

## STEM Education Works®

## **Scope & Sequence**

Robotics with Dobot - Foundations of Design and Innovation



## **ROBOTICS WITH DOBOT** – Foundations of Design and Innovation

|  | Grade<br>Band | Unit                         | Overview   |
|--|---------------|------------------------------|--|
| ROBOTICS WITH DOBOT – Foundations of Design and Innovation | K-5           | Meet Dobot                   | Students are introduced to the Dobot robotic arm (Magician or Magician Lite). Students explore the different end effectors and use DobotLab to interact with the Dobot.  |
|  | K-1           | Ocean Arms                   | Students learn about how coral reefs form, why they are<br>important, and how they can be protected. Students take<br>on the role of marine biologist as they use the Dobot robotic<br>arm to help rebuild a coral reef.   |
|  | K-1           | Little Red's<br>Shipping Co. | Using <i>Little Red Riding Hood</i> as a backdrop, students<br>explore the field of manufacturing as they simulate an<br>assembly line and investigate how machines can aid<br>individuals to manufacture goods in an efficient manner.<br>They take on the role of a manufacturer as they label,<br>package, and ship goods for Little Red's Shipping Co. |
|  | 2-3           | Making Your Mark             | Students explore marketing, manufacturing, and logistics by<br>acting as brand managers for a fictional marker company.<br>They learn about the context and technology associated<br>with building a company brand and brainstorm a company<br>name and mission statement. Finally, they use Dobot to<br>draw a logo for their fictional company.          |
|  | 4-5           | Coding in the<br>Classroom   | Students learn and practice block-based coding by first carrying out an analog coding activity, then using Dobot, Blockly coding, and Scratch to create and test their own code.   |
|  | 4-5           | Bottleneck<br>Breakdown      | Students learn how products make it from idea to completed product. They explore concepts like supply chain management, bottlenecks, and process optimization. Students participate in a simulated assembly line.  |



| NGSS<br>Standards Alignment            | NGSS Discipline  | Connected Subjects  | Time<br>Required |
|--|--|---|------------------|
| 3-5 ETS1-1<br>3-5 ETS1-2               | Engineering,<br>technology, and<br>applications of science | ELA, science, SEL   | 2.5 hours        |
| K-ESS3-1<br>K-ESS3-3                   | Life science   | ELA, science, social studies, art, SEL,<br>movement       | 3 hours          |
| K-ESS3-1<br>K-2-ETS1-1                 | Engineering,<br>technology, and<br>applications of science | ELA, science, social studies, art, SEL,<br>movement       | 3 hours          |
| 3-5-ETS1-1<br>3-5-ETS1-2               | Engineering,<br>technology, and<br>applications of science | ELA, science, social studies, art, SEL,<br>movement       | 3 hours          |
| 3-5-ETS1-1<br>3-5-ETS1-2<br>3-5-ETS1-3 | Engineering,<br>technology, and<br>applications of science | ELA, science, math, social studies,<br>art, SEL, movement | 5 hours          |
| 3-5-ETS1-1<br>3-5-ETS1-2<br>3-5-ETS1-3 | Engineering,<br>technology, and<br>applications of science | ELA, science, math, social studies,<br>SEL, movement      | 3 hours          |



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