**Introduction to Business**

**Middle School**

**Career and Technical Education Department**

**Curriculum Guide**

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**LINDEN PUBLIC SCHOOLS**

**LINDEN, NEW JERSEY**

**DENISE CLEARY**

**INTERIM SUPERINTENDENT**

**MICHAEL WALTERS**

**ACTING ASSISTANT SUPERINTENDENT**

**GREGORY GRASSO**

**SUPERVISOR OF SOCIAL STUDIES AND BUSINESS**

**The Linden Board of Education adopted the Curriculum Guide on:**

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| **August 2019** |  | **Education - Item # 9** |
| **Date** |  | **Agenda Item** |
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| **Rationale** | | |

**Public Notice of Non-Discrimination**

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer

Kevin Thurston – (908) 486-5432 ext. 8307; [kthurston@lindenps.org](mailto:kthurston@lindenps.org)

504 Officer & District Anti-Bullying Coordinator

Annabell Louis – (908) 486-2800 ext. 8025; [alouis@lindenps.org](mailto:alouis@lindenps.org)

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Steven Viana – (908) 486-7085; [sviana@lindenps.org](mailto:sviana@lindenps.org)

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**Linden Public Schools Vision**

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

**Linden Public Schools Mission**

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden’s diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

**Business Department Vision**

Create future business leaders that make financial responsible decisions and follow ethical business practices.

**Business Department Mission**

To prepare students for success in the rapidly changing world of business by instilling in them leadership skills, sound ethical practices, and an awareness of the global business world they live in. The department will incorporate recognized best business practice and current business theory into instruction. As a faculty, we will continue develop and enhance our practices to reflect new and emerging educational methods. As a department we will work to establish and nurture a strong working relationship with the Linden business community in an effort to present our students with the most authentic, real-world business experience and education.

**Business Department Program Goals**

* Obtain and integrate knowledge about business in general and specific knowledge and skills within a functional area.
* Obtain general knowledge in accounting, business law, economics, finance, marketing, organizational behavior, statistics, MIS, and operations management
* Conduct qualitative and quantitative research in the functional area
* Apply cross-functional knowledge to solve concrete business problems
* Describe the responsibilities of management in relation to the organization’s goals and strategy
* Use written and oral communication effectively.
* Obtain knowledge and skills *in* effective business communication
* Frame communications to address the specific audiences
* Communicate qualitative and quantitative analyses
* Use appropriate information technology in both oral and written communication
* Employ analytical and decisions making skills to solve business problems.
* Obtain knowledge about the context of business decisions and the decision-making process
* Analyze and evaluate business problems from multiple perspectives
* Make and adapt decisions in structured and unstructured environments
* Use quantitative and qualitative data in the decision process
* Develop the range of interpersonal skills needed in business settings.
* Obtain knowledge of leadership and team building skills.
* Facilitate teamwork.
* Collaborative with others to solve problems.
* Motivate and influence others.
* Work effectively in settings involving cultural and demographic diversity.
* Analyze international business environments and formulate global adaptation strategies.
* Obtain knowledge about international business environments and cross-cultural differences.
* Identify and analyze major international business environment factors.
* Formulate adaptation strategies and design implementation plans in international business contexts.
* Make ethical and socially responsible choices in business and community leadership.
* Obtain knowledge of ethical, legal and social implications of management decisions.
* Apply the rules of ethical and legal conduct in student’s major area of study and in business in general.
* Make informed and principled choices in personal and professional settings.
* Explain student’s own ethical views and value orientations.
* Engage in socially responsible community activities.

1. Course Description

This course will introduce middle school students in grades 7 and 8 to the various fields open to them in the world of business. The course will explore topics within career opportunities, financial awareness, marketing, business management, and entrepreneurship.

1. Course Instructional Materials

* Cengage MindTap
* Applied Educational Systems <https://www.aeseducation.com>
* NextGen Personal Finance (NGPF) <https://www.ngpf.org>

1. Standards Guiding Instruction
   1. 2014 New Jersey Student Learning Standards- 21st Century Life and Careers
      * Career Ready Practices <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
      * 9.1 Personal Financial Literacy

<https://www.state.nj.us/education/cccs/2014/career/91.pdf>

* + - 9.2 Career Awareness, Exploration, and Preparation

<https://www.state.nj.us/education/cccs/2014/career/92.pdf>

1. Interdisciplinary Connections / Materials

* Language Art: Literature, or printed materials relevant to the topics covered in each unit.
* Fine and Performing Arts: Art, Plays, Movies relevant to the topics covered in each unit.
* Science & Technology: Scientific or Technological advances made during or relevant to the topics covered in each unit.
* Math: Analysis and manipulation of statistics or other numeric information or data relevant to the topics covered in each unit.

1. Pacing Guide

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| First  Marking Period | Unit #1: Career Exploration |
| Second  Marking Period | Unit #2: The World of Business |
| Third  Marking Period | Unit #3: The World of Marketing |
| Fourth  Marking Period | Unit #4: The World of Finance |

1. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

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| Elementary School | Students participate in Junior Achievement Workshops  Basic Financial Literacy concepts are taught in Grades 1-3. These topics include personal financial literacy. |
| Middle School | All middle school students are required to take Introduction to Business. The course focuses on exposing students to the major fields within the business world. Topics include Financial Literacy, Marketing, Management, and Entrepreneurship. |
| High School | The high school offers a Personal Financial Literacy course as well as many electives to meet the increasing interest and curiosity in business fields. |

1. Accommodations, Modifications, and Teacher Strategies

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| **Instructional Strategies**   * Teacher Presentation * Student Presentation * Class Discussion * Socratic Discussion * Reading for Meaning * Inquiry Design Model * Interactive Lecture * Interactive Notetaking * Compare and Contrast * Research Based * Problem Based * Project Based   **504 Plans**  Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:   * walk, breathe, eat, or sleep * communicate, see, hear, or speak * read, concentrate, think, or learn * stand, bend, lift, or work   Examples of accommodations in 504 plans include:   * preferential seating * extended time on tests and assignments * reduced homework or classwork * verbal, visual, or technology aids * modified textbooks or audio-video materials * behavior management support * adjusted class schedules or grading * verbal testing * excused lateness, absence, or missed classwork * pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy | **Gifted and Talent Accommodations and Modifications**   * Allow for further independent research on topics of interest related to the unit of study * Advanced leveled readers and sources * Increase the level of complexity * Decrease scaffolding * Variety of finished products * Allow for greater independence * Learning stations, interest groups * Varied texts and supplementary materials * Use of technology * Flexibility in assignments * Varied questioning strategies * Encourage research * Strategy and flexible groups based on formative assessment or student choice * Acceleration within a unit of study * Exposure to more advanced or complex concepts, abstractions, and materials * Encourage students to move through content areas at their own pace * After mastery of a unit, provide students with more advanced learning activities, not more of the same activity * Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas | **Special Education and At-Risk Accommodations and Modifications**   * Focus on concept not details * More visual prompts * Leveled readers and teacher annotated sources * Timelines and graphic organizers * Remove unnecessary material, words, etc., that can distract from the content * Use of off-grade level materials * Provide appropriate scaffolding * Limit the number of steps required for completion * Time allowed * Level of independence required * Tiered centers, assignments, lessons, or products * Provide appropriate leveled reading materials * Deliver the content in “chunks” * Varied texts and supplementary materials * Use technology, if available and appropriate * Varied homework and products * Varied questioning strategies * Provide background knowledge * Define key vocabulary, multiple-meaning words, and figurative language. * Use audio and visual supports, if available and appropriate * Provide multiple learning opportunities to reinforce key concepts and vocabulary * Meet with small groups to reteach idea/skill * Provide cross-content application of concepts * Ability to work at their own pace * Present ideas using auditory, visual, kinesthetic, & tactile means * Provide graphic organizers and/or highlighted materials * Strategy and flexible groups based on formative assessment * Differentiated checklists and rubrics, if available and appropriate | **English Language Learners Accommodations and Modifications**   * Focus on concept not details * More visual prompts * Leveled readers and teacher annotated sources * Guided notes with highlighted words and concepts * Use of Merriam-Webster’s ELL dictionary * Timelines and graphic organizers * Remove unnecessary material, words, etc., that can distract from the content * Use of off-grade level materials * Provide appropriate scaffolding * Limit the number of steps required for completion * Time allowed * Level of independence required * Tiered centers, assignments, lessons, or products * Provide appropriate leveled reading materials * Deliver the content in “chunks” * Varied texts and supplementary materials * Use technology, if available and appropriate * Varied homework and products * Varied questioning strategies * Provide background knowledge * Define key vocabulary, multiple-meaning words, and figurative language. * Use audio and visual supports, if available and appropriate * Provide multiple learning opportunities to reinforce key concepts and vocabulary * Meet with small groups to reteach idea/skill * Provide cross-content application of concepts * Ability to work at their own pace * Present ideas using auditory, visual, kinesthetic, & tactile means * Provide graphic organizers and/or highlighted materials * Strategy and flexible groups based on formative assessment * Differentiated checklists and rubrics, if available and appropriate |

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| **Unit #1: Career Exploration** |
| **Overview**  This unit introduces different careers and what an employer looks for in a worker. Focus will be on where to look for jobs, interviews, and a variety of jobs available. There will be discussion on learning styles of people. |

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| **STAGE 1 – Desired Results** |

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| **Essential Questions…**   * How does a person decide what they want to be “when they grow up”? * How can a person plan for the eventual career? * What does a potential employer look for in a job applicant?   **Enduring Understanding…**   * Each job, career, and profession have a set of preparation requirements, career exploration experiences and different opportunities for personal and professional growth and satisfaction. * An effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money. * Personal actions today may have an effect on future employment   **Students will be able to...**  • Cite specific text evidence when writing or speaking to support conclusions drawn from the text  • Integrate and evaluate content presented in diverse formats and media including visually and quantitatively  • Interpret words and phrases as they are used in a text, including technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.  • Critical thinking of management, financial planning, economic, marketing and the reasons why businesses are successful or a failure.   * to read and understand informational text * understand new vocabulary * identify main ideas/supporting details * organize /synthesize information from multiple sources * compare/contrast ideas * make inferences * draw conclusions * paraphrase * summarize   **Students will know...**  I. Key Concepts/Ideas:  • Requirements for different careers  • Developing proper behavior in workplace.  • Understand effects of body language  • The job search is often frustrating.  • Developing professional maturity  • The importance of promoting yourself.  • It is important to know about a company before an interview.  • Conflict can happen at a workplace and there are ways to avoid or stop it.  II. Possible Misunderstandings:  • Not everyone is suited for a single job.  • Body language can be positive or negative for an employer/employee.  • Looking for a job can take time.  • There are difficult coworkers in jobs that we need to learn how to prepare to handle them.  • There are differences between verbal and written communication.  • One must dress properly for an interview.  • Workplaces have different ethical values  • People have their own set of ethical values  III. Key Vocabulary/Terms   Skills, career, employer, employee, ethics, interview, etiquette, strength, time management, background check, job shadow, cover letter, benefits, references, resume, mentor, collaboration, compromise, ethics, communication, job search |

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| **STAGE 2 – Evidence of Learning** |

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| **Formative Activities, Tasks, or Projects:**   * Create a brochure/poster on code of ethics for them and class. * Job search and present to class of skills, pay, responsibilities (career fair) * Interview preparation questions to peer review and ask. (scenarios) * Find My Learning Style/How do I learn? * Organization in workplace/classroom * http://www.learningforlife.org/wp-content/documents/Career-Exploration-Lessons-for-Sixth-and-Seventh-Grades.pdf   **Summative Activities, Tasks, or Projects:**   * Document Based Question * Culminating Projects of the Unit |

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| **STAGE 3 – Learning Plan** |

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| **Lesson Themes:**  • Introduction to the Unit by discussing the different areas discussed (marketing, finance, and business).  • Using essential questions to see what students know about careers  • Viewing current trends in the industry  • Projects to see key understanding  • Tests, quizzes |

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| **Additional Materials** |

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| Digital Resources  [Turnitin](https://www.turnitin.com/)  [NearPod](https://nearpod.com/)  [Newsela](https://newsela.com/)  [ListenWise](https://listenwise.com/) | Printed Resources  Tools for Thoughtful Assessment |

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| **Unit #2: The World of Business** |
| **Overview**  This unit introduces business and how different decisions affect individual consumers and businesses. |

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| **STAGE 1 – Desired Results** |

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| **Essential Questions…**   * What is a business? * What determines the successes or failures of a business?   **Enduring Understanding…**  • Things that are necessary in order to live are needs.  • Goods are things that you can see and touch.  • The primary role of government is to produce services to society.  • A code of business ethics is a guide for behavior within an organization.  • Social responsible businesses care about their communities.  **Students will be able to...**   * + Determine central ideas or themes of a text and analyze their development   + Summarize the key supporting details and idea   + Read closely to determine what the text says to make inferences   + Cite specific text evidence when writing or speaking to support conclusions drawn from the text   + Integrate and evaluate content presented in diverse formats and media including visually and quantitatively   + Interpret words and phrases as they are used in a text, including technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.   + Critical thinking of management, financial planning, economic, marketing and the reasons why businesses are successful or a failure.   + to read and understand informational text   + understand new vocabulary   + identify main ideas/supporting details   + organize /synthesize information from multiple sources   + compare/contrast ideas   + make inferences   + draw conclusions   + paraphrase   + summarize   **Students will know...**  I. Key Concepts  • Needs are things necessary to survive.  • Wants are extra items a person can have but not needed to survive.  • There are six steps in the decision-making process.  • Prices are affected by supply and demand.  • Business ethics are rules about how a business and employees should behave.  II. Possible Misunderstandings   * Business is not just about companies. * A business has needs and wants. * The economy plays a big factor in business prices.   III. Key Terms  needs, wants, goods, services, economic resources, scarcity, economic decision making, trade off, opportunity cost, economic system, command economy, market economy, traditional economy, mixed economy, capitalism, consumer, producers, demand, supply, market price, gross domestic product, GDP per capita, unemployment rate, productivity, personal income, retail sales, balance of trade, balance of payment, exchange rate, imports, exports, quota, tariff, trade barrier, anti trust law, business ethics, code of ethics contract, copyright ethics, monopoly, patent, public utility, trademark |

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| **STAGE 2 – Evidence of Learning** |

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| **Formative Activities, Tasks, or Projects:**   * Oral or written responses to the essential questions. * Materials produce as a result of class discussions or activities. * Using discipline vocabulary in appropriate context. * Quiz or Test on information relevant to the unit.   **Summative Activities, Tasks, or Projects:**   * Create a Business Plan for a business they want to create. |

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| **STAGE 3 – Learning Plan** |

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| **Lesson Themes:**   * Topics of Class Discussions * Important Lesson Themes. * Overview Presentation * Use of Primary Sources.6 * Use of Secondary Sources   **Unit Specific Accommodations and Modifications**   * Gifted and Talent Accommodations and Modifications: * English Language Learners, Special Education, and At-Risk Accommodations and Modifications:   **Unit Specific Interdisciplinary Connections / Materials** |

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| **Unit #3: The World of Marketing** |
| **Overview**  This unit will define marketing, explain the benefits of marketing while focusing on four Ps, target marketing and segmentation. |

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| **STAGE 1 – Desired Results** |

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| **Essential Questions…**   * What makes you want to buy a product? * Where are the best places to advertise your product/business?   **Enduring Understanding…**   * Marketing supports competition and offers benefits to consumers. * How marketers use knowledge of the market to sell products * What are methods of marketing items * What is difference between consumer and markets   **Students will be able to...**   * + Determine central ideas or themes of a text and analyze their development   + Summarize the key supporting details and idea   + Read closely to determine what the text says to make inferences   + Cite specific text evidence when writing or speaking to support conclusions drawn from the text   + Integrate and evaluate content presented in diverse formats and media including visually and quantitatively   + Interpret words and phrases as they are used in a text, including technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone.   + Critical thinking of marketing and why these are necessary * to read and understand informational text * understand new vocabulary * identify main ideas/supporting details * organize /synthesize information from multiple sources * compare/contrast ideas * make inferences * draw conclusions * paraphrase * summarize   **Students will know...**  I. Key Concepts  • Marketing is the process of creating, communicating, delivering, and exchanging ideas, goods, and services that are valuable to consumers.  • Marketing concept focuses on needs and wants of a consumer.  • The four P’s of the marketing mix.  II. Possible Misunderstandings  • Marketing is not needed for anything.  • Marketing is all around us.  • A business will fail if there is not proper marketing.  III. Key Terms  Marketing, goods, services, marketing concept, utility, consumer market, organizational market, market share, customer profile, marketing mix |

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| **STAGE 2 – Evidence of Learning** |

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| **Formative Activities, Tasks, or Projects:**  • Research 7 functions of marketing and make a presentation  • Create a new product and present to class  • Research products that are labeled “new” or “improved” to see if was labeled because of consumer demand  • Show class ads and label target market for each  **Summative Activities, Tasks, or Projects:**   * Create a Marketing Plan for the Business they created in the previous unit. |

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| **STAGE 3 – Learning Plan** |

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| **Lesson Themes:**   * Topics of Class Discussions * Important Lesson Themes. * Overview Presentation * Use of Primary Sources.6 * Use of Secondary Sources   **Unit Specific Accommodations and Modifications**   * Gifted and Talent Accommodations and Modifications: * English Language Learners, Special Education, and At-Risk Accommodations and Modifications:   **Unit Specific Interdisciplinary Connections / Materials** |

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| **Unit #4: The World of Finance** |
| **Overview**  This unit will define finance as well as discuss different money saving ideas. |

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| **STAGE 1 – Desired Results** |

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| **Essential Questions…**   * When should I start planning financially? * Why is it important to have a financial plan?   **Enduring Understanding…**   * Determine central ideas or themes of a text and analyze their development * Summarize the key supporting details and idea * Read closely to determine what the text says to make inferences * Cite specific text evidence when writing or speaking to support conclusions drawn from the text * Integrate and evaluate content presented in diverse formats and media including visually and quantitatively * Interpret words and phrases as they are used in a text, including technical, connotative and figurative meanings and analyze how specific word choices shape meaning or tone. * Critical thinking of finance and why these are necessary * Financial choices have cost, benefits, and consequences. * The job market is always changing * Career choice will affect your income over your lifetime. * Decisions and choices, you make, both personal and career-oriented, are based on your values and goals. * The more education you gain, the more you can earn over your lifetime. * To maximize purchasing power, consumers should use buying strategies before shopping, during shopping, and after shopping   **Students will be able to...**   * to read and understand informational text * understand new vocabulary * identify main ideas/supporting details * organize /synthesize information from multiple sources * compare/contrast ideas * make inferences * draw conclusions * paraphrase * summarize   **Students will know...**  I. Key Concepts  • The job market changes over time.  • Hard and soft skills are important for different jobs.  • The economy affects prices and income.  • There are many sources to search for jobs.  II. Possible Misunderstandings  • Jobs are affected with the economy.  • It is important to save money at an early age.  • Finance covers a variety of concepts which the economy is based.  III. Key Terms  Marketing, goods, services, marketing concept, utility, consumer market, organizational market, market share, customer profile, marketing mix |

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| **STAGE 2 – Evidence of Learning** |

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| **Formative Activities, Tasks, or Projects:**   * Oral or written responses to the essential questions. * Materials produce as a result of class discussions or activities. * Using discipline vocabulary in appropriate context. * Quiz or Test on information relevant to the unit.   **Summative Activities, Tasks, or Projects:**   * Document Based Question * Culminating Projects of the Unit |

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| **STAGE 3 – Learning Plan** |

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| **Lesson Themes:**   * Topics of Class Discussions * Important Lesson Themes. * Overview Presentation * Use of Primary Sources.6 * Use of Secondary Sources   **Unit Specific Accommodations and Modifications**   * Gifted and Talent Accommodations and Modifications: * English Language Learners, Special Education, and At-Risk Accommodations and Modifications:   **Unit Specific Interdisciplinary Connections / Materials** |

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| **Unit #: Financial Literacy Intergrations Grades 6-8** |
| **Overview** |

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| **STAGE 1 – Desired Results** |

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| **Essential Questions…**  **Enduring Understanding…**  **Students will be able to...**   * to read and understand informational text * understand new vocabulary * identify main ideas/supporting details * organize /synthesize information from multiple sources * compare/contrast ideas * make inferences * draw conclusions * paraphrase * summarize   **Students will know...**  I. Key Concepts/Ideas:  II. Possible Misunderstandings:  III. Key Vocabulary/Terms |

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| **STAGE 2 – Evidence of Learning** |

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| **Formative Activities, Tasks, or Projects:**   * Oral or written responses to the essential questions. * Materials produce as a result of class discussions or activities. * Using discipline vocabulary in appropriate context. * Quiz or Test on information relevant to the unit.   **Summative Activities, Tasks, or Projects:**   * Document Based Question * Culminating Projects of the Unit |

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| **STAGE 3 – Learning Plan** |

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| **Lesson Themes:**   * Topics of Class Discussions * Important Lesson Themes. * Overview Presentation * Use of Primary Sources.6 * Use of Secondary Sources   **Unit Specific Accommodations and Modifications**   * Gifted and Talent Accommodations and Modifications: * English Language Learners, Special Education, and At-Risk Accommodations and Modifications:   **Unit Specific Interdisciplinary Connections / Materials** |

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