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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 | **●**  **●**  **●** |