

**Grade 1 - Science Curriculum Alignment**  
**2023-24 FIRST LEGO League Explore Team Meeting Guide**

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Session 1:</b></p> <p><b>Introduction - Let's Discover</b></p> <ul style="list-style-type: none"> <li>Students discuss the Core Value of <b>discovery</b> and provide examples.</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will use discovery to explore the MASTERPIECES theme and explain how people share what they love to do.</li> <li>The team will build a place to share a hobby or interest.</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session.</li> <li>Explain their hobbies and interests.</li> <li>Share how they use art or creativity in their interests.</li> </ul>	STEM Skills and Connections	<p>*A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>*A1.4 follow established health and safety procedures during science and technology investigations</p> <p>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</p> <p>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
	Understanding Life Systems		

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	Understanding Structures and Mechanisms	D2.2 identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects D2.6 identify properties of materials that enable the objects made from them to perform their intended function	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Understanding Matter and Energy		
	Understanding Earth and Space Systems		

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	STEM Skills and Connections	<p>*A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>*A1.4 follow established health and safety procedures during science and technology investigations</p> <p>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</p> <p>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<p><b>Session 2:</b></p> <p><b>Introduction – Go Team</b></p> <ul style="list-style-type: none"> <li>• Students talk about what teamwork is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>• The team will build the basic stage and minifigures in Bag 1.</li> <li>• The team will explore different jobs in the arts and tools or objects used</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p>	Understanding Life Systems		
	Understanding Structures and Mechanisms	<p><b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects</p> <p><b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<ul style="list-style-type: none"> <li>• Share what they did in the session.</li> <li>• Share what they learned about the experts in the Explore story</li> <li>• Demonstrate how the different minifigure items could be used.</li> <li>• Describe their scene for the Explore story</li> </ul>	Understanding Matter and Energy		
	Understanding Earth and Space Systems		

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<p><b>Session 3:</b></p> <p><b>Introduction – Let’s Have Fun</b></p> <ul style="list-style-type: none"> <li>• Teams talk about what fun is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>• The team will add the music concert pieces to the basic stage.</li> <li>• The team will identify different ways sound is used to help make an impact on an audience.</li> </ul>	STEM Skills and Connections	<ul style="list-style-type: none"> <li>*A1.1 use a scientific research process and associated skills to conduct investigations</li> <li>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</li> <li>*A1.4 follow established health and safety procedures during science and technology investigations</li> <li>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</li> <li>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</li> <li>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p><b>Share</b>  <b>Have the team:</b></p> <ul style="list-style-type: none"> <li>• Share what they did in the session.</li> <li>• Demonstrate how the concert stage works.</li> <li>• Explain how sound is used to make an impact for an audience.</li> <li>• Show different examples of sounds icons on the mat.</li> </ul>			
	<p>Understanding Life Systems</p>		
	<p>Understanding Structures and Mechanisms</p>	<p><b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects  <b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p>
	<p>Understanding Matter and Energy</p>		

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<p><b>Session 4:</b></p> <p><b>Introduction – Let’s Innovate</b></p> <ul style="list-style-type: none"> <li>Students talk about what innovation is and the team provides examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will build the LEGO® model from the lesson and explore motor coding blocks.</li> <li>The team will identify creative ways stages are used in a theatre.</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session.</li> <li>Show the motor coding skills they learned.</li> <li>Explain how technology is used to make an impact for an</li> </ul>	STEM Skills and Connections	<p>*A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>*A1.4 follow established health and safety procedures during science and technology investigations</p> <p>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</p> <p>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p>audience.          • Show different examples of theatre icons on the mat.</p>			
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	<p>Understanding Structures and Mechanisms</p>	<p><b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects  <b>D2.4</b> describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses  <b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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<p><b>Session 5:</b></p> <p><b>Introduction – Be Inclusive</b></p> <ul style="list-style-type: none"> <li>The team will talk about what inclusion is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will build the LEGO® model from the lesson and explore the use of lights and sensors.</li> <li>The team will identify how lights and sounds are used to make a museum exhibit interactive.</li> </ul> <p><b>Share Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session.</li> <li>Show the sensor coding skills they learned.</li> <li>Demonstrate how they modified</li> </ul>	STEM Skills and Connections	<p>*A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>*A1.4 follow established health and safety procedures during science and technology investigations</p> <p>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>*A2.1 write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms</p> <p>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</p> <p>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p>the model and code so that light and sound is triggered by a sensor</p>			
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	<p>Understanding Structures and Mechanisms</p>	<p><b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects  <b>D2.4</b> describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses  <b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</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 – Have an Impact</b></p> <ul style="list-style-type: none"> <li>Teams will talk about what impact is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will build the LEGO® model from the lesson and code the robot to drive. <ul style="list-style-type: none"> <li>The team will apply their coding and building skills to change the existing robot into a vehicle with a camera.</li> </ul> </li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session. <ul style="list-style-type: none"> <li>Show how they have applied coding skills learned in previous</li> </ul> </li> </ul>	STEM Skills and Connections	<ul style="list-style-type: none"> <li>*A1.1 use a scientific research process and associated skills to conduct investigations</li> <li>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</li> <li>*A1.4 follow established health and safety procedures during science and technology investigations</li> <li>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</li> <li>*A2.1 write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms</li> <li>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</li> <li>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p>sessions to make a moving camera.          • Share how their moving camera was built</p>			
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	<p>Understanding Structures and Mechanisms</p>	<p><b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects  <b>D2.4</b> describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses  <b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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<p><b>Session 7:</b></p> <p><b>Introduction – Discovery Build</b></p> <ul style="list-style-type: none"> <li>The team will provide examples of how they have used <b>discovery</b> throughout the sessions</li> <li>The team will create a build from the prototyping pieces represent this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will combine the basic stage model with the motor and hub</li> <li>The team will apply all their coding and building knowledge to create their own stage.</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session.</li> </ul>	STEM Skills and Connections	<p>*A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>*A1.4 follow established health and safety procedures during science and technology investigations</p> <p>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>*A2.1 write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms</p> <p>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</p> <p>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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<ul style="list-style-type: none"> <li>• Show how they have applied coding skills learned in previous sessions to make their model move.</li> <li>• Demonstrate how their stage engages an audience.</li> </ul>			
	<p>Understanding Life Systems</p>		
	<p>Understanding Structures and Mechanisms</p>	<p><b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects  <b>D2.4</b> describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses  <b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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<p><b>Sessions 8 &amp; 9:</b></p> <p><b>Introduction – Teamwork and Fun Builds</b></p> <ul style="list-style-type: none"> <li>● The team will provide examples of how they have used teamwork and fun throughout the sessions</li> <li>● The team will create a build from the prototyping pieces representing this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>• The team will draw their team model design and label its required parts.</li> <li>• The team will create a team model to showcase a talent or interest that uses technology in creative ways.</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p>	STEM Skills and Connections	<p>*A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>*A1.4 follow established health and safety procedures during science and technology investigations</p> <p>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</p> <p>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

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<ul style="list-style-type: none"> <li>• Share what they did at the end of each session.</li> <li>• Explain the program and how the motor, sensor and light are used in the model.</li> <li>• Review the list of required parts and identify them on the team model.</li> <li>• Demonstrate how the team model works.</li> </ul>			
	Understanding Life Systems		
	Understanding Structures and Mechanisms	<p><b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects</p> <p><b>D2.4</b> describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses</p> <p><b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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<p><b>Sessions 10 &amp; 11:</b></p> <p><b>Introduction – Innovation and Inclusion Builds</b></p> <ul style="list-style-type: none"> <li>• The team will provide examples of how they have used innovation (Session 10) and inclusion (Session 11)</li> <li>• The team will create a build from the prototyping pieces representing this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>• The team will create a plan for what they will include on their team poster.</li> <li>• The team will design and create their team poster</li> </ul> <p><b>Share Have the team:</b></p> <ul style="list-style-type: none"> <li>• Share what they did at the end of</li> </ul>	STEM Skills and Connections	<p>*A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>*A1.4 follow established health and safety procedures during science and technology investigations</p> <p>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</p> <p>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p>each session.</p> <ul style="list-style-type: none"> <li>• Show their team poster design.</li> <li>• Explain their team journey.</li> <li>• Demonstrate how they will present their team poster</li> </ul>			
	<p>Understanding Life Systems</p>		
	<p>Understanding Structures and Mechanisms</p>	<p><b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects  <b>D2.4</b> describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses  <b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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Team Meeting Guide Outcomes	Specific Expectations		Addressed
<p><b>Session 12:</b></p> <p><b>Introduction – Impact Build</b></p> <ul style="list-style-type: none"> <li>● Have the team provide examples of how they have had an impact throughout the sessions</li> <li>● Have the team create a build from the prototyping pieces representing this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>• The team will reflect on their MASTERPIECE experience.</li> <li>• The team will create a plan for</li> </ul>	STEM Skills and Connections	<p>*A1.1 use a scientific research process and associated skills to conduct investigations</p> <p>*A1.3 use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems</p> <p>*A1.4 follow established health and safety procedures during science and technology investigations</p> <p>*A1.5 communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes</p> <p>*A3.1 describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems</p> <p>*A3.2 investigate how science and technology can be used with other subject areas to address real-world problems</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

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what to share at their final event  <b>Share</b> <b>Have the team:</b> <ul style="list-style-type: none"> <li>• Practice their team poster presentation.</li> <li>• Practice their team model presentation.</li> </ul>	Understanding Life Systems		
	Understanding Structures and Mechanisms	<b>D2.2</b> identify structures that are objects designed to support a load, including those acting as supporting frameworks for objects <b>D2.4</b> describe observable characteristics of various everyday objects, including structures, using qualitative information gathered through their senses <b>D2.6</b> identify properties of materials that enable the objects made from them to perform their intended function	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
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**2023-24 *FIRST* LEGO League Explore Team Meeting Guide**

- 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