

# #4 Economic Activities & Conditions

Content Area: **CTE**  
Course(s): **Foundations of Marketing, Marketing I, Marketing II, Retail Store Management**  
Time Period: **February**  
Length: **40**  
Status: **Published**

## Career Education Connection

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### Career Education Connections for Construction Management Curriculum

The DECA Connection - Exposure, Exploration & Application:

- Students will be introduced to diverse career paths through guest speakers of business partners, Deca alumni and career and college representatives to share their career journeys and opportunities.
- Industry Exploration: students will observe various trades in action and get a sense of the overall marketing practices through planned field trips and DECA service and fundraising opportunities.

Skills Development for Career Readiness:

- Students will practice modules on crafting effective competition skills through roleplay practices that address real-world marketing scenarios.
- Industry Certifications: The relevance of industry certifications and college articulation will be explored through the practices and preparation of the curriculum content

Connecting Classroom Learning to Real-world Careers:

- Project-based Learning: Market research papers are assigned for the 1st 2 marking periods with project-based learning activities that simulate real-world marketing scenarios. Students apply technical knowledge, problem-solving skills, and teamwork to present projects with a career-oriented focus at various DECA competitions.
- Case Studies: Students analyze real-world marketing roleplays with each unit, highlighting the challenges and the skills required by different professionals to achieve success in marketing and business. Students will discuss the career paths of key personnel involved in the projects.

Industry Connections:

- Industry Partnerships: Students will collaborate with local businesses and the DECA SBE to create mentorship opportunities that provide students with valuable hands-on experience and professional connections.
- Networking Events: Students will have the opportunity to connect and apply skills at CTSO networking events, fundraisers, community service events and DECA chapter campaigns.

Soft Skills Development:

- Communication & Collaboration: Marketing projects require effective communication and collaboration among diverse teams. Integrate group projects and activities that encourage students to develop these skills. Role-playing exercises can simulate client meetings or project team interactions.
- Leadership & Problem-solving: marketing managers need strong leadership skills to motivate and guide teams towards project goals. Leadership development will be integrated through group projects or role-playing exercises where students practice leading and delegating tasks. Problem-solving skills

will be honed through case studies and real-world scenario discussions.

#### Assessing Career Readiness:

- Career Development Plans: Students will be guided to create individual career development plans that outline their career goals, identify areas for improvement, and explore potential career paths within marketing management.

## **Computer Science and Design Thinking Standards**

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### **Computer Science & Design Thinking Standards for Curriculum**

#### Learning Objectives:

- Computer Science: Focus on fundamental CS concepts like computational thinking, algorithms, data structures, programming basics, and digital literacy.
- Design Thinking: Introduce the DT process (Empathize, Define, Ideate, Prototype, Test) and how it can be applied to solve problems in a creative and user-centered way.

#### Integration Strategies:

- Project-based Learning: projects will be introduced that require students to use both CS and DT skills.
- Computational Thinking Activities: Activities will be presented that encourage students to break down problems into smaller steps, identify patterns, and design solutions using algorithms and data structures. This can be applied to various scenarios, not just programming.
- DT Challenges for CS Projects: Concepts will be framed around DT challenges. Students will understand how to empathize with a user's needs, define the problem they want to solve with a program, then ideate, prototype, and test different solutions.
- CS Tools for DT Prototyping: Students will use basic programming/software tools to create prototypes for their DT projects.
- Students can use mobile apps, or websites that address real-world challenges.

#### Assessment:

- Project-based assessments: Student learning will be addressed through projects that require applying both CS and DT skills.
- Presentations & Projects: Students will present their projects showcasing their work throughout the curriculum and will be offered the opportunity to compete with their projects through DECA competitions.
- Self-reflection: Students will be encouraged to reflect on their learning process, identify areas for improvement, and demonstrate their problem-solving abilities.

## **Essential Questions:**

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- How can I make a community and business connection through DECA
- How are economic indicators used to measure the health of an economy?
- What are the phases of the business cycle, and how do they affect economic activity?
- How do consumer behavior and producer behavior influence economic outcomes?
- What is the role of government in stabilizing the economy?
- How does international trade impact domestic economies?
- What are the benefits and drawbacks of globalization?
- How do technological advancements affect economic growth and employment?
- What are the social and environmental costs of economic growth?
- How can individuals make informed economic decisions?
- What are the challenges and opportunities facing the global economy?

## **Assessments**

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### **Assessments for Marketing Applications Curriculum:**

Effective assessments will measure a student's ability to apply knowledge and skills in a marketing applications context. The following types of assessments will be incorporated into the curriculum:

Knowledge-based Assessments: Multiple Choice & True/False, Quizzes, Case Studies

Skill-based Assessments: Project Simulations and Presentations

Performance-based Assessments: Research Projects and Team Projects.

## **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Marking Period Assessment
- Project/performance
- Written Product/Evaluation

## **Benchmark Assessments**

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- Reading Response

- Skill-based Assessment
- Writing Prompt

## **Alternative Assessment**

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- Case-based scenarios
- Concept maps
- Performance Tasks
- Portfolios
- Presentations
- Problem-based learning
- Project-based learning
- Reflective pieces

## **Formative Assessment:**

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- Anticipatory Set: Brainstorm, Question of the Day, Pair/Share, Review prior lesson, The DECA connection, "So What" scenarios
- Class Discussion
- Closure
- Group Work
- Guided Practice
- Teacher Observation
- The Gray Zone

## **Unit Overview:**

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The learner will be equipped with a comprehensive understanding of economic activities, conditions, and their impact on individuals, businesses, and society. Learners will have a strong foundation in economic activities and conditions, enabling them to make informed decisions and become responsible citizens.

## **Enduring Understandings:**

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The learner will understand:

- Understand the DECA connection to real world marketing situations
- Economic indicators provide insights into the overall health of an economy.
- The business cycle is a natural pattern of economic fluctuations.
- Consumers, producers, and government interact to shape economic outcomes.

- Government policies can influence economic activity and stability.
- International trade can both benefit and harm economies.
- Technological advancements can drive economic growth and change.
- Economic decisions have social, environmental, and ethical implications.
- Economic understanding is essential for informed decision-making.
- Economic conditions can vary across different countries and regions.
- Economic systems and policies evolve over time.

## **Standards/Indicators/Student Learning Objectives (SLOs):**

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|                 |                                                                                                          |
|-----------------|----------------------------------------------------------------------------------------------------------|
| 12.9.3.MK.1     | Describe the impact of economics, economics systems and entrepreneurship on marketing.                   |
| 12.9.3.MK.3     | Plan, monitor, manage and maintain the use of financial resources for marketing activities.              |
| 12.9.3.MK.4     | Plan, monitor and manage the day-to-day activities required for continued marketing business operations. |
| 12.9.3.MK.10    | Use marketing strategies and processes to determine and meet client needs and wants.                     |
| 12.9.3.MK-COM.3 | Access, evaluate and disseminate information to enhance marketing decision-making processes.             |
| 12.9.3.MK-MGT.1 | Plan, organize and lead marketing staff to achieve business goals.                                       |
| 12.9.3.MK-MGT.3 | Plan, manage and organize to meet the requirements of the marketing plan.                                |
| 12.9.3.MK-MGT.4 | Access, evaluate and disseminate information to aid in making marketing management decisions.            |
| 12.9.3.MK-RES   | Marketing Research                                                                                       |
| 12.9.3.MK-RES.2 | Design and conduct research activities to facilitate marketing business decisions.                       |
| 12.9.3.MK-RES.3 | Use information systems and tools to make marketing research decisions.                                  |

## **Lesson Titles:**

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- Explore the DECA connection of competitive events and the market research process
  - Examine Money and Banking: Functions and Roles
  - Investigate Monetary Policy and Economic Stability
  - Analyze Economic Growth and Development
  - Interpret Globalization and International Trade: Comparative Advantage, Trade Barriers and Trade Agreements
  - Conceptualize Economic Indicators: GDP, Inflation, and Unemployment
  - Understand the heart of Economic Decision-Making
  - Investigate Economic Inequality, Social Justice, Environmental, and Sustainability
  - Determine The Future of the Global Economy
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- Explore the DECA connection of competitive events and the market research process

## **Career Readiness, Life Literacies, & Key Skills:**

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# **Career Readiness, Life Literacies, & Key Skills Integration in Construction Management Curriculum**

Equipping students with not only technical skills but also career readiness and life literacies is crucial for their success in the marketing field.

Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.

Accurate information may help in making valuable and ethical choices.

Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Innovative ideas or innovation can lead to career opportunities.

Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.

Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.

Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.

In order for members of our society to participate productively, information needs to be shared accurately and ethically.

With a growth mindset, failure is an important part of success.

Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

Cultivating online reputations for employers and academia requires separating private and professional digital identities.

Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.

Media have embedded values and points of view.

Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.

## **Inter-Disciplinary Connections:**

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|                   |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | or speaking.                                                                                                                                                                                                                                                                                                                                                                                                         |
| MATH.9-12.A.REI.A | Understand solving equations as a process of reasoning and explain the reasoning                                                                                                                                                                                                                                                                                                                                     |
| ELA.RI.CI.11–12.2 | Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.                                                                                                                                      |
| ELA.W.AW.11–12.1  | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                                                                                                                                                                                                                                                                         |
| ELA.W.WP.11–12.4  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.WR.11–12.5  | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                                                                                                                 |
| ELA.SL.PE.11–12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.                                                                                                                                                             |
| ELA.SL.II.11–12.2 | Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.                                                                                                                                |
| ELA.SL.ES.11–12.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.                                                                                                                                                                                                                                  |
| ELA.SL.PI.11–12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.                                                                                                                                                                                                                           |

## **Diversity, Equity, and Inclusion**

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### **Diversity, Equity, and Inclusion (DE&I) in Construction Management Curriculum**

By integrating DE&I principles into the marketing applications curriculum ,it will promote a more inclusive and equitable learning environment, preparing students to thrive in a diverse workforce.

## **Amistad Mandate**

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Topic: Profiling Greatness: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will

create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an African American person/business and his/her/its contributions in the field of marketing/business. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

#### Items

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

### **Holocaust Mandate**

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Topic: Profiling Greatness: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of a Holocaust Era person/business and his/her/its contributions in the field of marketing/business. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

### **LGBTQ and Disabilities Mandate**

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Topic: Profiling Greatness: (To be used throughout the school year.) This research activity will give students

the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an LGBTQ person or owned business and his/her/its contributions in the field of marketing/business. . The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

- Economic
- Political
- Social

## **Climate Change**

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Climate change is a complex and pressing issue. Equipping students with the knowledge and skills to understand and address it is crucial. Here's how to integrate climate change education effectively into your curriculum:

Topic: Profiling Greatness: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of a person or business that is a pro OR anti-climate change supporter, and his/her/its contributions in the field of marketing/business. . The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

## **Asian American Pacific Islander Mandate**

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Topic: Profiling Greatness: (To be used throughout the school year.) This research activity will give students the opportunity to spotlight/profile a diverse person/business in the field of marketing/business.

Materials Used: Students will use multiple internet resources to gather biographical information. They will

create a one page biography in Google applications and may choose from various presentation software applications to present to the class.

Addresses the Following Component of the Mandate: Biographical information will be researched, collected and presented of an Asian American or Pacific Islander person or owned business and his/her/its contributions in the field of marketing/business.. The purpose is for promoting a wider implementation of awareness regarding the many contributions and impacts that have been made to American society.

Items

- Economic
- Political
- Social

## **Materials:**

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### **Core Instructional Materials**

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A strong marketing applications curriculum relies on a foundation of core instructional materials that provide students with a comprehensive understanding of the industry.

1. E-books and LAP packets

Mark-Ed Learning Achievement Packets - MBA Research

Marketing Dynamics Textbook - Ebook - Goodheart-Wilcox

Marketing Dynamics Student Workbook - Ebook - Goodheart-Wilcox

The Marketing Teacher - BOE Events - Jeff McCauly

### **Supplemental Materials**

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Supplemental Materials:

- Enhance your core textbooks with additional resources that provide deeper dives into specific topic
  - DECA Case Studies: Real-world examples of successful marketing scenarios

- Industry Publications: Magazines, newsletters, and online resources from marketing & business associations
- Google Chrome & extensions

## **Texts at Various Levels**

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## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Addressing Bloom's Taxonomy /Depth of Knowledge:

To attain a desired level or depth of knowledge, The student will:

Explore, examine, identify, select, select, conduct, forecast, set, and develop, through their learning activities.

Please refer to individual lesson titles for more information.

- Article Read & Response
- Individual project
- Internet Research
- Large group discussion
- Online Activity
- Partner Project - The Market Research Manual
- Reading activity/text/workbook
- Small group activity
- Teacher Lecture/Notes
- Teacher provided activity

## **Modifications**

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## **Modifications for Construction Management Instruction**

Here are some ways you can modify your marketing Applications instruction to cater to different needs and learning styles:

For Students with Learning Disabilities:

- Provide Alternative Formats for Materials: Offer textbooks and handouts in digital formats or audio recordings. Utilize screen readers or other assistive technologies.
- Extended Time for Assignments & Tests: Allow students extra time to complete quizzes, exams, or assignments.
- Chunking Information & Breaking Down Tasks: Break down complex concepts and projects into smaller, more manageable steps.

- Offer Graphic Organizers & Mind Maps: Provide visual aids like graphic organizers or mind maps to help students organize information and concepts.
- Utilize Assistive Technologies: Explore and incorporate assistive technologies like text-to-speech software or closed captioning for videos.

For English Language Learners (ELL):

- Use Clear and Concise Language: Avoid technical jargon and complex sentence structures.
- Provide Visual Aids: Utilize diagrams, images, and videos to supplement explanations.
- Offer Graphic Organizers & Vocabulary Lists: Provide graphic organizers to help students visualize relationships between concepts and offer vocabulary lists with definitions.
- Encourage Collaborative Learning: Group projects and discussions can help ELL students learn from their peers and practice communication skills in a safe environment.
- Offer Additional Support Resources: Recommend online resources or language labs for additional support outside of class.

For Different Learning Styles:

- Auditory Learners: Utilize lectures, podcasts, audiobooks, and group discussions to cater to auditory learners.
- Visual Learners: Incorporate diagrams, images, simulations, videos, and mind maps to support visual learners.
- Kinesthetic Learners: Provide hands-on activities
- Vary Assessment Methods: Use a variety of assessments like presentations, projects, portfolios, and problem-solving exercises alongside traditional exams to cater to different learning styles.

Accessibility Considerations:

- Physical Accessibility: Ensure classrooms and labs are physically accessible for students with disabilities.
- Software Accessibility: Choose software tools that are compatible with assistive technologies.
- Consider Alternative Presentation Methods: Offer alternative presentation formats for students who may struggle with traditional presentations, like pre-recorded videos or written summaries.

## **MLL Modifications:**

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1. Content Delivery & Resources:

- Bilingual Materials: Provide key marketing resources (textbooks, articles, software tutorials) in both English and the student's native language whenever possible.
- Terminology Glossaries: Create glossaries with marketing terms translated into the student's native language alongside their English definitions.
- Subtitled Videos & Lectures
- Online interpreter applications

2. Collaborative Learning & Communication:

- Multilingual Project Teams:
- Peer Tutoring:
- Multilingual Presentations: Allow students to present project findings or case studies in their native language,

### 3. Technology & Assistive Tools

- Translation Software:
- Language Learning Apps
- Speech Recognition Software

### 4. Industry & Career Preparation:

- Guest Speakers from Diverse backgrounds
- Focus on Communication Skills

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

## **G&T Modifications:**

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# **Engaging Gifted and Talented Students in Construction Management**

### Curriculum Differentiation:

- Depth and Complexity: Provide opportunities to delve deeper into marketing topics.
- project-based learning experiences that challenge their problem-solving skills.

### Enrichment Activities:

- Competitions & Design Challenges
- Guest Speakers & Industry Visits
- Research Opportunities

### Fostering Creativity & Innovation:

- Open-Ended Design Project
- Encourage "What If" Scenarios
- Brainstorming Sessions

- Alternate assignments/enrichment assignments
- Enrichment projects

- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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### Instructional Delivery:

- Focus on Clarity and Scaffolding.
- Utilize visual aids
- Chunking Information & Frequent Reviews

### Assessment & Feedback:

- Integrate frequent formative assessments
- Alternative Assessments.
- Focus on Progress, Not Just Perfection

### Support Systems & Engagement:

- Peer Tutoring
- Supplemental Resources & Study Skills Activities

### Addressing Underlying Challenges:

- Utilize individualized learning plans (ILPs) for at-risk students that outline specific goals, modifications, and support resources tailored to their needs.
- Open Communication & Collaboration

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information

- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **IEP & 504 Modifications:**

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- Instructional Delivery:
  - Break down complex concepts into smaller steps.
  - Utilize clear and concise language with real-world examples.
  - Provide visual aids like diagrams, pictures, and videos.
  - Offer opportunities for hands-on learning activities (models, simulations).
  - Allow for alternative note-taking methods (record lectures, graphic organizers).
- Assessment:
  - Offer extended time for assignments and tests.
  - Provide alternative assessments (presentations, portfolios, demonstrations).
  - Reduce the number of questions or complexity of assessments.
  - Offer assessments in smaller chunks.
- Organization & Time Management:
  - Provide organizers, planners, and checklists.
  - Offer time management strategies and study skills workshops.
  - Allow for breaks during class time.

### Modifications Specific to Learning Disabilities:

- Dyslexia: Offer audiobooks, text-to-speech software, and alternative formats for written materials.
- ADHD: Provide clear expectations, structure routines, and offer fidget toys or movement breaks.
- Math Learning Disabilities: Utilize manipulatives and visual aids to represent mathematical concepts. Break down complex problems into smaller steps.

### Modifications Specific to Physical Disabilities:

- Mobility Issues: Ensure accessible classrooms, labs, and field trip locations.
- Visual Impairments: Provide enlarged text, screen readers, or assistive technologies.
- Hearing Impairments: Offer assistive listening devices, note-takers, or captioned videos.

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **Technology Materials and Standards**

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Technology Integration of current publications at various levels.

Marketing applications heavily relies on technology. The following resources are used regularly as resources for the curriculum:

- MindTap
- Deca.org
- National Small Business Association: [www.nsba.net](http://www.nsba.net)
- Citydata.org
- Occupational Outlook Online Handbook
- TLDR newsletters
- PR Week newsletter
- The Retail Doctor blogs and videos