

Grade 4 - Language Curriculum Alignment
2022-23 FIRST LEGO League Explore Team Meeting Guide

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 1:</p> <p>Introduction - Let's Discover</p> <ul style="list-style-type: none"> Students discuss the Core Value of discovery and provide examples. <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will use discovery to explore the SUPERPOWERED theme and explain what is an energy journey The team will identify different energy examples on the mat <p>Share</p> <ul style="list-style-type: none"> Students share what they did in the session Students explain what an energy journey is and its different parts Students show the different energy examples on the mat 	Reading	*1.1 read a variety of texts from diverse cultures, including informational texts *1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details *1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them *2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on informational texts	<ul style="list-style-type: none"> ● ● ● -
	Writing	1.2 generate ideas about a potential topic using a variety of strategies and resources 1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources 1.4 sort and classify ideas and information for their writing in a variety of ways	<ul style="list-style-type: none"> - - -
	Oral Communication	*1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details * 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them	<ul style="list-style-type: none"> ● ●

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		<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations (e.g., use pictures)</p>	<ul style="list-style-type: none"> • •
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 2:</p> <p>Introduction – Go Team</p> <ul style="list-style-type: none"> • Students talk about what teamwork is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will build the wind turbine and explore how it works • The team will identify different energy sources <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> • share what they did in the session • demonstrate how the wind turbine works • explain what an energy source is and provide examples • show the different energy sources on the mat 	Reading	<p>*1.1 read a variety of texts from diverse cultures, including informational texts</p> <p>2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on informational texts</p> <p>2.3 identify a variety of text features and explain how they help readers understand texts</p>	<p>-</p> <p>-</p> <p>-</p>
	Writing	<p>*1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>*1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources</p> <p>*1.4 sort and classify ideas and information for their writing in a variety of ways</p>	<ul style="list-style-type: none"> • • •

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	Oral Communication	<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations</p>	<ul style="list-style-type: none"> • • •
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 3:</p> <p>Introduction – Let’s Have Fun</p> <ul style="list-style-type: none"> • Teams talk about what fun is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • Teams will build the energy storage model and explore how it works • Teams will identify different ways energy is stored and distributed <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> • share what they did in the session 	Reading	<p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>*2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on informational texts</p>	<ul style="list-style-type: none"> • -
	Writing	<p>*1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources</p> <p>*1.4 sort and classify ideas and information for their writing in a variety of ways</p>	<ul style="list-style-type: none"> • •

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<ul style="list-style-type: none"> ● demonstrate how the energy storage model works ● explain how energy is stored and distributed ● show the different energy connections on the mat 			
	Oral Communication	<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations</p>	<ul style="list-style-type: none"> ● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 4: Introduction – Let’s Innovate</p> <ul style="list-style-type: none"> ● Students talk about what innovation is and the team provides examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> ● The team will build the carousel and connect it to the energy storage model ● The team will identify different 	Reading	<p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>*2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on informational texts</p>	<ul style="list-style-type: none"> ● -

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<p>ways energy is consumed</p> <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> ● share what they did in the session ● demonstrate how the carousel works ● explain what an energy consumer is and provide examples ● show different examples of energy consumption on the mat 	Writing	<p>*1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources</p> <p>*1.4 sort and classify ideas and information for their writing in a variety of ways</p>	<ul style="list-style-type: none"> ● ●
	Oral Communication	<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations</p>	<ul style="list-style-type: none"> ● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 5:</p> <p>Introduction – Be Inclusive</p> <ul style="list-style-type: none"> ● The team will talk about what inclusion is and provide 	Reading	<p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>*2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on informational texts</p>	<ul style="list-style-type: none"> ● -

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<p>examples of this Core Value</p> <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will build the LEGO model from the lesson and explore motor coding blocks The team will apply their coding and building skills to change the existing model into a wind turbine <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> Share what they did in the session Show the motor coding skills they learned Demonstrate how they modified the model and code to capture the maximum amount of energy 			
	Writing	<p>*1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>*1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary</p> <p>*2.1 write more complex texts using a variety of forms (e.g., a board game related to a unit of study)</p>	<ul style="list-style-type: none"> • • •
	Oral Communication	<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations</p>	<ul style="list-style-type: none"> • • •

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<p>Session 6:</p> <p>Introduction – Have an Impact</p> <ul style="list-style-type: none"> Teams will talk about what impact is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> The team build the LEGO model from the lesson and explore light and sound blocks The team will build the motor and hub build and motorize the Explore model <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> Share what they did in the session Show the light and sound coding skills they learned Build and code the motor and hub build and motorize part of the Explore model 	Reading	<p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>*2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on informational texts</p>	<ul style="list-style-type: none"> ● -
	Writing	<p>*1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>*1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary</p> <p>*2.1 write more complex texts using a variety of forms (e.g., a board game related to a unit of study)</p>	<ul style="list-style-type: none"> ● ● ●
	Oral Communication	<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations</p>	<ul style="list-style-type: none"> ● ● ●

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<p>Session 7:</p> <p>Introduction – Discovery Build</p> <ul style="list-style-type: none"> ● 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 <p>Team Outcomes</p>	Reading	<p>*1.1 read a variety of texts from diverse cultures, including informational texts</p> <p>*2.3 identify a variety of text features and explain how they help readers understand texts</p>	<p style="text-align: center;">-</p> <p style="text-align: center;">-</p>
<ul style="list-style-type: none"> ● 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 an electric car <p>Share</p> <p>Have the team:</p>	Writing	<p>*1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>*1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources</p> <p>*2.1 write more complex texts using a variety of forms (e.g., a board game related to a unit of study)</p>	<p style="text-align: center;">●</p> <p style="text-align: center;">●</p> <p style="text-align: center;">●</p>
<ul style="list-style-type: none"> ● Show how they have applied coding skills learned in previous sessions to make a mobile robot ● Demonstrate how their electric car drives on the mat 	Oral Communication	<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p>	<p style="text-align: center;">●</p> <p style="text-align: center;">●</p>

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		*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations	•
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Sessions 8 & 9: Introduction – Teamwork and Fun Builds <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • The team will draw their team model design and labels its required parts • The team will create their team model of a better energy journey for their community Share Have the team: <ul style="list-style-type: none"> • Share what they did at the end of each session • Explain the program and how 	Reading	*1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting detail *1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	• •
	Writing	*1.2 generate ideas about a potential topic using a variety of strategies and resources *1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources *2.1 write more complex texts using a variety of forms (e.g., a board game related to a unit of study)	• • •

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<p>it motorizes either the wind turbine or carousel</p> <ul style="list-style-type: none"> Review the list of required parts and identify them on the team model Demonstrate how the team model works 	<p>Oral Communication</p>	<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations</p>	<ul style="list-style-type: none"> • • •
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Sessions 10 & 11:</p> <p>Introduction – Innovation and Inclusion Builds</p> <ul style="list-style-type: none"> 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 Value 	<p>Reading</p>	<p>*1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting detail</p> <p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>	<ul style="list-style-type: none"> • •
<p>Team Outcomes</p> <ul style="list-style-type: none"> The team will create a plan for what they will include on their team poster The team will design and 	<p>Writing</p>	<p>*1.2 generate ideas about a potential topic using a variety of strategies and resources</p> <p>*1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources</p> <p>*1.4 sort and classify ideas and information for their writing in a variety of ways</p>	<ul style="list-style-type: none"> • • •

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<p>create their team poster</p> <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> ● 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 		*1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary	●
	Oral Communication	<p>*2.3 communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form</p> <p>*2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience</p> <p>*2.7 use a variety of appropriate visual aids (e.g., CDs or DVDs, computer-generated graphic organizers, concrete materials, artefacts) to support or enhance oral presentations</p>	● ● ●

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 12:</p> <p>Introduction – Impact Build</p> <ul style="list-style-type: none"> ● 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 <p>Team Outcomes</p>	Reading	<p>1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting detail</p> <p>*1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p>	● ●

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<ul style="list-style-type: none"> ● The team will reflect on their SUPERPOWERED experience ● The team will create a plan for what to share at their final event <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> ● Practice their team poster presentation ● Practice their team model presentation 	Writing	*1.2 generate ideas about a potential topic using a variety of strategies and resources *1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources *1.4 sort and classify ideas and information for their writing in a variety of ways *1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary	<ul style="list-style-type: none"> ● ● ● ●
	Media Literacy	*3.1 describe in detail the topic, purpose, and audience for media texts they plan to create *3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create *3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create *3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	<ul style="list-style-type: none"> ● ● ● ●

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