TRUE ROBOTICS

INTRODUCTION TO ROBOTICS WITH AXLE

GRADES 6–8

This document lists the Colorado learning standards addressed by Introduction to Robotics with Axle, True Robotics' grades 6–8 robotics curriculum. Standards are grouped by subject and grade level, with codes and wording as published by the Colorado Department of Education.

36	7	6	49
MATH	SCIENCE	CS	TOTAL STANDARDS

MATHEMATICS

36 STANDARDS

Based on the Colorado state standards

GRADE	CODE	STANDARD
6	6.NS.A.1	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
6	6.NS.C.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
6	6.EE.B.5	Describe solving an equation or inequality as a process of answering a question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
6	6.EE.B.6	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; recognize that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
6	6.EE.B.7	Solve real-world and mathematical problems by writing and solving equations of the form $x \pm p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.
6	6.EE.C.9	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
6	6.SP.A.1	Identify a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
6	6.SP.A.2	Demonstrate that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.

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GRADE	CODE	STANDARD
6	6.SP.B.5.c	Summarize numerical data sets in relation to their context, such as by: Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
6	6.G.A.1	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
6	6.G.A.2	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6	6.G.A.4	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
7	7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units.
7	7.RP.A.2.b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
7	7.RP.A.2.c	Represent proportional relationships by equations.
7	7.RP.A.2.d	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0,0) and (1, r) where r is the unit rate.
7	7.RP.A.3	Use proportional relationships to solve multistep ratio and percent problems.
7	7.NS.A.1.c	Demonstrate subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
7	7.NS.A.1.d	Apply properties of operations as strategies to add and subtract rational numbers.
7	7.NS.A.2.c	Apply properties of operations as strategies to multiply and divide rational numbers.
7	7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.
7	7.EE.B.4.a	Solve word problems leading to equations of the form px ± q = r and p(x ± q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.
7	7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
7	7.G.B.4	State the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.

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GRADE	CODE	STANDARD
7	7.G.B.6	Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
8	8.NS.A.1	Demonstrate informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Define irrational numbers as numbers that are not rational.
8	8.NS.A.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).
8	8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
8	8.EE.C.8.a	Explain that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
8	8.EE.C.8.b	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.
8	8.EE.C.8.c	Solve real-world and mathematical problems leading to two linear equations in two variables.
8	8.F.A.3	Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
8	8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
8	8.G.B.7	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
8	8.G.B.8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
8	8.G.C.9	State the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

SCIENCE

7 STANDARDS

Based on the Colorado state standards

GRADE	CODE	STANDARD
6	SC.MS.1.8.a	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in the wave.
6	SC.MS.1.8.b	Develop and use a model to describe that waves are reflected, absorbed or transmitted through various materials.

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GRADE	CODE	STANDARD
6	SC.MS.1.10.a	Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.
7	SC.MS.1.5.a	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and the speed of an object.
8	SC.MS.1.1.d	Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
8	SC.MS.1.3.a	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
8	SC.MS.1.3.b	Plan an investigation to provide evidence that the change in an objects motion depends on the sum of the forces on the object and the mass of the object.

COMPUTER SCIENCE

6 STANDARDS

Based on the Colorado state standards

GRADE	CODE	STANDARD
6–8	CS.MS.1.1.a	Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.
6–8	CS.MS.2.1.b	Design projects that combine hardware and software components to collect and exchange data.
6–8	CS.MS.2.2.b	Identify the role of connected network components.
6–8	CS.MS.3.3.a	Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.
6–8	CS.MS.3.3.c	Systematically test and refine programs using a range of test cases.
6–8	CS.MS.5.1.a	Examine an aspect of daily life that is predicted to change due to the introduction of AI technologies.

SOURCES & NOTES

- The official mathematics, science and computer science standards for Colorado, as published by the Colorado Department of Education.
- Codes and standard wording are reproduced from the official standards documents. Clarification statements, examples and assessment boundaries are omitted.
- Grade shows the grade level at which True Robotics lessons address each standard. A range (for example K–2) marks a standard written for a grade band.
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- A lesson-level crosswalk is available on request at info@truerobotics.org.

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