The "Grawlix Logger" Curriculum Roadmap (Grades 1-8)

Grade	Ontario Coding Requirement	The "4-Hall / Victoria" Physical Model	The Grawlix Logger "Interpretation"
1	**Sequential**	Step-by-step path through the hallway.	Logs linear instruction order.
2	**Concurrent**	Two students starting circuits together (The "Timer" and the "Basket").	Logs **Parallel Processing** and sync points.
3	**Repeating**	**The Basket Loop:** Repeating an action until a physical condition is met.	Logs **Iteration** and exit conditions.
4	**Nested**	**Loops within Loops:** 3 circuits *inside* a 30-second timer window.	Logs **Hierarchy of Logic** and complexity.
5-6	**Conditionals**	**If-Then-Else:** If basket = empty, go to Hall A; Else, Hall B.	Logs **Decision-making Branching**.
7	**Sub-programs**	Creating a "Station" (Function) that is reused in multiple circuits.	Logs **Modularity and Abstraction**.
8	**Data Analysis**	Analyzing the "Heat Map" of the hallway to improve circuit efficiency.	Logs **Optimization and Communication**.

The C4 "Mic-Drop": Real-Life Mathematical Modelling

The **Overall Expectation C4** is your strongest selling point. It states that mathematical modelling is an "iterative and interconnected process" applied to **real-life situations.**
Your Strategy:
Standard coding screens are *not* real-life; a hallway is. By using the 4-Hall model, you are satisfying C4 more authentically than any software-only competitor.

- **The Problem:** Students often fail at C4 because they can't connect abstract code to real-life insights.
- **The Solution:** In your Victoria pilot, students analyzed a "real-life situation" (how many balls can be moved in 30 seconds). They built a **Computational Representation** using their bodies. Your **Grawlix Logger** provides the evidence of this modelling process.
