

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 1:</p> <p>Introduction</p> <ul style="list-style-type: none"> Watch the Season Launch video & read Engineering Notebook to learn about RePLAY Challenge <p>Group 1</p> <ul style="list-style-type: none"> Learn to program the robot to travel forward, backward and turn by completing Robot Lesson 1 Learn about Robot Game by reviewing Field Layout and Robot Game Missions <p>Group 2</p> <ul style="list-style-type: none"> Read Project Spark 1 to learn about a problem associated with this year's Challenge Build Session 1 Mission Models that related to the problem presented and brainstorm other solutions <p>Share</p> <ul style="list-style-type: none"> Groups share robot skills and show how the missions work & where they go on the mat. 	Number	B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	●
	Data	D2. Probability: describe the likelihood that events will happen, and use that information to make predictions D2.1 describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples	- -
	Spatial Sense	E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations	- -
	SEL Skills & Mathematical Processes	A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum. 4. To the best of their ability, students will learn to build relationships and communicate effectively as they apply the mathematical process of <i>selecting tools and strategies</i> so they can work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships.	● ●

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 2:</p> <p>Introduction</p> <ul style="list-style-type: none"> Read about the Core Values and record ways to ensure that everyone on the team is respected and heard, with a focus on Inclusion <p>Group 1</p> <ul style="list-style-type: none"> Learn to program their robot to avoid obstacles using a sensor and power an attachment by completing Robot Lesson 2 <p>Group 2</p> <ul style="list-style-type: none"> Read Project Spark 2 to learn about another problem associated with this year's Challenge Build Session 2 Mission Models related to the problem presented and brainstorm other solutions <p>Share</p> <ul style="list-style-type: none"> Groups share their newly acquired robot skills and show how the missions work and where they go on the mat. 	Number	<p>B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</p> <p>B1.3 read, represent, compare, and order rational numbers, including positive and negative fractions and decimal numbers to thousandths, in various contexts</p>	<p align="center">-</p> <p align="center">-</p>
	Algebra	<p>C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills</p> <p>C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures</p> <p>C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code</p>	<p align="center">•</p> <p align="center">•</p> <p align="center">•</p>
	Spatial Sense	<p>E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p> <p>E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations</p> <p>E2. Measurement: compare, estimate, and determine measurements in various contexts</p>	<p align="center">-</p> <p align="center">-</p> <p align="center">-</p>
	SEL Skills & Mathematical Processes	<p>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.</p> <p>4. To the best of their ability, students will learn to build relationships and communicate effectively as they apply the <u>mathematical process</u> of <i>selecting tools and strategies</i> so they can work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships.</p>	<p align="center">•</p> <p align="center">•</p>

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 3:</p> <p>Introduction</p> <ul style="list-style-type: none"> Discuss and record team goals and responsibilities of team members <p>Group 1</p> <ul style="list-style-type: none"> Read Project Spark 1 to learn about a problem associated with this year's Challenge Build Session 3 Mission Models related to the problem presented and brainstorm other solutions <p>Group 2</p> <ul style="list-style-type: none"> Learn to program the robot to travel forward, backward and turn by completing Robot Lesson 1 Learn about Robot Game by reviewing Field Layout and Robot Game Missions <p>Share</p> <ul style="list-style-type: none"> Groups share their newly acquired robot skills and show how the missions work and where they go on the mat. 	Number	B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	•
	Data	D2. Probability: describe the likelihood that events will happen, and use that information to make predictions D2.1 describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples	- -
	Spatial Sense	E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations	- -
	SEL Skills & Mathematical Processes	A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum. 5. To the best of their ability, students will learn to develop self-awareness and sense of identity as they apply the <u>mathematical process</u> : <i>problem solving</i> so they can see themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging	- -

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 4:</p> <p>Introduction</p> <ul style="list-style-type: none"> Revisit the Core Values, with a focus on Discovery, and record ways in which your team has learned new skills and ideas <p>Group 1</p> <ul style="list-style-type: none"> Read Project Spark 2 to learn about a problem associated with this year's Challenge Build Session 4 Mission Models related to the problem presented and brainstorm other solutions <p>Group 2</p> <ul style="list-style-type: none"> Learn to program their robot to avoid obstacles using a sensor and power an attachment by completing Robot Lesson 2 <p>Share</p> <ul style="list-style-type: none"> Groups share their newly acquired robot skills and show how the missions work and where they go on the mat. 	Number	<p>B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</p> <p>B1.3 read, represent, compare, and order rational numbers, including positive and negative fractions and decimal numbers to thousandths, in various contexts</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p>
	Algebra	<p>C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills</p> <p>C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures</p> <p>C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code</p>	<p style="text-align: center;">•</p> <p style="text-align: center;">•</p> <p style="text-align: center;">•</p>
	Spatial Sense	<p>E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p> <p>E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations</p> <p>E2. Measurement: compare, estimate, and determine measurements in various contexts</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p> <p style="text-align: center;">-</p>
	SEL Skills & Mathematical Processes	<p>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.</p> <p>3. To the best of their ability, students will learn to maintain positive motivation and perseverance as they apply the <u>mathematical process</u>: <i>selecting tools and strategies</i> so they can recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope.</p>	<p style="text-align: center;">•</p> <p style="text-align: center;">•</p>

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 5: Introduction <ul style="list-style-type: none"> Create a team name and dyeing a poster with your team name and logo Team <ul style="list-style-type: none"> Learn how to build a driving base and program it to move and follow a line by completing Robot Lesson 3 Take turns coding the robot and showing what it can do Review the Robot Game Missions and discuss what missions your team will tackle first Complete pseudocode for the chosen missions Share <ul style="list-style-type: none"> Gather around the mat to review the pseudocode and make changes if necessary 	Number	B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	•
	Algebra	C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code	• • •
	Data	D2. Probability: describe the likelihood that events will happen, and use that information to make predictions D2.1 describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples D2.2 determine and compare the theoretical and experimental probabilities of two independent events happening and of two dependent events happening	• - -
	Spatial Sense	E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations E2. Measurement: compare, estimate, and determine measurements in various contexts	- - -
	SEL Skills & Mathematical Processes	A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum. 6. To the best of their ability, students will learn to think critically and creatively as they apply the <u>mathematical process: <i>reflecting</i></u> so they can work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience.	• •

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 6:</p> <p>Introduction</p> <ul style="list-style-type: none"> Revisit the Core Values, with a focus on Teamwork, and record ways in which your team has learned to work together <p>Team</p> <ul style="list-style-type: none"> Learn to use more advanced programming blocks and coding skills by completing Robot Lesson 4 Take turns coding the robot and showing what it can do Read about the RePLAY Innovation Project and reflect on the solutions that were developed during the Project Spark sessions Identify and record your problem statement <p>Share</p> <ul style="list-style-type: none"> Gather around the mat to demonstrate any new coding skills that you have learned 	Number	<p>B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</p> <p>B1.7 convert between fractions, decimal numbers, and percentages, in various contexts</p>	<p>•</p> <p>-</p>
	Algebra	<p>C1. Patterns and Relationships: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts</p> <p>C1.1 identify and compare a variety of repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and compare linear growing patterns on the basis of their constant rates and initial values</p> <p>C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills</p> <p>C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures</p> <p>C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code</p>	<p>-</p> <p>-</p> <p>•</p> <p>•</p> <p>•</p>
	Data	<p>D2. Probability: describe the likelihood that events will happen, and use that information to make predictions</p> <p>D2.1 describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples</p> <p>D2.2 determine and compare the theoretical and experimental probabilities of two independent events happening and of two dependent events happening</p>	<p>•</p> <p>-</p> <p>-</p>
	Spatial Sense	<p>E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p> <p>E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations</p> <p>E2. Measurement: compare, estimate, and determine measurements in various contexts</p>	<p>-</p> <p>-</p> <p>-</p>

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	Financial Literacy	<p>F1. Money and Finances: demonstrate the knowledge and skills needed to make informed financial decisions</p> <p>F1.4 identify various societal and personal factors that may influence financial decision making, and describe the effects that each might have (many of these factors overlap with those that stop/prevent people from being active)</p>	<p>-</p> <p>-</p>
	SEL Skills & Mathematical Processes	<p>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.</p> <p>1. To the best of their ability, students will learn to identify and manage emotions as they apply the <u>mathematical processes</u>: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing, and selecting tools & strategies</i> so they can express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities</p>	<p>•</p> <p>•</p>

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 7:</p> <p>Introduction</p> <ul style="list-style-type: none"> Revisit the Core Values, with a focus on Coopertition and Gracious Professionalism and record ways in which your team will demonstrate these at events <p>Group 1</p> <ul style="list-style-type: none"> Begin to research your problem and any existing solutions Use a variety of resources and remember to keep track of them <p>Group 2</p> <ul style="list-style-type: none"> Learn to apply coding principles to complete the guided mission by completing Robot Lesson 5 and continue to refine the mission until it works perfectly <p>Share</p> <ul style="list-style-type: none"> Groups share their research, discuss solution ideas and show how the robot scores points in the guided mission 	Number	<p>B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</p> <p>B1.7 convert between fractions, decimal numbers, and percentages, in various contexts</p>	<p align="center">•</p> <p align="center">-</p>
	Algebra	<p>C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills</p> <p>C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures</p> <p>C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code</p>	<p align="center">•</p> <p align="center">•</p> <p align="center">•</p>
	Data	<p>D2. Probability: describe the likelihood that events will happen, and use that information to make predictions</p> <p>D2.1 describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples</p> <p>D2.2 determine and compare the theoretical and experimental probabilities of two independent events happening and of two dependent events happening</p>	<p align="center">•</p> <p align="center">-</p> <p align="center">-</p>
	Spatial Sense	<p>E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</p> <p>E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations</p> <p>E2. Measurement: compare, estimate, and determine measurements in various contexts</p>	<p align="center">-</p> <p align="center">-</p> <p align="center">-</p>
	SEL Skills & Mathematical Processes	<p>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.</p> <p>6. To the best of their ability, students will learn to think critically and creatively as they apply the <u>mathematical processes</u>: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing, and selecting tools & strategies</i> so they can make connections between math and everyday contexts to help them make informed judgements and decisions</p>	<p align="center">•</p> <p align="center">•</p>

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 8:</p> <p>Introduction</p> <ul style="list-style-type: none"> Decide as a team what your project solution will be based on your identified problem <p>Group 1</p> <ul style="list-style-type: none"> Learn to apply coding principles to complete the guided mission by completing Robot Lesson 5 and continue to refine the mission until it works perfectly <p>Group 2</p> <ul style="list-style-type: none"> Research and develop your selected solution using the Project Development page as a tool Sketch and label a diagram of the solution and explain how it solves the problem <p>Share</p> <ul style="list-style-type: none"> Groups share their research, discuss the project solution and show how the robot scores points in the guided mission 	Number	B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	•
	Algebra	C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code	• • •
	Data	D1. Data Literacy: manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life D1.1 explain why percentages are used to represent the distribution of a variable for a population or sample in large sets of data, and provide examples D1.2 collect qualitative data and discrete and continuous quantitative data to answer questions of interest, and organize the sets of data as appropriate, including using percentages D2. Probability: describe the likelihood that events will happen, and use that information to make predictions D2.1 describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples D2.2 determine and compare the theoretical and experimental probabilities of two independent events happening and of two dependent events happening	• - - • - -
	Spatial Sense	E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them E1.2 draw top, front, and side views, as well as perspective views, of objects and physical spaces, using appropriate scales E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations	• - -

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		<p>E2. Measurement: compare, estimate, and determine measurements in various contexts</p> <p>E2.2 solve problems involving perimeter, area, and volume that require converting from one metric unit of measurement to another</p>	<ul style="list-style-type: none"> • -
	SEL Skills & Mathematical Processes	<p>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.</p> <p>2. To the best of their ability, students will learn to recognize sources of stress and cope with challenges as they apply the <u>mathematical processes</u>: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing, and selecting tools & strategies</i> so they can work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience</p>	<ul style="list-style-type: none"> • •

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<p>Session 9:</p> <p>Introduction</p> <ul style="list-style-type: none"> Revisit the Core Values, with a focus on Innovation, and record ways your team has been creative & solved problems <p>Innovation Project Group</p> <ul style="list-style-type: none"> Evaluate your solution and iterate and improve, if needed Plan how you will test your solution & share it with others Use the white bricks from bag 8 to build a model that represents your solution <p>Robot Group</p> <ul style="list-style-type: none"> Decide which additional mission to attempt and build any attachments you need Write and refine your program so that the robot completes the mission reliably <p>Share</p> <ul style="list-style-type: none"> Groups provide an update on their missions and how they will share their solution with 	Number	B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	•
	Algebra	C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code	• • •
	Data	D1. Data Literacy: manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life D1.5 determine the impact of adding or removing data from a data set on a measure of central tendency, and describe how these changes alter the shape and distribution of the data D1.6 analyse different sets of data presented in various ways, including in circle graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions	- - -
	Spatial Sense	E1. Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations E2. Measurement: compare, estimate, and determine measurements in various contexts E2.2 solve problems involving perimeter, area, and volume that require converting from one metric unit of measurement to another	• - • -

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others.	SEL Skills & Mathematical Processes	<p>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.</p> <p>6. think critically and creatively as they apply the <u>mathematical processes</u>: <i>reasoning and proving</i> and <i>reflecting</i> so they can recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope</p>	<ul style="list-style-type: none"> • •
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<p>Session 10:</p> <p>Introduction</p> <ul style="list-style-type: none"> Revisit the Core Values, with a focus on Impact, and record ways your team has had a positive impact on others <p>Innovation Project Group</p> <ul style="list-style-type: none"> Plan your project presentation by writing a script and making any required props or displays <p>Robot Group</p> <ul style="list-style-type: none"> Continue to program the robot to complete missions, ensuring that you understand and can explain the code and strategy Practice a 2.5-minute Robot Game on the mat <p>Share</p> <ul style="list-style-type: none"> Group discusses progress on the project presentation, how everyone will be involved and what missions have been completed 	Number	B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	•
	Algebra	C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code	• • •
	Data	D1. Data Literacy: manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life D1.3 select from among a variety of graphs, including circle graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and circle graphs, and incorporating any other relevant information that helps to tell a story about the data	- - -
	SEL Skills & Mathematical Processes	A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum. 4. To the best of their ability, students will learn to build relationships and communicate effectively as they apply the <u>mathematical processes</u> : <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing, and selecting tools & strategies</i> so they can work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships	• •

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 11:</p> <p>Introduction</p> <ul style="list-style-type: none"> Create a trading card for each person on the team on which you describe yourself and how you enjoy FLL Challenge <p>Innovation Project Group</p> <ul style="list-style-type: none"> Continue to work on your project presentation by planning what each person on the team will say <p>Robot Group</p> <ul style="list-style-type: none"> Program your robot to complete mission 1 using the white brick model of your project solution Write a script for and rehearse your robot design presentation, using the rubric as a guide for what to include <p>Share</p> <ul style="list-style-type: none"> Group discusses each person's role in the project and robot design presentations and show what missions are completed by running a 2.5-minute match 	Number	B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	•
	Algebra	C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code	• • •
	Data	D2. Probability: describe the likelihood that events will happen, and use that information to make predictions D2.1 describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples D2.2 determine and compare the theoretical and experimental probabilities of two independent events happening and of two dependent events happening	• - -
	SEL Skills & Mathematical Processes	A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum. 5. To the best of their ability, students will learn to self-awareness and sense of identity as they apply the <u>mathematical processes</u> : <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing, and selecting tools & strategies</i> so they can see themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging	• •

• The standard is clearly addressed by program activities.

- This standard potentially could be addressed, either by actions taken when working with students or by conditions established by the program

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 12:</p> <p>Introduction</p> <ul style="list-style-type: none"> Revisit the Core Values, with a focus on Fun, and record ways your team has had fun throughout this experience <p>Team</p> <ul style="list-style-type: none"> Rehearse your project and robot design presentations, remembering to demonstrate and mention how your team has used the Core Values Hold 2.5-minute Robot Game matches <p>Share</p> <ul style="list-style-type: none"> Review all of the rubrics and use them to evaluate and improve upon your presentations 	Number	B1. Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	•
	Algebra	<p>C3. Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills</p> <p>C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures</p> <p>C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code</p>	• • •
	SEL Skills & Mathematical Processes	<p>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes: apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum.</p> <p>To the best of their ability, students will learn to:</p> <ol style="list-style-type: none"> identify and manage emotions as they apply the mathematical processes: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing and selecting tools & strategies</i> so they can express and manage their feelings and show understanding of the feelings of others, as they engage positively in mathematics activities recognize sources of stress and cope with challenges as they apply the mathematical processes: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing and selecting tools & strategies</i> so they can work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience maintain positive motivation and perseverance apply the mathematical processes: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing and selecting tools & strategies</i> so they can recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope build relationships and communicate effectively apply the mathematical processes: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing and selecting tools & strategies</i> so they can work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships 	• • • •

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		<p>5. develop self-awareness and sense of identity apply the mathematical processes: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing and selecting tools & strategies</i> so they can see themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging</p> <p>6. think critically and creatively as they apply the mathematical processes: <i>problem solving, reasoning & proving, reflecting, connecting, communicating, representing and selecting tools & strategies</i> so they can make connections between math and everyday contexts to help them make informed judgements and decisions</p>	<ul style="list-style-type: none"> • •
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