

Session 1: Get Started	Strand	Specific Expectations	Addressed
Introduction ● Get to know team members and think of a team name ● Watch season videos & read Engineering Notebook to learn about how <i>FIRST</i> LEGO League Challenge works and about the BIOGLOW Robot Game and Innovation Project Tasks ● Use the building instructions to build the robot game mission models ● Place each model where it belongs on the mat, using the <i>Robot Game Rulebook</i> for reference ● Explore how the models work and how they connect to the Project Sparks Clean Up & Reflection ● Groups show how the mission models work and how they relate to the Project Sparks ● Groups discuss which missions look interesting and how your team plans to have <i>Fun</i> while working on the game and project	A. Literacy Connections and Applications	A1. Transferable Skills demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential A2. Digital Media Literacy demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations	- - - -
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	- ● ● - ● ●

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	C. Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts C2.4 use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts	- • - - • •
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.1 identify the topic, purpose, and audience for various texts they plan to create, and analyze why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	- • • • •

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Session 2: Training Camp 1	Strand	Specific Expectations	Addressed
Introduction - Think about how you will use the Core value of <i>Discovery</i>. - Record your team's goals and what you hope to learn on the Team Progress sheet Tasks - Learn how to prepare & connect the hub, to create simple programs and to use the motors and sensors by completing the Tutorial Activities: 1 – 6 - Learn to program the robot to move forward, in reverse & turn by completing Training Camp 1: Driving Around in the Competition Ready Unit - Review the Robot Game Rulebook to learn about the mission details and use the coding skills you learned to drive the robot to one of the mission models - Discuss any Innovation Project ideas that are sparked by the mission models Clean Up & Reflection - Groups share robot skills and discuss how they can be applied in the Robot Game - Groups share how they used the Engineering Design Process in this session - Groups discuss which Project Sparks interest the team & how the team will research the problem	A. Literacy Connections and Applications	A1. Transferable Skills demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts A1.1 analyze and explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential	- - -
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and <u>non-verbal communication</u> skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	- • • - • •

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	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.1 identify the topic, purpose, and audience for various texts they plan to create, and analyze why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	- • • - -

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Session 3: Training Camp 2	Strand	Specific Expectations	Addressed
Introduction - Review the Innovation Project page and the Project Sparks - Select a Project Spark or one of your own ideas and think of the problem you're your team will explore, ensuring that everyone has a chance to share Tasks - Record your team's problem statement - Learn to program your robot to avoid obstacles using a sensor and power an attachment by completing Training Camp 2: Playing with Objects in the Competition Ready unit - Reflect on how the coding & building skills learned will help in the Robot Game and use them to complete a mission Clean Up & Reflection - Groups share what additional skills are needed to select an idea for the project - Groups discuss what objects the robot needs to avoid in the Robot Game - Groups decide what mission the team wants to attempt next	A. Literacy Connections and Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations A3. Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations A3.1 analyze and explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts	- • - - •
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and <u>non-verbal communication</u> skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	- • - - • •

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	C. Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge C1.2 analyze a variety of text forms and genres, including cultural text forms, and explain how their characteristics help communicate meaning C1.3 analyze text patterns, such as cause and effect in an expository text, and text features, such as a bibliography and accessible fonts, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts C2.5 explain how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.2 make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding	- • - - - - - -
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	- • - -

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Session 4: Training Camp 3	Strand	Specific Expectations	Addressed
Introduction ● Work with your team to research and learn about existing solutions ● Determine how to use the information collected to create a solution to the problem Tasks ● Learn how to program a driving base to follow a line by completing Training Camp 3: Reacting to Lines in the Competition Ready unit ● Reflect on how the coding & building skills learned will help in the Robot Game and use them to complete a mission Clean Up & Reflection ● Groups share how the team will record research about your chosen problem ● Groups discuss how testing your program helped make your robot more accurate ● Groups discuss how the lines on the mat can be used in your mission strategy	A. Literacy Connections and Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations	- ●
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and <u>non-verbal communication</u> skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas	- ● ● - ● ● - -

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	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	- • • -

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Session 5: Guided Mission	Strand	Specific Expectations	Addressed
Introduction - Think about how you have used the Core value of Teamwork, and record ways in which your team has learned to work together Project - Perform additional research about why the chosen problem exists and who or what is affected - Decide whether to develop a new solution or improve upon an existing one and select a solution to further develop Robot - Apply coding principles to complete the guided mission in the Competition Ready unit and continue to refine the mission until it works consistently - Continue to practice completing other missions in the Robot Game Clean Up & Reflection - Brainstorm who your team could talk to about the chosen problem and what questions you would ask them - Explain what the Robot Game teaches about Coopertition and how what you learned in the guided mission could help you complete additional missions.	A. Literacy Connections and Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations A2.4 evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions A3. Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts	- • • • - •
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	- • • - - • •

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	C. Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge C1.2 analyze a variety of text forms and genres, including cultural text forms, and explain how their characteristics help communicate meaning C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts C2.4 select suitable strategies, such as visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts and solve comprehension problems C2.6 summarize and record the main idea of a text and the supporting details in sequence, and draw a simple conclusion C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.4 identify cultural elements that are represented in various texts, including norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture	- • • - • • - -
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	- • • -

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Session 6: Pseudocode	Strand	Specific Expectations	Addressed
Introduction - Think about and record what your team has already learned and what more you still want to explore - Complete the “Halfway There” section of the Team Progress sheet Project - Plan how you will develop your solution using the Innovation Project Planning sheet as a tool - Use a variety of sources and keep track of them in the Engineering Notebook - Determine what materials are needed to create a prototype, model, or drawing of your solution Robot - Watch the “Robot Game Missions” video, decide which missions your team will attempt next and complete the Pseudocode worksheet - Continue to practice completing missions in the Robot Game Clean Up & Reflection - Consider the next step in developing your innovative solution and how to document your progress - Discuss how your robot’s attachments and code support your team’s mission strategy & how you can iterate to improve your	A. Literacy Connections and Applications	A1. Transferable Skills demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts A1.1 analyze and explain how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production	- - - - • -
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading	- • • • - • •

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robot's design	C. Comprehension: Understanding and Responding to Texts	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts C2.4 select suitable strategies, such as visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts and solve comprehension problems C2.6 summarize and record the main idea of a text and the supporting details in sequence, and draw a simple conclusion C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.3 analyze complex texts, including literary and informational texts, by evaluating, synthesizing, and sequencing relevant information and formulating conclusions	- • • - - -
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	- • • •

Session 7: Create Solutions	Strand	Specific Expectations	Addressed
Introduction - Revisit the Core Values, with a focus on <i>Gracious Professionalism</i> and record ways in which your team demonstrates this in everything you do Project - Continue to develop your innovation project solution - Draw your solution and describe how it solves the problem - Create a prototype, model or labelled drawing of your solution - Document the process you use to develop your solution on the Innovation Project Planning sheet Robot - Continue to test and improve your robot and its attachments to complete missions in the Robot Game, with the option to combine mission solutions into one program - Test and improve your robot and its programs by revisiting previous lessons to develop your coding skills or work on solving missions Clean Up & Reflection - Consider how to describe your solution in a way that is easy for others to understand and with whom you can share your solution for feedback	A. Literacy Connections and Applications	A1. Transferable Skills demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions A3. Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts	- - - • - • - •

- 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

• Discuss how to iterate to improve your robot's design	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas	- • • • - - • - •
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	C. Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.2 make local and global inferences, using explicit and implicit evidence, to develop interpretations about various texts and to extend their understanding C3.3 analyze complex texts, including literary and informational texts, by evaluating, synthesizing, and sequencing relevant information and formulating conclusions C3.5 explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias	- • - - • • - - • -
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.1 identify the topic, purpose, and audience for various texts they plan to create, and analyze why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning D1.2 generate and develop ideas about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium	- • • • •

Session 8: Continue Creating	Strand	Specific Expectations	Addressed
Introduction - Revisit the Core Values, with a focus on <i>Inclusion</i> and record how your team makes sure everyone is respected and their voices heard Project - Share your solution with others and collect feedback - Improve the solution based on feedback and determine if you can do any testing to improve your solution Robot - Decide what missions to attempt next and develop a strategy to complete these and other missions during a 2.5-minute match - Refine your attachments and programs so that the robot completes these missions reliably - Document the design process and testing for each mission Clean Up & Reflection - Gather at the mat to show any new missions on which you have been working and discuss in what order you will complete the missions during the Robot Game - Consider what changes you will make to your solution based on the feedback you received	A. Literacy Connections and Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.4 evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts A2.3 conduct research, considering accuracy, credibility, and perspectives, with a focus on misinformation, disinformation, and curated information, to construct knowledge, create texts, and demonstrate learning, while respecting legal and ethical considerations A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate and model cultural awareness with members of the community	- • • • -
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas	- • • • - • - •

	C. Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge C1.3 analyze text patterns, such as cause and effect in an expository text, and text features, such as a bibliography and accessible fonts, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning C1.5 identify various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts C2.7 explain how strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals to improve their comprehension C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.3 analyze complex texts, including literary and informational texts, by evaluating, synthesizing, and sequencing relevant information and formulating conclusions	- • - - - • - - -
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.1 identify the topic, purpose, and audience for various texts they plan to create, and analyze why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning D1.2 generate and develop ideas and details about challenging topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences D1.3 gather and synthesize information and content relevant to a topic, using a variety of textual sources and appropriate strategies; evaluate the quality, bias, and accuracy of information; verify the reliability of sources; and record the creator and source of all content created by others D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies	- • • • • - •

• The standard is clearly addressed by program activities.

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Session 9: Iterate & Improve	Strand	Specific Expectations	Addressed
Introduction - Revisit the Core Values, with a focus on <i>Impact</i>, and record ways your team has had a positive influence on one another and on others Project - Test, iterated and improve your Innovation Project, as time allows Robot - Think about your mission strategy and continue to create solutions for each mission, as time allows - Iterate and improve your robot design and code Clean Up & Reflection - Gather around the mat to show any work completed on the Innovation Project and Robot Game - Review the Core Values rubric and discuss how you will demonstrate Core Values at the event and during judging sessions - Groups discuss and record any changes made to your innovation project and robot design based on feedback and testing	A. Literacy Connections and Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.7 communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate and model cultural awareness with members of the community A3. Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations A3.1 analyze and explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication	- - - -
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes B1.2 select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas	- • • • - • • - •

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	C. Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge C1.4 analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts C2.2 identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes C2.5 describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.8 compare the critical thinking skills they used when analyzing and evaluating various texts, identify the skills that best supported their understanding, and explain why they were effective	- • - - • • - -
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.1 identify the topic, purpose, and audience for various texts they plan to create, and analyze why the chosen text form, genre, and medium suit the purpose and audience, and how they will help communicate the intended meaning D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies	- • • - •

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Session 10: Iterate Solutions	Strand	Specific Expectations	Addressed
Introduction - Revisit the Core Values, with a focus on <i>Cooperation</i>, and record ways your team will demonstrate it when competing with other teams Project - Plan your project presentation by writing a script and making any required props or displays - Refer to the criteria in the Innovation Project Rubric to ensure that you are covering everything in your presentation Robot - Continue to create, test and iterate on your robot solution - Practice a 2.5-minute Robot Game with all of your completed missions Clean Up & Reflection - Discuss how you know whether your solution will have a positive impact on others - Discuss what your team is proud of in your work on the project and robot design - Consider what skills you have developed through participation in FIRST LEGO league and discuss how to include everyone in the Innovation Project presentation	A. Literacy Connections and Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production A2.6 select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions	- - ●
	B. Foundations of Language	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including indirect objects and predicate nouns, predicate adjectives, participles, and adverbial phrases, and use this knowledge to support comprehension and communicate meaning clearly B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons to introduce a quotation after a complete sentence, semicolons to separate two independent clauses, commas to set off conjunctive adverbs, and ellipses or dashes to indicate an omission, a pause, or a break	- ● ● - ● ● ●

● The standard is clearly addressed by program activities.

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	C. Comprehension: Understanding and Responding to Texts	C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.6 explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, analyze the insights or messages conveyed, and identify different positions presented C3.8 compare the critical thinking skills they used when analyzing and evaluating various texts, identify the skills that best supported their understanding, and explain why they were effective	- - -
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete and re-sequence sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers D3. Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics D3.1 produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect D3.2 publish and present texts they have created, using various media and tools, and analyze how their choices helped them communicate their intended message D3.3 compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, analyze how their texts address various topics, and suggest steps for future improvement as a text creator	- • - • • • - • • -

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Session 11: Presentation Planning	Strand	Specific Expectations	Addressed
Introduction - Revisit the Core Values, with a focus on Fun, and record ways your team has had fun throughout this experience and celebrated your work - Complete the “Event Time” section of the Team Progress sheet Project - Continue to work on your Innovation Project presentation Robot - Plan your Robot Design presentation by writing a script to let each person on the team know what they will say about the robot design and programs - Refer to the criteria in the Robot Design Rubric to ensure that you are covering everything in your presentation Clean Up & Reflection - Discuss how the parts of your robot reflect how you used the Engineering Design Process - Discuss each person’s role in the Robot Design presentation and show what missions are completed by running a 2.5-minute match - Consider how <i>FIRST</i> LEGO League has made a difference for you	A. Literacy Connections and Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production A3. Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations A3.1 analyze and explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication	- • - -
	B. Foundations of Language	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension B2. Language Foundations for Reading and Writing demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context B2.3 read a variety of complex texts fluently, with accuracy and appropriate pacing, to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading B3. Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts B3.1 use their knowledge of sentence types and forms to construct sentences that communicate ideas effectively, including using and creating complex sentences that combine phrases and clauses to express relationships among ideas B3.2 demonstrate an understanding of the functions of parts of speech in sentences, including indirect objects and predicate nouns, predicate adjectives, participles, and adverbial phrases, and use this knowledge to support comprehension and communicate meaning clearly B3.3 use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly and coherently, including the use of colons in formal letters and memo salutations and to indicate a new speaker in script dialogue, and commas after transitional words or phrases	- • • - • • - • • •

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	C. Comprehension: Understanding and Responding to Texts	C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.8 compare the critical thinking skills they used when analyzing and evaluating various texts, identify the skills that best supported their understanding, and explain why they were effective	- -
	D. Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics D1.4 classify and sequence ideas and collected information, using appropriate strategies and tools, and identify and organize relevant content, taking into account the chosen text form, genre, and medium D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete and re-sequence sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers D3. Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics D3.1 produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect D3.2 publish and present texts they have created, using various media and tools, and analyze how their choices helped them communicate their intended message D3.3 compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, analyze how their texts address various topics, and suggest steps for future improvement as a text creator	- • - • • • - • • -

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Session 12: Practice	Strand	Specific Expectations	Addressed
Introduction - Revisit the Core Values, with a focus on Fun, and record ways your team has had fun throughout this experience Project - Rehearse your Innovation Project presentation, remembering to demonstrate and mention how your team has used the Core Values Robot - Rehearse your Robot Design presentation, remembering to demonstrate and mention how your team has used the Core Values - Collect and implement feedback about your presentation - Practice multiple 2.5-minute Robot Game matches Clean Up & Reflection - Review all of the rubrics and use them to evaluate and improve upon your presentations - Consider what your team will do if a mission does not work during a match - Create a plan for having all of your attachments ready for the Robot Game - Review how to “Prepare for your Event” in your Engineering Notebook and make final preparations	A. Literacy Connections and Applications	A1. Transferable Skills demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts A1.2 evaluate and explain how transferable skills help them to express their voice, be engaged in their learning, and implement a plan to develop their capabilities and potential A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media A2.5 demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production A3. Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations A3.1 analyze and explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication	- - - -
	B. Foundations of Language	B1. Oral and Non-Verbal Communication apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences B1.3 identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures B1.5 use precise and descriptive word choice, including varied adjectives and adverbs to elaborate, a variety of sentence types, cohesive and coherent sentences, and the active or passive voice as appropriate during formal and informal communication, to support audience comprehension	- • • •
	C. Comprehension: Understanding and Responding to Texts	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts C2.7 explain and compare how various strategies, such as visualizing, making predictions, summarizing, and connecting to their experiences, have helped them comprehend various texts, and set goals to improve their comprehension C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts C3.8 compare the critical thinking skills they used when analyzing and evaluating various texts, identify the skills that best supported their understanding, and explain why they were effective	- • - -

	D. Composition: Expressing Ideas and Creating Texts	D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts D2.1 draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies D2.5 make revisions to the content, elements of style, patterns, and features of draft texts, and add, delete and re-sequence sentences to improve clarity, focus, and coherence, using various strategies and seeking and selectively using feedback D2.6 edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; edit digital texts using word-processing software, including spell- and grammar-checkers D3. Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics D3.1 produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect D3.2 publish and present texts they have created, using various media and tools, and analyze how their choices helped them communicate their intended message D3.3 compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, analyze how their texts address various topics, and suggest steps for future improvement as a text creator	- • • • - • • -
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