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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Session 1:** **Introduction - Let’s Discover*** Students discuss the Core Value of **discovery** and provide examples.

**Team Outcomes** • The team will use discovery to explore the MASTERPIECE theme and explain how people share what they love to do. • The team will build a place to share a hobby or interest.**Share**• Share what they did in the session. • Explain their hobbies and interests. • Share how they use art or creativity in their interests | Number |  |  |
| Algebra |  |  |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Session 2:** **Introduction – Go Team** * Students talk about what teamwork is and provide examples of this Core Value

**Team Outcomes**• The team will build the basic stage and minifigures in Bag 1. • The team will explore different jobs in the arts and tools or objects used**Share**  **Have the team:**• Share what they did in the session. • Share what they learned about the experts in the Explore story • Demonstrate how the different minifigure items could be used. • Describe their scene for the Explore story | Number |  |  |
| Algebra |  |  |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Session 3:** **Introduction – Let’s Have Fun** * Teams talk about what fun is and provide examples of this Core Value

**Team Outcomes**• The team will add the music concert pieces to the basic stage. • The team will identify different ways sound is used to help make an impact on an audience.**Share****Have the team:**• Share what they did in the session. • Demonstrate how the concert stage works. • Explain how sound is used to make an impact for an audience. • Show different examples of sounds icons on the mat. | Number |  |  |
| Algebra |  |  |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Session 4:** **Introduction – Let’s Innovate** * Students talk about what innovation is and the team provides examples of this Core Value

**Team Outcomes**• The team will build the LEGO® model from the lesson and explore motor coding blocks. • The team will identify creative ways stages are used in a theatre.**Share****Have the team:**• Share what they did in the session. • Show the motor coding skills they learned. • Explain how technology is used to make an impact for an audience. • Show different examples of theatre icons on the mat. | Number |  |  |
| Algebra | **C3.1**solve problems and create [computational representations](https://www.dcp.edu.gov.on.ca/en/) of mathematical situations by writing and [executing code](https://www.dcp.edu.gov.on.ca/en/), including [code](https://www.dcp.edu.gov.on.ca/en/) that involves [sequential](https://www.dcp.edu.gov.on.ca/en/), [concurrent](https://www.dcp.edu.gov.on.ca/en/), [repeating](https://www.dcp.edu.gov.on.ca/en/), and [nested events](https://www.dcp.edu.gov.on.ca/en/) | **●** |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Session 5:** **Introduction – Be Inclusive*** The team will talk about what inclusion is and provide examples of this Core Value

**Team Outcomes**• The team will build the LEGO® model from the lesson and explore the use of lights and sensors. • The team will identify how lights and sounds are used to make a museum exhibit interactive.**Share****Have the team:**• Share what they did in the session. • Show the sensor coding skills they learned. • Demonstrate how they modified the model and code so that light and sound is triggered by a sensor | Number |  |  |
| Algebra | C3.1 solve problems and create [computational representations](https://www.dcp.edu.gov.on.ca/en/) of mathematical situations by writing and [executing code](https://www.dcp.edu.gov.on.ca/en/), including [code](https://www.dcp.edu.gov.on.ca/en/) that involves [sequential](https://www.dcp.edu.gov.on.ca/en/), [concurrent](https://www.dcp.edu.gov.on.ca/en/), [repeating](https://www.dcp.edu.gov.on.ca/en/), and [nested events](https://www.dcp.edu.gov.on.ca/en/)C3.2 read and alter existing code, including code that involves sequential, concurrent, repeating, and nested events, and describe how changes to the code affect the [outcomes](https://www.dcp.edu.gov.on.ca/en/) | **●****●** |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Session 6:** **Introduction – Have an Impact*** Teams will talk about what impact is and provide examples of this Core Value

**Team Outcomes**• The team will build the LEGO® model from the lesson and code the robot to drive. • The team will apply their coding and building skills to change the existing robot into a vehicle with a camera.**Share****Have the team:**• Share what they did in the session. • Show how they have applied coding skills learned in previous sessions to make a moving camera. • Share how their moving camera was built | Number |  |  |
| Algebra | C3.1 solve problems and create [computational representations](https://www.dcp.edu.gov.on.ca/en/) of mathematical situations by writing and [executing code](https://www.dcp.edu.gov.on.ca/en/), including [code](https://www.dcp.edu.gov.on.ca/en/) that involves [sequential](https://www.dcp.edu.gov.on.ca/en/), [concurrent](https://www.dcp.edu.gov.on.ca/en/), [repeating](https://www.dcp.edu.gov.on.ca/en/), and [nested events](https://www.dcp.edu.gov.on.ca/en/)C3.2 read and alter existing code, including code that involves sequential, concurrent, repeating, and nested events, and describe how changes to the code affect the [outcomes](https://www.dcp.edu.gov.on.ca/en/) | **●****●** |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Session 7:** **Introduction – Discovery Build*** The team will provide examples of how they have used **discovery** throughout the sessions
* The team will create a build from the prototyping pieces represent this Core Value

**Team Outcomes**• The team will combine the basic stage model with the motor and hub**•** The team will apply all their coding and building knowledge to create their own stage.**Share****Have the team:**• Share what they did in the session. • Show how they have applied coding skills learned in previous sessions to make their model move. • Demonstrate how their stage engages an audience. | Number |  |  |
| Algebra | C3.1 solve problems and create [computational representations](https://www.dcp.edu.gov.on.ca/en/) of mathematical situations by writing and [executing code](https://www.dcp.edu.gov.on.ca/en/), including [code](https://www.dcp.edu.gov.on.ca/en/) that involves [sequential](https://www.dcp.edu.gov.on.ca/en/), [concurrent](https://www.dcp.edu.gov.on.ca/en/), [repeating](https://www.dcp.edu.gov.on.ca/en/), and [nested events](https://www.dcp.edu.gov.on.ca/en/)C3.2 read and alter existing code, including code that involves sequential, concurrent, repeating, and nested events, and describe how changes to the code affect the [outcomes](https://www.dcp.edu.gov.on.ca/en/) | **●****●** |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Sessions 8 & 9:** **Introduction – Teamwork and Fun Builds*** The team will provide examples of how they have used teamwork and fun throughout the sessions
* The team will create a build from the prototyping pieces representing this Core Value

**Team Outcomes**• The team will draw their team model design and label its required parts. • The team will create a team model to showcase a talent or interest that uses technology in creative ways.**Share****Have the team:**• Share what they did at the end of each session. • Explain the program and how the motor, sensor and light are used in the model. • Review the list of required parts and identify them on the team model. • Demonstrate how the team model works. | Number |  |  |
| Algebra | C3.1 solve problems and create [computational representations](https://www.dcp.edu.gov.on.ca/en/) of mathematical situations by writing and [executing code](https://www.dcp.edu.gov.on.ca/en/), including [code](https://www.dcp.edu.gov.on.ca/en/) that involves [sequential](https://www.dcp.edu.gov.on.ca/en/), [concurrent](https://www.dcp.edu.gov.on.ca/en/), [repeating](https://www.dcp.edu.gov.on.ca/en/), and [nested events](https://www.dcp.edu.gov.on.ca/en/)C3.2 read and alter existing code, including code that involves sequential, concurrent, repeating, and nested events, and describe how changes to the code affect the [outcomes](https://www.dcp.edu.gov.on.ca/en/) | **●****●** |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Sessions 10 & 11:** **Introduction – Innovation and Inclusion Builds*** The team will provide examples of how they have used innovation (Session 10) and inclusion (Session 11)
* The team will create a build from the prototyping pieces representing this Core Val**u**e

**Team Outcomes**• The team will create a plan for what they will include on their team poster. • The team will design and create their team poster**Share****Have the team:**• Share what they did at the end of each session. • Show their team poster design. • Explain their team journey. • Demonstrate how they will present their team poster | Number |  |  |
| Algebra |  |  |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |

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| **Team Meeting Guide Outcomes** | **Strand** | **Specific Expectations** | **Addressed**  |
| **Session 12:** **Introduction – Impact Build*** Have the team provide examples of how they have had an impact throughout the sessions
* Have the team create a build from the prototyping pieces representing this Core Value

**Team Outcomes**• The team will reflect on their MASTERPIECE experience. • The team will create a plan for what to share at their final event**Share****Have the team:**• Practice their team poster presentation. • Practice their team model presentation. | Number |  |  |
| Algebra |  |  |
| Data |  |  |
| Spatial Sense |  |  |
| Financial Literacy |  |  |
| SEL Skills & Mathematical Processes | ***\*problem solving:*** develop, select, and apply problem-solving strategies***\*communicating:*** express and understand mathematical thinking***\*selecting tools and strategies:*** select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems | **●****●****●** |