



Syracuse City School District Career and Technical Education Program Course Syllabus Grade 7 CTE: Teen Entrepreneur

Course Description

Students will learn how to use the design process to develop a marketable product that solves a problem within the school. The role of design and marketing through development of a Business Model Canvas is core to the project students undertake as they learn the concepts of intentional design and planning. Foundational business practices of greeting clients or investors and preparing written and oral presentations with clear and concise language are implemented as students work in groups or incubator teams to complete their project. Concepts are introduced as students apply the learning to develop their own business delivering a product or service. Students will discover how to develop a marketable product for a target customer. As students explore the world of business varied related careers entrepreneurship, graphic design, marketing, financial analyst, research analyst, investor are introduced. Students consider how they, as teens, can make change in the world based on need and interests while making money.

AVID (Advancement Via Individual Determination)

SCSD is an AVID school district. AVID is a college and career readiness system whose mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. Part of the AVID system is focused on instruction which is centered around WICOR (Writing, Inquiry, Collaboration, Organization and Reading). WICOR strategies are designed to help students engage with content, take ownership of their learning, and become independent learners. WICOR strategies are incorporated into each unit.

Work-Based Learning

- Students will be exposed to a wide variety of applications for business while integrating digital literacy.
- Students will interview working professionals from different careers and occupations.
- Students will participate in field trips to high school CTE Pathway programs and local workplaces to broaden their ideas about application of business skills and practices.
- Students will be mentored by current high school CTE students and will create and maintain a portfolio of their work-based learning experiences throughout the course.

Course Objectives

Students will know and be able to:

- Determine a need based on a target audience within the school.
- Communicate and brainstorm ideas for product or service to solve a need.
- Evaluate ideas to narrow down ideas for a marketable product.
- Create a mock-up or prototype of the product.
- Synthesize and incorporate feedback from the target audience.
- Determine base cost to produce their product or provide their service.
- Determine how much they need to charge per item for service to make a profit.
- Develop a flier to market their product.
- Write a basic business plan.
- Demonstrate basic professionalism skills such as handshaking, looking people in the eye, use of business language and appropriate business attire based on their product or service.
- Synthesize information regarding careers related to business and entrepreneurship such as marketing, graphic design, video/commercial production, business/office manager, project manager.
- Develop an infographic on a career of interest.

Equipment and Supplies

- **School will provide:** All required materials.
- **Student will provide:** NA.

Textbook

N/A

Grading

40% Class Work Assignments, and Assessments
60% Projects, Presentations

Additional Course Policies

Students are expected to:

- Be on time for class.
- Produce their best work, including being prepared for in-class presentations.
- Participate in class including contributing to discussions and critiquing their own and others' work, as well as diligently working on their own projects during the class period.
- Seek help when needed.
- Be attentive during class, ask questions if they do not understand something, and offer their opinions.

Course Calendar

Quarter	Units of Study
1	<ul style="list-style-type: none">• Marketing and Design• Ask and Emphasize (Introduction to Entrepreneurship)• Explore Possibilities• Developing a Business Plan: Plan and Create Phase• Developing a Business Plan: Branding• Developing a Business Plan: Improve and Communicate



**Syracuse City School District
Career and Technical Education Program
Scope and Sequence: 7 Grade Teen Entrepreneur**

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Possible Projects/Activities	CCTC and NYS Standards
Weeks 1 and 2 Marketing and Design	<ul style="list-style-type: none"> ● How is a marketable product for a target customer developed? ● What are basic professional skills? ● How do teams function efficiently and effectively? 	<ul style="list-style-type: none"> ● Create relevant questions for an interview. ● Demonstrate application of communication skills to conduct interviews. ● Determine a need based on a target audience in the school. ● Brainstorm ideas for a product or service to solve a need. ● Evaluate ideas to narrow those that are marketable and doable ideas that address target audience need/problem. ● Demonstrate working in teams. ● Develop questions to guide research. ● Demonstrate application of basic research skills to answer questions. ● Create/develop a flyer to market their product or service. ● Demonstrate professional skills such as handshaking, eye contact, business communication and language. ● Document ideas and processes in a design journal. ● Articulate process and materials needed for prototype or proof of concept design. ● Synthesize and incorporate feedback from target audience. 	Written <ul style="list-style-type: none"> ● Class Assignments ● Self-Assessment ● Design Journal ● Team Contract Performance <ul style="list-style-type: none"> ● Class Presentation ● Teacher Observation ● Teamwork 	<ul style="list-style-type: none"> ● SCSD Grade 7- Teen Entrepreneurship-Marketing and Design Unit 2-1 	Career Ready Practices CRP 1,4,7,12 ELA 7 W 2,5,6,7 7 SL 1,3,4,5,6 7 L 1,2,3,4,6 Literacy 6-8 RST 2,4 6-8 WHST 2,4,5,6,7 CSDF 7-8.CT.10 7-8.DL.2 7-8.DL.4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Possible Projects/Activities	CCTC and NYS Standards
Week 3 Ask and Emphasize: Introduction to Entrepreneurship	<ul style="list-style-type: none"> • How can I make money and do what I love to do? • What is an entrepreneur? • What are traits and skills of an entrepreneur? • What role do entrepreneurs play in the economic vitality of the country? • How can teens impact change in the world and make money while doing so? • What traits, skills and interests do I have? • What is a Business Model Canvas (BMC)? • How is a business developed? 	<ul style="list-style-type: none"> • Define entrepreneurship. • Explain attributes and impact of an entrepreneur. • Identify youth who have been successful entrepreneurs. • Determine a need or an interest to pursue. • Brainstorm ideas for a product or service to solve a need. • Evaluate ideas to narrow those that are marketable and doable ideas to include what is the focus of the business, what materials and/or equipment is needed, what skills and attitudes does each team member bring to support the creation of and running the business. • Demonstrate working in teams. • Develop questions to guide learning and research. • Demonstrate application of basic research skills to answer questions. • Summarize needs and wants of potential clients/customers. • Identify what is Business Model Canvas including key components. • Identify base cost to produce a product or provide a service. • Identify how much needs to be charged per item for service to make a profit. • Demonstrate professional skills such as handshaking, eye contact, business communication and language. • Develop a basic business plan (Business Model Canvas - BMC). 	Written <ul style="list-style-type: none"> • Class Assignments • Self-Assessment/Reflection • BMC-Value Propositions and Customer Segment sections • Design Journal Performance <ul style="list-style-type: none"> • Teacher Observation • Class presentation • Teamwork 	<ul style="list-style-type: none"> • SCSD Grade 7- Teen Entrepreneurship- Ask and Empathize Unit 2-2A 	Career Ready Practices CRP 1,4,6,12 ELA 7 W 2,5,6,7 7 SL 1,3,4,5,6 7 L 1,2,3,4,6 Literacy 6-8 RST 2,4 6-8 WHST 2,4,5,6,7 CSDF 7-8.CT.10 7-8.DL.2 7-8.DL.4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Possible Projects/Activities	CCTC and NYS Standards
Week 4 Explore Possibilities	<ul style="list-style-type: none"> How can I make money and do what I love to do? How does brainstorming support development of creative ideas? What type of business will be developed (value proposition)? What are possible channels for distribution? How are customers attracted and relationships built and maintained? Why does a successful business require intentional design and planning? 	<ul style="list-style-type: none"> Define value propositions, channels, and customer needs. Determine value propositions, channels, and customer relationships for businesses similar to the one they are developing. Articulate through brainstorming ideas for their value propositions channels and customer relations. Evaluate ideas for a marketable product or service (value proposition), channel and customer relationships. Determine best channels for distributing their product or service. Determine how they plan to reach their intended customers and build and maintain customer relationships. Develop a pitch for their product or service to gather feedback. Update their BMC to reflect additional information for intentional design and planning. 	Written <ul style="list-style-type: none"> Class Assignments Self-Assessments Design Journal Business Model Canvas Performance <ul style="list-style-type: none"> Class Presentation Teamwork Teacher Observation Teamwork 	<ul style="list-style-type: none"> SCSD Grade 7- Teen Entrepreneurship- Explore Possibilities Unit 2-2B 	Career Ready Practices CRP 1,4,6,7,8,12 ELA 7 W 2,6, 7 SL 1,3,4,5,6 7 L 1,2,3,4,6 Literacy 6-8 RST 2,4 6-8 WHST 2,4 CSDF 7-8.CT.10 7-8.DL.2
Week 5 Developing a Business Plan: Plan and Create Phase	<ul style="list-style-type: none"> How can I make money and do what I love to do? What considerations need to be looked at prior to setting prices for products or services? How is the cost of goods sold (COGS) determined? How is profit calculated? How is the price set for a product or 	<ul style="list-style-type: none"> Identify decisions and issues to consider prior to determining a price point. Demonstrate determination of cost of goods sold. Demonstrate calculation of a profit of a product or service. Determine base cost to produce a product or provide a service. Determine how much needs to be charged per item or service delivered to make a profit. Calculate their project profit per item or service. 	Written <ul style="list-style-type: none"> Class Assignments Design Journal Self-Assessments BMC Performance <ul style="list-style-type: none"> Class Presentation Teamwork Teacher Observation 	<ul style="list-style-type: none"> SCSD Grade 7- Teen Entrepreneurship- Developing a Business Plan- Plan and Create Unit 2-2C 	Career Ready Practices CRP 1,2,4,6,12 ELA 7 W 2,6 7 SL 1,3,4,5,6 7 L 1,2,3,4,6 Literacy 6-8 RST 2,4 6-8 WHST 2,4 CSDF 7-8.CT.10 7-8.DL.2 7-8.DL.4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Possible Projects/Activities	CCTC and NYS Standards
	service that will result in a profit? <ul style="list-style-type: none"> How are ideas communicated? Why does a successful business require intentional design and planning? 	<ul style="list-style-type: none"> Calculate how much will be needed to be sold of the product or services provided to make their profit goal. Create a prototype of a product or marketing flier for service provided. Demonstrate intentional design and planning by updated BMC to include Cost Structures and Revenue Streams. Demonstrate professional communication by sharing ideas, profit calculations and business plans. 			
Weeks 6-8 Developing a Business Plan: Branding	<ul style="list-style-type: none"> How can I make money and do what I love to do? How do personal interests, values, skills, strengths, accomplishments, and traits contribute to goals? How can personal interests, skills, values, strengths, accomplishments, and traits be expressed or communicated? What is branding? How does branding help a company market itself? What are the values and key information to communicate through development of a brand for project work during this quarter? How do digital tools enhance productivity and visual appeal? 	<ul style="list-style-type: none"> Reflect on their values, strengths, and accomplishments to develop a personal brand and logo to express or communicate who they are. Articulate personal values, interests, traits, strengths, and accomplishments. Draft a logo to express their personal values, interests, traits, strengths, and accomplishments. Demonstrate use of digital tools to create a business card that incorporates individual brands and logo. Summarize what branding is and how it helps a company to market itself. Demonstrate collaboration skills to define values and key points for branding and logo development for project. Develop a brand for a business concept from their project. Use digital tools to translate the logo into a digital format. 	Written <ul style="list-style-type: none"> Class Assignments Design Journal Self-Assessment/Reflection Project Performance <ul style="list-style-type: none"> Class Presentations Teacher Observation Teamwork 	<ul style="list-style-type: none"> SCSD Grade 7- Teen Entrepreneurship- Developing a Business Plan - Branding Unit 2-2D 	Career Ready Practices CRP 1,4,6,10,11,12 ELA 7 W 2,6 7 SL 1,3,4,5,6 7 L 1,2,3,4,6 Literacy 6-8 RST 2,4 6-8 WHST 2,4 CSDF 7-8.CT.10 7-8.DL.2 7-8.DL.4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Possible Projects/Activities	CCTC and NYS Standards
	<ul style="list-style-type: none"> How is branding communicated? What are marketing materials? How does feedback help refine a product? 	<ul style="list-style-type: none"> Identify examples of marketing materials. Collaborate with the team to develop, at minimum, business cards, letterhead, and flier for their project business (may also include social media page, YouTube video, commercial, or menu of services) that communicates brand and includes logo. Explain how branding and logo help market a business. Demonstrate giving constructive feedback. Demonstrate refinement of product based on feedback. 			
Week 9-10 Developing a Business Plan: Improve and Communicate	<ul style="list-style-type: none"> How can I make money and do what I love to do? What key information, resources and activities are necessary to start a business? How does a Business Model Canvas (BMC) communicate the key information, resources, and partners for a business concept? What is a business letter? What skills does an effective speaker demonstrate? What information needs to be included for a business pitch? What information is included in a 	<ul style="list-style-type: none"> Define and identify key activities, resources and partners needed to start a business. Demonstrate completion of a BMC to include all portions for intentional design and planning process. Demonstrate correct format and professional language for a business letter. Demonstrate professional skills such as handshaking, eye contact, business communication and language. Demonstrate public speaking through presentation or pitch for their business. Summarize their pitch in written format with clear and concise language. Develop a portfolio to pitch their business idea. Summarize what makes an entrepreneur successful, why entrepreneurship is important, and how personal interests 	Written <ul style="list-style-type: none"> Class Assignments BMC Project Portfolio Design Journal Self-Assessment Performance <ul style="list-style-type: none"> Class Presentations Teacher observation Teamwork 	<ul style="list-style-type: none"> SCSD Grade 7- Teen Entrepreneurship- Developing a Business Plan - Improve and Communicate 2-2E 	Career Ready Practices CRP 1,2,4,6,8,10,11,12 ELA 7 W 2,5,6,7 7 SL 1,3,4,5,6 7 L 1,2,3,4,6 Literacy 6-8 RST 2,4 6-8 WHST 2,4,5,6,7 CSDF 7-8.CT.10 7-8.DL.2 7-8.DL.4

Time Frame Unit of Study	Key Questions	Key Learning Targets (Students will know and be able to)	Assessment Evidence of Learning	Possible Projects/Activities	CCTC and NYS Standards
	business letter proposal? <ul style="list-style-type: none"> ● What is the purpose of a portfolio to pitch a business concept? ● What are traits and skills of an entrepreneur? ● What role do entrepreneurs play in the economic vitality of the country? ● Why does a successful business require intentional design and planning? ● How can teens impact change in the world and make money while doing so? ● What are some careers of interest in the business industry? 	with intentional design and planning support change. <ul style="list-style-type: none"> ● Identify varied careers in the business field. ● Develop an infographic of a career of interest in the business field. 			



Standards

CCTC: Common Career and Technical Core

Career Ready Practices

1	Act as a responsible and contributing citizen and employee.
2	Apply appropriate academic and technical skills.
3	Attend to personal health and financial well-being.
4	Communicate clearly and effectively and with reason.
5	Consider the environmental, social, and economic impacts of decisions.
6	Demonstrate creativity and innovation.
7	Employ valid and reliable research strategies.
8	Utilize critical thinking to make sense of problems and persevere in solving them.
9	Model integrity, ethical leadership, and effective management.
10	Plan education and career paths aligned to personal goals.
11	Use technology to enhance productivity.
12	Work productively in teams while using cultural global competence.

Full Text: [Career Ready Practices](#)

7th Grade Reading Standards (Literary and Informational Text) – New York State ELA

Key Ideas and Details	
7R1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)
7R2	Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)
7R3	In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)
Craft and Structure	
7R4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. (RI&RL)
7R5	In literary texts, analyze how structure, including genre-specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)
7R6	In literary texts, analyze how an author develops and contrasts the point of view and the perspectives of different characters or narrators. (RL) In informational texts, analyze how the author distinguishes his or her position from that of others. (RI)
Integration of Knowledge and Ideas	
7R7	Compare and contrast a written text with audio, filmed, staged, or digital versions in order to analyze the effects of techniques unique to each media and each format's portrayal of a subject. (RI&RL)
7R8	Trace and evaluate the development of an argument and specific claims in a text, assessing whether the reasoning is valid, and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced. (RI&RL)
7R9	Use established criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

7th Grade Writing Standards

Text Types and Purposes	
7W1	Write arguments to support claims with clear reasons and relevant evidence.
7W1a	Introduce a precise claim, acknowledge and distinguish the claim from a counterclaim, and organize the reasons and evidence logically.
7W1b	Support claim(s) with logical reasoning and relevant evidence, using credible sources while demonstrating an understanding of the topic or text.
7W1c	Use precise language and content-specific vocabulary to argue a claim.
7W1d	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
7W1e	Provide a concluding statement or section that explains the significance of the argument presented.
7W1f	Maintain a style and tone appropriate to the writing task.
7W2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
7W2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.
7W2b	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
7W2c	Use precise language and content-specific vocabulary to explain a topic.
7W2d	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
7W2e	Provide a concluding statement or section that explains the significance of the information presented.
7W2f	Establish and maintain a style appropriate to the writing task.

7W3	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
7W3a	Engage the reader by establishing a point of view and introducing a narrator and/or characters.
7W3b	Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
7W3c	Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
7W3d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
7W3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
7W4	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
7W5	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.
Research to Build and Present Knowledge	
7W6	Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.
7W7	Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation

7th Grade Speaking and Listening

Comprehension and Collaboration	
7SL1	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively and build on those of others.
7LS1a	Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
7SL1b	Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed
7SL1c	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
7SL1d	Acknowledge new information expressed by others and, when warranted, modify personal views.
7SL2	Analyze the central ideas and supporting details presented in diverse formats (e.g., including visual, quantitative, and oral) and explain how the ideas clarify and/or contribute to a topic, text, or issue under study.
7SL3	Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence.
Presentation of Knowledge and Ideas	
7SL4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation.
7SL5	Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points.
7SL6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

7th Grade Language Standards

Conventions of Academic English	
7L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.
7L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.
Knowledge of Language	
7L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening
7L3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Vocabulary Acquisition and Use	
7L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

7L4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
7L4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
7L4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
7L4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
7L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
7L5a	Interpret figurative language, including allusions, in context.
7L5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
7L5c	Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).
7L6	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Core Conventions Skills for Grades 6-8

- Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct pronouns that have unclear or ambiguous antecedents.
- Explain the function of phrases and clauses in general, as well as in specific sentences.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Explain the function of verbals (gerunds, participles, infinitives).
- Form and use verbs in the active and passive voice.
- Recognize and correct inappropriate verb shifts.

Core Punctuation and Spelling Skills for Grades 6-8

- Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- Use an ellipsis to indicate an omission.

Full text found at [NYS ELA Standards](#).



NYS Literacy Standards: NYS Next Generation 6-8 Literacy Standards in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literacy in Science and Technical Subjects 6	
6-8RST 1	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.
6-8RST 2	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
6-8RST 3	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.
6-8RST 4	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.
6-8RST 5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6-8RST 6	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.
6-8RST 7	Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).
6-8RST 8	For scientific sources, distinguish between observation and inference-based judgments, and reasoned judgment and opinion. For technical sources, distinguish between facts and reasoned judgment.
6-8RST 9	Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6	
6-8WHST 1	Write arguments focused on discipline-specific content.
6-8WHST 2	Write informative/explanatory text focused on discipline-specific content.
6-8WHST 3	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
6-8WHST 4	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
6-8WHST 5	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
6-8WHST 6	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8WHST 7	Draw evidence from informational texts to support analysis, reflection, and research.

Full Text: [New York State 6-8 Next Generation ELA Standards at a Glance](#)



NYS K-12 Computer Science and Digital Fluency Learning Standards: Grade Band 7-8

Sub concept	Standard	
Impacts of Computing		
Society	7-8.IC.1	Compare and contrast tradeoffs associated with computing technologies that affect individuals and society.
	7-8.IC.2	Evaluate the impact of laws or regulations on the development and use of computing technologies and digital information.
Ethics	7-8.IC.3	Identify and discuss issues of ethics surrounding computing technologies and current events.
	7-8.IC.4	Identify and discuss issues related to the collection and use of public and private data.
	7-8.IC.5	Analyze potential sources of bias that could be introduced to complex computer systems and the potential impact of these biases on individuals.
Accessibility	7-8.IC.6	Assess the accessibility of a computing device or software application in terms of user needs.
Career Paths	7-8.IC.7	Explore a range of computer science related career paths.
Computational Thinking		
Modeling and Simulation	7-8.CT.1	Compare the results of alternative models or simulations to determine and evaluate how the input data and assumptions change the results.
Data Analysis and Visualization	7-8.CT.2	Collect and use digital data in a computational artifact.
	7-8.CT.3	Refine and visualize a data set in order to persuade an audience.
Abstraction and Decomposition	7-8.CT.4	Write a program using functions or procedures whose names or other documentation convey their purpose within the larger task.
	7-8.CT.5	Identify multiple similar concrete computations in a program, then create a function to generalize over them using parameters to accommodate their differences.
Algorithms and Programming	7-8.CT.6	Design, compare and refine algorithms for a specific task or within a program.
	7-8.CT.7	Design or remix a program that uses a variable to maintain the current value of a key piece of information.
	7-8.CT.8	Develop or remix a program that effectively combines one or more control structures for creative expression or to solve a problem.
	7-8.CT.9	Read and interpret code to predict the outcome of various programs that involve conditionals and repetition for the purposes of debugging.
	7-8.CT.10	Document the iterative design process of developing a computational artifact that incorporates user feedback and preferences.
Network and System Design		
Hardware and Software	7-8.NSD.1	Design a user interface for a computing technology that considers usability, accessibility, and desirability.
	7-8.NSD.2	Design a project that combines hardware and software components.
	7-8.NSD.3	Identify and fix problems with computing devices and their components using a systematic troubleshooting method or guide.
Networks and the Internet	7-8.NSD.4	Design a protocol for transmitting data through a multi-point network.
	7-8.NSD.5	Summarize how remote data is stored and accessed in a network.
Cybersecurity		
Risks	7-8.CY.1	Determine the types of personal information and digital resources that an individual may have access to that needs to be protected.
Safeguards	7-8.CY.2	Describe physical, digital, and behavioral safeguards that can be employed in different situations.
	7-8.CY.3	Describe trade-offs of implementing specific security safeguards.
	7-8.CY.4	Describe the limitations of cryptographic methods.
Response	7-8.CY.5	Describe actions to be taken before and after an application or device reports a security problem or performs unexpectedly.
Digital Literacy		
Digital Use	7-8.DL.1	Type on a keyboard while demonstrating proper keyboarding technique, with increased speed and accuracy.
	7-8.DL.2	Communicate and collaborate with others using a variety of digital tools to create and revise a collaborative product.
	7-8.DL.3	Compare types of search tools, choose a search tool for effectiveness and efficiency, and evaluate the quality of search tools based on returned results.
	7-8.DL.4	Select and use digital tools to create, revise, and publish digital artifacts.



	7-8.DL.5	Transfer knowledge of technology in order to explore new technologies.
Digital Citizenship	7-8.DL.6	Explain the connection between the persistence of data on the Internet, personal online identity, and personal privacy.
	7-8.DL.7	Describe safe, appropriate, positive, and responsible online behavior and identify strategies to combat negative online behavior.

Full Text: [New York State 7-8 Computer Science and Digital Fluency Learning Standards](#)

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