Course Overview

Middle School I 6 I Business - *Last Updated on March 21, 2025*

DESCRIPTION

K-12 Content Area | Mission & Philosophy Statement

- Financially literate global citizens make informed personal and professional decisions, essential for navigating and succeeding in an interconnected economic environment.
- Innovative and opportunistic thinkers can initiate and manage businesses effectively by understanding market dynamics and business planning, thus enhancing their competitiveness in an entrepreneurial landscape.
- Adept technology users continuously develop their ability to seamlessly integrate tools, tackle complex business challenges, and drive innovation with a growth mindset, making them invaluable in a technology-driven global economy.
- Understanding the ethical and legal standards in business ensures that young people can lead and operate within guidelines, which is essential for maintaining trust and integrity in organizational settings.
- Refined communicators and collaborators effectively work on teams, build professional networks, and contribute to a culturally diverse workforce.

Course Description

The "6th Grade - Scratch" course at Saucon Valley School District introduces students to the fundamental concepts of computer programming through the Scratch programming language. This 20-day course enables students to create interactive stories, animations, games, music, and art. By engaging in these projects, students not only learn basic programming skills but also develop important mathematical and computational thinking abilities. The course aims to foster creativity, systematic reasoning, and collaboration among students.

The curriculum is structured to cover various themes, starting with an introduction to Scratch and its interface. Students then progress through units focusing on different applications of Scratch, such as arts, stories, and games. Each unit emphasizes specific computational concepts like sequences, loops, parallelism, events, conditionals, and operators. Students participate in hands-on projects that encourage them to apply these concepts creatively and collaboratively, while also learning to debug and iterate on their work.

The course culminates in a final project where students identify a self-directed project to work on, develop a detailed plan, and execute their idea using the skills and concepts learned throughout the course. This project-based approach ensures that students have the opportunity to deepen their understanding of programming while also exploring their interests. The course not only teaches technical skills but also encourages students to think critically and creatively about how they can use technology to solve problems

and express themselves.

STANDARDS

Pennsylvania - Grade 6-8 - Business, Computer and Information Technology

15.4.8.A 15.4.8.B 15.4.8.C 15.4.8.D 15.4.8.E 15.4.8.F 15.4.8.G 15.4.8.H

15.4.8.I 15.4.8.J 15.4.8.K 15.4.8.L 15.4.8.M

COURSE OBJECTIVES

Specific objectives for this course are aligned to the Pennsylvania Academic Standards for Business, Computer, and Information Technology, and the Pennsylvania Core Standards for Career Education and Work & Entrepreneurship, as outlined in the Scope and Sequence for Entrepreneurship.

ASSESSMENT TYPES

- Curriculum-based measures
- Benchmark Assessments
- Formative Assessments
- Summative Assessments
- Performance-Based Assessments

SUGGESTED METHODS OF INSTRUCTION

The 6th Grade Business course utilizes a variety of instructional strategies to engage students and enhance their understanding of communications and computing concepts. Below is a list of suggested strategies for high-quality instruction:

- Instructional components outlined in the *Framework for Teaching* by Charlotte Danielson
- Computer simulations
- Case studies and real-life scenario analysis
- Collaborative projects and group discussions

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RESOURCES

District Approved Program Resources	District Approved Supplemental Resources	District Approved Technology Resources
Scratch		Microsoft Office Suite Google Suite