TRUE ROBOTICS

INTRODUCTION TO ROBOTICS WITH AXLE

GRADES 6–8

This document lists the Indiana 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 Indiana Department of Education.

29	8	6	43
MATH	SCIENCE	CS	TOTAL STANDARDS

MATHEMATICS

29 STANDARDS

Based on the Indiana state standards

GRADE	CODE	STANDARD
6	6.NS.4	Solve real-world problems with positive fractions and decimals by using one or two operations.
6	6.RP.5	Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
6	6.AF.1	Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.
6	6.AF.2	Demonstrate 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.AF.3	Solve equations of the form x + p = q, x - p = q, px = q, and x/p = q fluently for cases in which p, q and x are all nonnegative rational numbers. Represent real-world problems using equations of these forms and solve such problems.
6	6.AF.5	Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
6	6.GM.3	Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.

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GRADE	CODE	STANDARD
6	6.GM.4	Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials) 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 to solve real-world and other mathematical problems.
6	6.DS.2	Formulate statistical questions; collect and organize the data (e.g., using technology), and display and interpret the data with graphical representations (e.g., using technology).
6	6.DS.3	Summarize numerical data sets in relation to their context in multiple ways, such as: a. Report the number of observations; b. Describe the nature of the attribute under investigation, including how it was measured and its units of measurement; c. Determine quantitative measures of center (mean and/or median) and spread (range and interquartile range); d. Describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and e. Relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.
7	7.NS.2	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.3	Use the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers.
7	7.NS.7	Compute fluently with rational numbers using an algorithmic approach.
7	7.RP.1	Identify the unit rate or constant of proportionality in tables, graphs, equations, and verbal descriptions of proportional relationships.
7	7.RP.2	Use proportional relationships to solve ratio and percent problems with multiple operations (e.g., simple interest, tax, markups, markdowns, gratuities, conversions within and across measurement systems, and percent increase and decrease).
7	7.RP.3	Represent real-world and other mathematical situations that involve proportional relationships. Write equations and draw graphs to represent these proportional relationships. Apply the definition of unit rate to y = mx.
7	7.AF.2	Solve real-world problems with rational numbers by using one or two operations.
7	7.AF.3	Solve equations of the form px + q = r and p(x + q) = r fluently, where p, q, and r are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems.
7	7.GM.1	Solve real-world and other mathematical problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing. Create a scale drawing by using proportional reasoning.
7	7.GM.2	Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.
7	7.GM.3	Solve real-world and other mathematical problems involving volume of cylinders and three-dimensional objects composed of right rectangular prisms.
8	8.NS.1	Give examples of rational and irrational numbers, and explain the difference between them. State decimal equivalents for any number. For rational numbers, show that the decimal equivalent terminates or repeats, and convert a repeating decimal into a rational number.

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GRADE	CODE	STANDARD
8	8.NS.2	Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
8	8.AF.5	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. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.
8	8.AF.6	Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Within the context of a problem, describe the meaning of m (rate of change) and b (y-intercept) in y = mx + b.
8	8.AF.7	Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).
8	8.AF.8	Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.
8	8.GM.2	Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.
8	8.GM.3	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.

SCIENCE

8 STANDARDS

Based on the Indiana state standards

GRADE	CODE	STANDARD
6	MS-PS4-1	Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
6	MS-PS4-2	Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
6	MS-PS4-3	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.
6	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
7	MS-PS2-1	Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
7	MS-PS2-2	Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
7	MS-PS3-1	Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.
8	MS-PS1-4	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.

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COMPUTER SCIENCE

6 STANDARDS

Based on the Indiana state standards

GRADE	CODE	STANDARD
6–8	6-8.DI.1	Decompose (i.e., break down) problems into smaller, more manageable subsets by applying the algorithmic problem solving steps to make the possible solutions easier to follow, test, and debug.
6–8	6-8.DI.2	Collect data using computational tools (e.g., sensors, inputs like microphones) and transform the data to make it more useful and reliable.
6–8	6-8.CD.1	Design projects that combine hardware and software components to collect and exchange data.
6–8	6-8.PA.1	Design and iteratively develop programs that combine the following: sequencing, looping (including nested loops), conditionals (including compound conditionals), expressions, variables, functions, and parameters.
6–8	6-8.PA.2	Systematically test and refine programs using a range of test cases.
6–8	6-8.NI.2	Model the role of protocols in transmitting data across networks and the internet.

SOURCES & NOTES

- The official mathematics, science and computer science standards for Indiana, as published by the Indiana 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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