would not know about. Then with your information found in the 20 minutes given, give a short two-five minute presentation on your research.

Lesson: Canadian History: Induct Your Own Athlete!

1. Lesson Plan Information	
Subject/Course: Canadian History	Teacher:
Grade Level: Grade 10	Date:
Topic: Induct Your Own Athlete	Length of Period: 3X 75 minutes

2. Expectation(s)
<p>Overall Expectations By the end of this course students will:</p> <ul style="list-style-type: none">• Formulate questions on topics and issues in the history of Canada since 1914 and use appropriate methods of historical research to locate, gather, evaluate and organize relevant information from a variety of sources• Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry• Communicate the results of historical inquiries using appropriate terms and concepts and a variety of forms of communication <p>Learning Goals:</p> <ul style="list-style-type: none">• I will understand the importance of Northwestern Ontario athletes and their effects on the local community• I will understand the relationship between history and sports• I will be able to research using different forms of communication and be able to gather historical research using appropriate methods.

3. Assessment and Evaluation

Assessment For Learning

Prior to the start of the lesson:

- As a class, students will examine images of athletes who are in the Northwestern Ontario Sports Hall of Fame (NWOSHOF) already. This can be research on the website (<http://www.nwosportshalloffame.com/>) or as part of a field trip.
- As a class, students will brainstorm ideas of reasons why the athletes shown were in the NWOSHOF.

Assessment of Learning

Presentation/Demonstration: (sourced from *The Ontario Curriculum Unit Planner Assessment Companion* page 38)

Teacher will take notes on any significant observations on formative development that might otherwise be forgotten or remembered incorrectly.

Record observations of unanticipated performance, behaviors, incidents, or events.

Observations should specify the learner, date of observation, factual description of observation.

Record shall be used to measure student achievement and student growth over time.

Assessment as Learning

There will be a 10 minute presentation in which the students will give reasoning for their athletes to be inducted and why? These must be athletes that are not in the NWOSHOF currently.

4. Instructional Strategies

- Northwestern Ontario Sports Hall of Fame Website (<http://www.nwosportshalloffame.com/>)

5. Materials and Resources

Teacher:

- videos and images of athletes in the hall of fame
- Chart paper
- Markers
- Sketch map

Students:

- Pencil
- Paper
- Eraser

6. Prior Learning/ Learning Context

- Ask students if they know any athletes that are in the Northwestern Ontario Sports Hall of Fame.
- Show videos on athletes that are in the NWOSHOF
- Allow students to justify and show reasoning why they are in the Hall of Fame.

7. Lesson

- Students will be able to research athletes from Northwestern Ontario (only) and be given time to complete a 10 minute presentation on why this athlete should be inducted into the NWOSHOF for the next years induction ceremony.
- Students can work in pairs or by themselves
- Their athlete must not be in the NWOSHOF already, it must be a new inducted athlete. Also one bonus mark will be given if the teacher has no idea who the athlete is or if half of the class doesn't know who the athlete is!
(this will allow for some projects to be different sports and allow more athletes to be shared)
- This project could need more research days, and there are resources on the website of the Northwestern Ontario Hall of Fame Website
- At the end of the week the students will present their findings either in class or part of a field trip to present at the Northwestern Ontario Hall of Fame to the directors of the NWOSHOF.

8. Consolation/ Recapitulation

- Remember to explain the importance of the assignment
- Stress that this project only has a couple of class periods to be worked on, therefore homework may be needed for completion

*** If presenting at the NWOSHOF, make sure students are aware of how important it is to represent the school in the community

9. My Reflections on the Lesson

Add any reflections (teacher) makes of this lesson.

Ancient Greek History Lesson

Olympics Games during the Ancient Greek period compared to the modern-day Olympics

Learning Expectations:

- The study of current events needs to be thought of not as a separate topic removed from the program but as an integral extension of the expectations found in the curriculum.
- Demonstrate an understanding of classical history.

Activity:

- Have the students present and/or write a research essay on one of the following research topics which illustrate how the Olympics Games have evolved from the Ancient Greek period to the modern day. Students must include, for example information, pictures and resources.

Possible Research Topics:

- The oath
- The athletes
- The sports
- The country's participation
- The Olympic Committee
- Symbolic Representation
- Olympic Rings
- Olympics Torch

This lesson can be either modified or adjusted depending on grade level.