

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Session 1:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Watch the Season Launch video &amp; read Engineering Notebook to learn about RePLAY Challenge</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>Learn to program the robot to travel forward, backward and turn by completing Robot Lesson 1</li> <li>Learn about Robot Game by reviewing Field Layout and Robot Game Missions</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>Read Project Spark 1 to learn about a problem associated with this year's Challenge</li> <li>Build Session 1 Mission Models that related to the problem presented and brainstorm other solutions</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups share robot skills and show how the missions work &amp; where they go on the mat.</li> </ul>	Oral Communication	1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Reading	1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;  1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea  2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Writing	1. generate, gather, and organize ideas and information to write for an intended purpose and audience;  1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose  1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>-</li> </ul>
	Media Literacy	1. demonstrate an understanding of a variety of media texts;  1.1 explain how a variety of media texts address their intended purpose and audience	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<p><b>Session 2:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Read about the Core Values and record ways to ensure that everyone on the team is respected and heard, with a focus on Inclusion</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>Learn to program their robot to avoid obstacles using a sensor and power an attachment by completing Robot Lesson 2</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>Read Project Spark 2 to learn about another problem associated with this year's Challenge</li> <li>Build Session 2 Mission Models related to the problem presented and brainstorm other solutions</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups share their newly acquired robot skills and show how the missions work and where they go on the mat.</li> </ul>	Oral Communication	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Writing	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p>1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p>2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience</p>	<ul style="list-style-type: none"> <li>-</li> <li>-</li> </ul>

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<p><b>Session 3:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Discuss and record team goals and responsibilities of team members</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>Read Project Spark 1 to learn about a problem associated with this year's Challenge</li> <li>Build Session 3 Mission Models related to the problem presented and brainstorm other solutions</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>Learn to program the robot to travel forward, backward and turn by completing Robot Lesson 1</li> <li>Learn about Robot Game by reviewing Field Layout and Robot Game Missions</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups share their newly acquired robot skills and show how the missions work and where they go on the mat.</li> </ul>	Oral Communication	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience</p> <p>2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea</p> <p>1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Writing	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>1.1 identify the topic, purpose, and audience for more complex writing forms</p> <p>1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>1. demonstrate an understanding of a variety of media texts;</p> <p>1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view</p> <p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p>2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience</p>	<ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul>

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<p><b>Session 4:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Revisit the Core Values, with a focus on Discovery, and record ways in which your team has learned new skills and ideas</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>Read Project Spark 2 to learn about a problem associated with this year's Challenge</li> <li>Build Session 4 Mission Models related to the problem presented and brainstorm other solutions</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>Learn to program their robot to avoid obstacles using a sensor and power an attachment by completing Robot Lesson 2</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups share their newly acquired robot skills and show how the missions work and where they go on the mat.</li> </ul>	Oral Communication	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways</p> <p>1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts</p> <p>1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Writing	<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>1. demonstrate an understanding of a variety of media texts;</p> <p>1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view</p>	<ul style="list-style-type: none"> <li>-</li> <li>-</li> </ul>

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<p><b>Session 5:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Create a team name and design a poster with your team name and logo</li> </ul> <p><b>Team</b></p> <ul style="list-style-type: none"> <li>• Learn how to build a driving base and program it to move and follow a line by completing Robot Lesson 3</li> <li>• Take turns coding the robot and showing what it can do</li> <li>• Review the Robot Game Missions and discuss what missions your team will tackle first</li> <li>• Complete pseudocode for the chosen missions</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• Gather around the mat to review the pseudocode and make changes if necessary</li> </ul>	Oral Communication	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reading		
	Writing	<p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (Team Name/Poster)</p> <p>3.8 produce pieces of published work to meet identified criteria based on the expectations</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; (Team Poster/Logo)</p> <p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message</p> <p>3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p><b>Session 6:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Revisit the Core Values, with a focus on Teamwork, and record ways in which your team has learned to work together</li> </ul> <p><b>Team</b></p> <ul style="list-style-type: none"> <li>Learn to use more advanced programming blocks and coding skills by completing Robot Lesson 4</li> <li>Take turns coding the robot and showing what it can do</li> <li>Read about the RePLAY Innovation Project and reflect on the solutions that were developed during the Project Spark sessions</li> <li>Identify and record your problem statement</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Gather around the mat to demonstrate any new coding skills that you have learned</li> </ul>	Oral Communication	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations</p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Writing	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>-</li> <li>-</li> </ul>
	Media Literacy	<p>2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p>2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience</p> <p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; (Team Poster/Logo)</p> <p>3.1 explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their intended audience (RePLAY Innovation Project)</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p><b>Session 7:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Revisit the Core Values, with a focus on Coopertition and Gracious Professionalism and record ways in which your team will demonstrate these at events</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>Begin to research your problem and any existing solutions</li> <li>Use a variety of resources and remember to keep track of them</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups share their research, discuss solution ideas and show how the robot scores points in the guided mission</li> </ul>	Oral Communication	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways</p> <p>1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts and informational texts</p> <p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Writing	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data</p> <p>1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; (Team Poster/Logo)</p> <p>3.1 explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their intended audience (RePLAY Innovation Project)</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<p><b>Session 8:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Decide as a team what your project solution will be based on your identified problem</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>Research and develop your selected solution using the Project Development page as a tool</li> <li>Sketch and label a diagram of the solution and explain how it solves the problem</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups share their research, discuss the project solution and show how the robot scores points in the guided mission</li> </ul>	Oral Communication	<p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;</p> <p>1.9 identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea</p> <p>1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them</p> <p>1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>-</li> </ul>
	Writing	<p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience;</p> <p>1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary</p> <p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create, and explain why it is an appropriate choice</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<p><b>Session 9:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Revisit the Core Values, with a focus on Innovation, and record ways your team has been creative &amp; solved problems</li> </ul> <p><b>Innovation Project Group</b></p> <ul style="list-style-type: none"> <li>Evaluate your solution and iterate and improve, if needed</li> <li>Plan how you will test your solution &amp; share it with others</li> <li>Use the white bricks from bag 8 to build a model that represents your solution</li> </ul> <p><b>Robot Group</b></p> <ul style="list-style-type: none"> <li>Decide which additional mission to attempt and build any attachments you need</li> <li>Write and refine your program so that the robot completes the mission reliably</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups provide an update on their missions and how they will share their solution with others.</li> </ul>	Oral Communication	<p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts</p> <p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p>2.2 analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the patterns help communicate meaning</p> <p>2.3 identify a variety of text features and explain how they help communicate meaning</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>-</li> <li>•</li> </ul>
	Writing	<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone</p> <p>2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create, and explain why it is an appropriate choice</p> <p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Session 10:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Revisit the Core Values, with a focus on Impact, and record ways your team has had a positive impact on others</li> </ul> <p><b>Innovation Project Group</b></p> <ul style="list-style-type: none"> <li>Plan your project presentation by writing a script and making any required props or displays</li> </ul> <p><b>Robot Group</b></p> <ul style="list-style-type: none"> <li>Continue to program the robot to complete missions, ensuring that you understand and can explain the code and strategy</li> <li>Practice a 2.5-minute Robot Game on the mat</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Group discusses progress on the project presentation, how everyone will be involved and what missions have been completed</li> </ul>	Oral Communication	<p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>2.1 identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies</p> <p>2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience</p> <p>2.7 use a variety of appropriate visual aids to support and enhance oral presentations</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reading	<p>1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p> <p>1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives</p> <p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p>2.3 identify a variety of text features and explain how they help communicate meaning</p>	<ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>•</li> <li>•</li> </ul>
	Writing	<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations</p> <p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<p><b>Session 11:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Create a trading card for each person on the team on which you describe yourself and how you enjoy FLL Challenge</li> </ul> <p><b>Innovation Project Group</b></p> <ul style="list-style-type: none"> <li>• Continue to work on your project presentation by planning what each person on the team will say</li> </ul> <p><b>Robot Group</b></p> <ul style="list-style-type: none"> <li>• Program your robot to complete mission 1 using the white brick model of your project solution</li> <li>• Write a script for and rehearse your robot design presentation, using the rubric as a guide for what to include</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	Oral Communication	<p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;</p> <p>2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning</p> <p>3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p> <p>3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reading	<p>2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;</p> <p>2.3 identify a variety of text features and explain how they help communicate meaning</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Writing	<p>2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p> <p>2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone</p> <p>2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies</p> <p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>3.6 proofread and correct their writing using guidelines developed with peers and the teacher</p> <p>3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (Trading Card, Project Presentation, Robot Design Presentation, Scripts etc.)</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<p><b>Session 12:</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Revisit the Core Values, with a focus on Fun, and record ways your team has had fun throughout this experience</li> </ul> <p><b>Team</b></p> <ul style="list-style-type: none"> <li>Rehearse your project and robot design presentations, remembering to demonstrate and mention how your team has used the Core Values</li> <li>Hold 2.5-minute Robot Game matches</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Review all of the rubrics and use them to evaluate and improve upon your presentations</li> </ul>	Oral Communication	<p>3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.</p> <p>3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills</p> <p>3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	Reading	<p>3. use knowledge of words and cueing systems to read fluently;</p> <p>3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose</p> <p>4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.</p> <p>4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader's notebook/reflective journal, how they can use these and other strategies to improve as readers</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Writing	<p>3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;</p> <p>3.8 produce pieces of published work to meet identified criteria based on the expectations</p> <p>4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.</p> <p>4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Media Literacy	<p>3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (Trading Card, Project Presentation, Robot Design Presentation, Scripts etc.)</p> <p>4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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		4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers	•
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