



Park Hill School District

Building Successful Futures • Each Student • Every Day

Adapted Entrepreneurship Curriculum

Course Description: This course is for students who want to learn about the fundamental elements and processes used to plan and operate a small business. Students will operate a school business and make decisions about how to manage resources, promote & sell products/services, provide customer service, and track financial transactions and accounting records. Students will develop an entrepreneurial mindset, a mindset capable of critical thinking and problem solving in a fast-paced professional setting. Through the operation of the business, students will be exposed to different types of innovative entrepreneurial concepts, such as design thinking, rapid prototyping, and team-building. Students will also be challenged to identify and develop their personal professional strengths along with their innovative spirits. This course is written with an existing business or school store in mind. If a business does not exist, or a new business/major shift to an existing business is desired, some engaging experiences should be modified to fit.

Standards from: The National Content Standards for Entrepreneurship Education

Scope and Sequence (The Marketing, Operations, & Financial Management Units will be completed simultaneously and some students will take leadership roles in the unit aligned with their assigned role):

Timeframe	Unit	Instructional Topics
2 Weeks	Building an Entrepreneurial Team	Topic 1 - Personality Assessment Topic 2 - Entrepreneurial Traits Topic 3 - Team Building
2 Weeks	Developing the Strategic Vision of the Business	Topic 1 - Business Concepts Topic 2 - Established Business Planning
1.5 Weeks	Human Resources Management	Topic 1 - Organizing/Staffing Topic 3 - Morale/Motivation
Minimum of 6 Weeks (concurrent with Operations & Financial)	Marketing Management	Topic 1 - Product Design/Creation Topic 2 - Pricing Topic 3 - Promotion Topic 4 - Selling
Minimum of 5 Weeks	Operations Management	Topic 1 - Business Systems Topic 2 - Purchasing/Procurement Topic 3 - Daily Operations
Minimum of 3 Weeks	Financial Management	Topic 1 - Money Basics Topic 2 - Money Management Topic 3 - Accounting/Financial Statements

Unit 1: Building an Entrepreneurial Team

Subject: Adapted Entrepreneurship

Grade: 9-12

Name of Unit: Building an Entrepreneurial Team

Length of Unit: 2 weeks

Overview of Unit: This unit is all about helping students understand themselves, specifically their strengths and personality type. It's also important for students to understand the dynamics within a team that has significant differences in their personality types and skills. As they build the team for the school store, students will get to know their team members and share what they know and learn about themselves with the team, so that they can operate as one body of people with many different roles. It will culminate in a team building challenge so students can apply what they have learned about their peers and practice any needed conflict resolution.

Priority Standards for unit:

- B.15: Determine Interests
- B.14: Evaluate personal capabilities
- B.12: Describe desirable entrepreneurial personality traits
- D.25: Foster positive working relationships

Supporting Standards for unit:

- B.16: Conduct self-assessment to determine entrepreneurial potential
- D.31: Handle difficult customers/clients

Essential Questions:

1. How might we build a collaborative culture within our team focused on empathy, belonging, and encouragement?
2. Why is it important to understand different types of businesses and ownership structures before launching a new venture? How do entrepreneurs create value and identify viable business opportunities?
3. Why is evaluating risks and planning for them essential to the success of a business?

Enduring Understanding/Big Ideas:

1. A collaborative culture is built when team members intentionally practice empathy, foster a sense of belonging, and offer consistent encouragement, creating an environment where all individuals feel valued, supported, and motivated to contribute.
2. The structure and type of business I choose impacts everything from how I make decisions to how I raise money and handle risks.
3. Entrepreneurs solve real problems by spotting needs, generating innovative ideas, and matching solutions to customer demand.
4. Anticipating and managing risk helps entrepreneurs make informed decisions and build businesses that are more resilient and sustainable.

Unit Vocabulary

Academic Cross-Curricular Words	Content/Domain Specific
Responsibility Personality Assessment Verbal Communication Active Listening Conflict Resolution Collaboration Code of Conduct Self-Awareness Communication Styles	Team Dynamics Leadership Style Strengths-Based Roles

Unwrapped Priority Standards:

Priority Standard: B.15: Determine Interests	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify their personal interests through a self-assessment process.	1
	Remember
Students will analyze how personal interests align with various business roles within a team.	3
	Analyze

Priority Standard: B.14: Evaluate personal capabilities	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe personal strengths and limitations as they relate to entrepreneurial activities.	2
	Understand
Students will evaluate how personal capabilities contribute to team effectiveness in a business setting.	3
	Evaluate

Priority Standard: B.12: Describe desirable entrepreneurial personality traits	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will list and define key personality traits that successful entrepreneurs possess.	1
	Remember
Students will compare their personality traits with those of successful entrepreneurs to identify growth areas.	2
	Analyze

Priority Standard: D.25: Foster positive working relationships	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate effective communication and collaboration skills during team activities.	2
	Apply
Students will evaluate strategies for managing conflict and building trust within a team.	3
	Evaluate

Engaging Scenario

Engaging Scenario: In the first part of this engaging scenario, students will communicate to the rest of the group their strengths and personality type. The content expectations will be the same for everyone, but each person will have the freedom to share their content in the style of their choice (verbal presentation, infographic, video, written poem or song, etc.). The goal is to make sure students have a stronger understanding of themselves (both your strengths and styles) within a business setting and that their teammates have a stronger understanding of each other. Students will also document what they learn about their teammates strengths and styles so they can revisit them later when working with them in the business setting, or resolving a conflict.

In the second part of this engaging scenario, students will complete a photo scavenger hunt throughout the building to develop teamwork and apply what they decided in their code of conduct and conflict resolution plans. They will also have the opportunity to interact with different staff around the building and learn to participate as a team member. Students will be in two teams competing to see who can complete the most challenges in the scavenger hunt before time runs out. After completing the team challenge, students will reflect on how they did as a team and how they contributed as a team member.

Rubric for Engaging Scenario:

Indicator	Proficient (3)	Exceeds (4)	Developing (2)	Beginning (1)
1. Self-Awareness & Communication of Strengths (<i>B.14, B.15</i>)	Clearly identifies personal interests, strengths, and personality type; effectively communicates them using chosen format.	Goes beyond clear communication by connecting personal strengths to specific entrepreneurial/team roles with strong creativity or insight.	Identifies strengths or interests with limited clarity or depth; communication is somewhat unclear or incomplete.	Limited or inaccurate identification of strengths/interests; communication is unclear or missing key elements.

2. Understanding & Respect for Team Members <i>(B.12, D.25)</i>	Accurately documents teammate strengths and styles; demonstrates understanding of how team members complement each other.	Thoroughly documents and analyzes team members' traits; proposes insightful ways the team can work effectively together.	Documents some team member traits but lacks detail or depth; limited understanding of how traits impact collaboration.	Incomplete or unclear documentation of team traits; lacks understanding of team dynamics.
3. Team Participation & Collaboration <i>(D.25)</i>	Participates actively and respectfully in scavenger hunt; follows agreed code of conduct and contributes to team success.	Models leadership, collaboration, and initiative during scavenger hunt; enhances team cohesion and effectiveness.	Participates inconsistently or occasionally disregards team norms; contribution to team is minimal or unclear.	Demonstrates limited participation or disrupts team dynamics; little contribution to team goals.
4. Reflection on Team Experience <i>(B.14, D.25)</i>	Provides a thoughtful reflection on team performance and personal contributions; identifies strengths and areas for improvement.	Provides deep, critical reflection with specific strategies for future team improvement and personal growth.	Reflection is surface-level or vague; limited insight into team dynamics or personal role.	Minimal or no reflection; lacks awareness of team or personal performance.

Topic 1: Personality Assessment

Engaging Experience 1

Title: Agile Work Profiler (DeBruce Foundation)

Suggested Length of Time: 2 days

Standards Addressed

Priority: Entre. B.15: Determine Interests

Supporting: Entre. B.16: Conduct self-assessment to determine entrepreneurial potential

Detailed Description/Instructions: Students will take the Agile Work Profiler assessment. This will help them identify their strongest abilities (a group of 10 work activities) to identify which career paths and roles on the team they would be best suited for in the workplace. They will also identify which work activities they would most like to grow and develop. After taking the Agile Work Profiler assessment, they will start to form the team for their school business and find places where each of the team members is able to contribute to the team's shared goals.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: 16 Personalities Assessment

Suggested Length of Time: 2 days

Standards Addressed

Priority: Entre. B.14: Evaluate personal capabilities

Supporting: Entre. B.16: Conduct self-assessment to determine entrepreneurial potential

Detailed Description/Instructions: Students will take a personality assessment to help them better understand their strengths and weaknesses, as well as their workplace habits. Knowing this information will help everyone on the team interact and communicate more effectively with each other and perform better as a group in planning and operating the school business.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Entrepreneurial Traits

Engaging Experience 1

Title: The profile of an entrepreneur

Suggested Length of Time: 1 Day

Standards Addressed

Priority: B.12: Describe desirable entrepreneurial personality traits

Supporting:

Detailed Description/Instructions: Students will identify and analyze key traits of successful entrepreneurs and apply them in a brief scenario exercise and complete a written reflection.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 3: Team Building

Engaging Experience 1

Title: Create a Code of Conduct & Conflict Resolution Plans

Suggested Length of Time: 3 Days

Standards Addressed

Priority: D.25: Foster positive working relationships

Supporting: D.31: Handle difficult customers/clients

Detailed Description/Instructions: This activity focuses on fostering teamwork, professionalism, and conflict resolution skills, essential for any successful venture. Through collaborative exercises, students create a comprehensive Code of Conduct and two Conflict Resolution Plans: one for managing internal team disputes and another for handling difficult customer interactions.

Bloom's Levels: Evaluate

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Personality Assessment	16 Personalities Assessment	Students will identify which work activities they would most like to grow and develop.	2 days
Personality Assessment	Agile Work Profiler	Students will take the Agile Work Profiler assessment. Then they will start to form the team for their school business and find places where each of the team members is able to contribute to the team's shared goals.	2 Days
Entrepreneurial Traits	The Profile of an Entrepreneur	Students will identify and analyze key traits of successful entrepreneurs and apply them in a brief scenario exercise and complete a written reflection.	1 Day
Team Building	Create a Code of Conduct & Conflict Resolution Plan	Through collaborative exercises, students create a comprehensive Code of Conduct and two Conflict Resolution Plans: one for managing internal team disputes and another for handling difficult customer interactions.	3 Days
Building the Team	Strengths & Personality Type Presentations	Students will present their learning on personality type and strengths.	2 Days

Unit 2: Developing the Strategic Vision of the Business

Subject: Adapted Entrepreneurship

Grade: 9-12

Name of Unit: Developing the Strategic Vision of the Business

Length of Unit: 2 weeks

Overview of Unit: This unit helps students set the direction of their business venture. It will bring clarity to the structure and goals of the business for students. They will be actively engaged in listening to their customer segments and the market research that has already been conducted so they can meet the needs of their potential customers. Through brainstorming and market research, students will gain confidence that they are developing a business model that can be successful. The unit culminates with students creating a business model canvas and presenting it to the school's administration for feedback and approval.

Priority Standards for unit:

- L.04 Determine product/service to fill customer need
- L.02 Generate product/service ideas
- A.29 Explain methods/processes for organizing work flow
- L.14 Determine market segments
- O.04 Develop company goals/objectives
- O.09 Develop business plan
- D.08 Make oral presentations

Supporting Standards for unit:

- n/a

Essential Questions:

1. How might we set shared goals for the school store as a team?
2. Why is it important to clearly define your product or service before starting a business?
3. How does identifying a target market influence the success of a business idea?
4. Why is a business plan essential for launching and sustaining a new venture?

Enduring Understanding/Big Ideas:

1. Shared goals are most effective when they are co-created through collaboration, aligned with the store's mission and vision, and supported by clear objectives that give all team members a common purpose and direction.
2. A successful business begins with a clear solution that fills a customer need and delivers unique value.
3. Knowing who your customer is—and what they care about—guides every decision from product design to marketing and sales.
4. A business plan connects goals to actions, helping entrepreneurs stay focused, make smart decisions, and communicate their vision effectively.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Justify Sequence	Business Concept Mission Statement Vision Statement Goal-Setting (SMART Goals) Business Plan Market Segment Value Proposition Target Market SWOT Analysis Strategic Objectives

Unwrapped Priority Standards:

Priority Standard: L.04: Determine product/service to fill customer need	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify a specific customer need based on research or observation.	2
	Understand
Students will evaluate whether a proposed product or service effectively meets a specific customer need.	3
	Evaluate

Priority Standard: L.02: Generate product/service ideas	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will brainstorm and list multiple product or service ideas based on current market trends or problems.	2
	Apply
Students will justify which product/service idea is most viable for a school-based business.	3
	Evaluate

Priority Standard: A.29 Explain methods/processes for organizing work flow	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe common methods used to organize tasks and processes in a business setting.	1
	Remember
Students will evaluate different workflow strategies to determine which is most effective for their school business model.	3
	Evaluate

Priority Standard: L.14: Determine market segments	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe different market segments based on demographics, behaviors, and needs.	1
	Remember

Students will analyze how a business idea fits with a specific target market segment.	3
	Analyze

Priority Standard: O.04: Develop company goals/objectives	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will write clear and measurable short- and long-term business goals.	2
	Apply
Students will explain how the company's goals align with its mission and vision.	3
	Analyze

Priority Standard: O.09: Develop business plan	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify the key components of a basic business plan.	1
	Recall
Students will draft a simplified business plan that includes product, market, and financial overviews.	3
	Create

Priority Standard: D.08: Make oral presentations	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will organize and deliver a short oral presentation about a business idea.	2
	Apply
Students will adapt their presentation style to engage an audience and clearly communicate business goals.	3
	Evaluate

Engaging Scenario

Engaging Scenario: In this final product we will use what we learned about the different components of the Business Model Canvas to create our own Business Model Canvas (BMC) for the LEAD school store and present it to the principal for approval. We will use a Business Model Canvas template and presentation guidelines to help us create a professional presentation that clarifies our unique value propositions, customer segments, key activities, key partners, key resources, marketing channels, cost structure, revenue streams, and how we will maintain customer relationships.

Rubric for Engaging Scenario:

Indicator (Aligned Standards)	Proficient (3)	Exceeds (4)	Developing (2)	Beginning (1)
1. Clarity and Alignment of Business Concept (<i>L.02, L.04</i>)	Product/service idea is clearly defined and directly addresses a customer need.	Product/service is clearly defined, addresses a need, and is innovative or uniquely positioned.	Idea is somewhat clear or loosely connected to customer need.	Idea is unclear or not connected to a real customer need.
2. Market Understanding and Business Strategy (<i>L.14, O.04</i>)	Identifies target market segments and company goals that align with the business concept.	Thoroughly defines market segments and presents thoughtful, realistic goals linked to overall business strategy.	Market segments or goals are vague or incomplete.	Little evidence of market analysis or business goals.
3. Business Model Canvas Completion (<i>O.09</i>)	Completes all key components of the BMC with accurate, relevant, and feasible content.	Completes all components with depth, coherence, and strategic insight across the model.	Some components are underdeveloped or missing detail.	Major components are missing or lack relevance.

4. Professional Oral Presentation <i>(D.08)</i>	Communicates ideas clearly with organized content and appropriate delivery for the intended audience.	Delivers a polished, engaging, and confident presentation tailored to a professional setting.	Presentation lacks organization or clarity in delivery.	Presentation is unclear, incomplete, or lacks preparation.
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Topic 1: Business Concepts

Engaging Experience 1

Title: Review and Discuss Marketing Class Market Research Data

Suggested Length of Time: 1 Day

Standards Addressed

Priority: L.04 Determine product/service to fill customer need

Supporting:

Detailed Description/Instructions: Students will review slide presentations from the marketing concepts class that summarizes the current trends and wants in fashion. Students will review survey and interview data on the topics of potential market segments, apparel colors, styles, design trends, and pricing. This data will be used to determine which products will be developed to meet customer needs.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Established Business Planning

**this topic is only applicable if students will start a brand new entrepreneurial experience*

Engaging Experience 1

Title: Brainstorming Opportunities for Adding Value to the Business

Suggested Length of Time: 2 Days

Standards Addressed

Priority: L.02 Generate product/service ideas

Supporting:

Detailed Description/Instructions: The vision for a business is often rooted in meeting the needs or wants of a specific target market. It can also be rooted in solving a specific problem for a specific target market. As we begin to understand who our target market is and what their needs and wants are, it is important to think about the specific solutions to meet those needs or wants and the business model we will use for our business.

In this checkpoint, students will look at a school business designed and operated by high school students in the North Kansas City school district. They will observe and try to learn from what others are doing and also begin brainstorming solutions for their specific type of business.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 2

Title: What is a Business Model Canvas (BMC)?

Suggested Length of Time: 2 Days

Standards Addressed

Priority: A.29 Explain methods/processes for organizing work flow

Supporting:

Detailed Description/Instructions: In this checkpoint students will learn about the Business Model Canvas (BMC) and analyze real-world examples from existing businesses. This will help them prepare to create their own BMC that they will present to the principal for approval.

A business model is essential for any successful business. It helps entrepreneurs understand how their company will operate, generate revenue, and serve customers. The Business Model Canvas is a tool that simplifies this process by breaking it into nine key components: value propositions, customer segments, key activities, key partners, key resources, marketing channels, cost structure, revenue streams, and customer relationships.

Bloom's Levels:

Webb's DOK:

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Business Concepts	Review and Discuss Marketing Class Market Research Data	Students will review slide presentations from the marketing concepts class that summarizes the current trends and wants in fashion. Students will review survey and interview data on the topics of potential market segments, apparel colors, styles, design trends, and pricing.	1 Day
Established Business Planning	Brainstorming Opportunities for Adding Value to the Business	Students will look at a school business designed and operated by high school students in the North Kansas City school district. They will observe and try to learn from what others are doing and also begin brainstorming solutions for their specific type of business.	2 days
Established Business Planning	What is a BMC	Students will learn about the Business Model Canvas (BMC) and analyze real-world examples from existing businesses.	2 Days
Engaging Scenario	Final Product: BMC & Presentation	Students will create their own BMC for the school store and present it to the principal for approval.	5 Days

Unit 3: Human Resources Management

Subject: Adapted Entrepreneurship

Grade: 9-12

Name of Unit: Human Resources Management

Length of Unit: 1.5 weeks

Overview of Unit: This unit will show students the different roles needed to successfully plan and operate a business, and provide clarity on the responsibilities and expectations of each role. Students will be assigned one of the identified roles and determine the most important tasks for that role to support the goals developed in the previous unit. Students will practice taking ownership and responsibility for their role and their tasks through project management software. Students will also learn about and practice effective communication in an online environment, leading to accountability with one another. An organizational culture will be developed by students through in-depth discussion about what environment they desire to work in. The project culminates with a completed organizational structure and clearly defined roles and responsibilities within the team.

Priority Standards for unit:

- J.01 Develop a personnel organizational plan
- J.02 Develop job descriptions
- J.05 Delegate responsibility for job tasks
- J.16 Exhibit leadership skills
- J.21 Build organizational culture

Supporting Standards for unit:

- n/a

Essential Questions:

1. How might we set up a student-led team with the needed roles to operate all aspects of the school store?
2. Why do roles, responsibilities, and organizational structure matter in a business team?
3. How does leadership and delegation impact the success of a team?
4. Why is it important to intentionally build a positive and productive workplace culture?

Enduring Understanding/Big Ideas:

1. Effective student-led teams rely on clearly defined roles, open communication, and shared accountability to ensure that every aspect of the business is managed efficiently and collaboratively.
2. Clear roles and responsibilities help team members work efficiently, stay accountable, and contribute to shared business goals.
3. Strong leadership involves knowing when to take charge and when to empower others, building trust and maximizing the strengths of the team.
4. A strong organizational culture shapes behavior, boosts morale, and supports a business environment where people can do their best work.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Structure Feedback	Organizational Chart Job Description Delegation Staffing Plan Role Responsibility Workplace Culture Motivation Theory Team Morale Project Management Onboarding

Unwrapped Priority Standards:

Priority Standard: J.01: Develop a personnel organizational plan	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the purpose and structure of an organizational plan for a small business.	2
	Understand
Students will construct a personnel plan that aligns with the long-term goals of the school business and its departments.	3
	Create

Priority Standard: J.02: Develop job descriptions	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify the components of an effective job description.	1
	Remember
Students will write a clear job description for their assigned role in the school business, based on organizational needs.	2
	Apply

Priority Standard: J.05: Delegate responsibility for job tasks	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain the importance of delegation in effective team management.	2
	Understand

Students will assign responsibilities to team members using a task checklist or project management tool.	3
	Apply

Priority Standard: J.16: Exhibit leadership skills	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify key leadership traits and behaviors necessary in a team setting.	1
	Remember
Students will demonstrate leadership behaviors while organizing and managing their department team.	3
	Apply

Priority Standard: J.21: Build organizational culture	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze characteristics of a positive organizational culture.	2
	Analyze
Students will outline a plan to build a positive culture within their department and the overall school business.	3
	Create

Engaging Scenario

Engaging Scenario: In this final product students will share their role responsibilities and tasks from their brainstorming and Trello project management tool. They will share their task list with the rest of the team and show understanding of their role within the greater context of the team's overall goals. Students will create a short verbal presentation OR written document to share their role responsibilities/tasks from Trello with the team during a team meeting. The content will include: the students role, the list of tasks from their Trello checklist, and tasks they will need help with in their role. The class as a whole will construct a shared organizational structure showing everyone's role within the team.

Rubric for Engaging Scenario:

Indicator (with Aligned Standards)	Proficient (3)	Exceeds (4)	Developing (2)	Beginning (1)
1. Clarity of Role & Task Responsibilities (J.02, J.05)	Student clearly explains their role and outlines their assigned tasks using the Trello checklist.	Role and tasks are clearly defined and include strategic insights about task delegation or prioritization.	Role or tasks are incomplete or vague. Trello checklist lacks detail.	Role is unclear and task responsibilities are missing or confusing.
2. Contribution to Team Goals (J.01, J.16)	Student connects their tasks to the overall goals of the team/business and demonstrates team awareness.	Student provides clear evidence of aligning tasks with broader team strategy and shows leadership initiative.	Connection to team goals is weak or unclear.	No clear understanding of how individual role contributes to team.

3. Communication & Professionalism <i>(J.16, D.08)</i>	Student presents (verbally or in writing) with clear organization, appropriate tone, and content suited to a professional setting.	Presentation is polished, confident, and tailored to the team's needs.	Presentation lacks clarity or professionalism in organization or delivery.	Presentation is incomplete or disorganized, with poor tone or formatting.
4. Collaboration on Team Structure <i>(J.01, J.21)</i>	Student participates in building the shared team structure and organizational chart.	Student actively supports others and enhances group clarity by contributing ideas or solutions.	Limited or passive participation in building the structure.	No meaningful participation in the team structure activity.

Topic 1: Organizing/Staffing

Engaging Experience 1

Title: Assigning roles and clarifying responsibilities/tasks

Suggested Length of Time: 3 Days

Standards Addressed

Priority: J.02 Develop job descriptions
J.05 Delegate responsibility for job tasks
J.16 Exhibit leadership skills

Supporting:

Detailed Description/Instructions: For a team to function it is important for everyone involved to know and understand their role and have clear expectations about the responsibilities associated with it.

In this checkpoint, students will create a roadmap of the responsibilities for their role based on the long-term goals of the overall school business and their department team. They will use a project management tool to help them keep track of the different tasks on their check-list, once the tasks have been identified and clarified.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: Morale/Motivation

Engaging Experience 1

Title: Creating a Strong Organizational Culture

Suggested Length of Time: 3 Days

Standards Addressed

Priority: J.21 Build organizational culture

Supporting:

Detailed Description/Instructions: Organizational culture is often hard to define and difficult to replicate. There are always common elements that create strong organizational cultures, but it's the combination of those elements with the people implementing them that makes organizational culture so valuable to a business.

In this checkpoint, students will explore the importance of organizational culture and analyze key elements needed to build a positive and productive culture for the school store team and brand.

By the end of this checkpoint, students will have a foundational outline of their own organizational culture plan.

Bloom's Levels: Create

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Organizing/ Staffing	Assigning roles and clarifying responsibilities/tasks	Students will create a roadmap of the responsibilities for their role based on the long-term goals of the overall school business and their department team. They will use a project management tool to help them keep track of the different tasks on their check-list, once the tasks have been identified and clarified.	3 days
Morale/Motivation	Creating a strong organizational culture	Students will explore the importance of organizational culture and analyze key elements needed to build a positive and productive culture for the school store team and brand. By the end of this checkpoint, students will have a foundational outline of their own organizational culture plan.	3 days
Engaging Scenario	Final Product	Students will share their role responsibilities and tasks from their brainstorming and Trello project management tool. They will share their task list with the rest of the team and show understanding of their role within the greater context of the team's overall goals. Students will create a short verbal presentation OR written document to share their role responsibilities/tasks from Trello with the team during a team meeting. The class as a whole will construct a shared organizational structure showing everyone's role within the team.	2 Days

Unit 4: Marketing Management

Subject: Adapted Entrepreneurship

Grade: 9-12

Name of Unit: Marketing Management

Length of Unit: Minimum of 6 weeks (concurrent with Operations and Financial Management)

Overview of Unit: If beginning a new business or significantly modifying an existing business, consider needs around planning product/service mix, building the company's brand (logo, customer connection and loyalty, and creating a plan for evaluating the customer experience.

This unit takes the most time to develop and covers many different topics within the 4 P's of Marketing. Students will use their market research and goals developed to determine which products to sell, what prices to sell them for, how to promote the store and its products, and the places they will sell the products. Students will develop and send out surveys to narrow down their choices for products and work with vendors to produce and then sell those products to customers.

A product mix and promotional plan are the crux of this unit and are applied in the context of an online store. Students will also participate in a personal selling simulation to prepare for when the storefront finally opens after products are received.

Priority Standards for unit:

- L.06 Plan product/service mix
- L.15 Select target markets
- L.26 Develop promotional plan for a business
- L.33 Calculate break even point
- L.37 Set Prices
- L.39 Acquire product information for use in selling
- L.40 Analyze product information to identify product features and benefits
- L.41 Prepare for the sales presentation

Supporting Standards for unit:

- L.24 Select advertising media
- L.31 Manage online activities
- L.36 Select pricing strategies
- L.44 Determine customer's buying motives for use in selling

Essential Questions:

1. Why is it important to understand your customer before creating a product or marketing plan?
2. How do marketing decisions influence business outcomes?
3. Why does effective communication matter when promoting or selling a product?

Enduring Understanding/Big Ideas:

1. Knowing your customer helps you design products, pricing, and promotional strategies that meet their needs and increase business success.
2. Marketing choices—such as product mix, pricing, and promotional channels—directly affect customer interest, sales, and brand perception.
3. Clear, engaging communication helps businesses connect with customers, highlight product value, and increase the chance of a sale.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Audience Purpose Media Tone	Product Mix Pricing Strategy Break-Even Point Promotional Plan Target Audience Market Research Value Proposition Brand Identity

Unwrapped Priority Standards:

Priority Standard: L.06: Plan product/service mix	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain how customer research influences the product mix decisions in retail settings.	2
	Understand
Students will use customer survey data to collaboratively plan a product mix for the school store.	3
	Create

Priority Standard: L.15: Select target markets	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe characteristics of different market segments relevant to the school community.	2
	Understand
Students will analyze market research data to identify and justify the selection of a primary target market.	3
	Analyze

Priority Standard: L.26: Develop promotional plan for a business	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will outline the essential components of a marketing promotional plan.	2
	Understand
Students will design a promotional plan for the school store that includes strategy, content, and channel selection.	4
	Create

Priority Standard: L.33: Calculate break-even point	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe the factors needed to calculate break-even for a product.	1
	Remember
Students will calculate and interpret the break-even point for products in the school store.	2
	Apply

Priority Standard: L.37: Set prices	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will compare different pricing strategies used in retail environments.	2
	Analyze
Students will determine pricing for products based on market research, break-even data, and store goals.	3
	Apply

Priority Standard: L.39: Acquire product information for use in selling	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will collect product information from supplier and manufacturer sources.	1
	Remember
Students will compile product information into a structured personal selling resource.	2
	Apply

Priority Standard: L.40: Analyze product information to identify product features and benefits	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will distinguish between product features and customer benefits.	2
	Understand

Students will analyze product information to develop a features-and-benefits summary for each product.	3
	Analyze

Priority Standard: L.41: Prepare for the sales presentation	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify the steps in preparing for a sales presentation.	1
	Remember
Students will prepare a sales pitch script and plan for interacting with different customer types.	3
	Create

Engaging Scenario

Engaging Scenario: Students will create a promotional plan for the school store and develop an online store to show the breadth of their product choices. They will then present these to the school administration for feedback. Students will include in their promotional plan: products chosen, pricing, promotional channels, and target customers. Students will also participate in a personal selling simulation for the products chosen to practice their verbal communication skills and ability to engage with a customer and listen to their needs/questions.

If no online store exists for the business, students will create a lookbook for the products they will be selling.

Rubric for Engaging Scenario:

Indicator (with Aligned Standards)	Exceeds (4)	Proficient (3)	Developing (2)	Beginning (1)
1. Promotional Plan: Content & Strategy (<i>L.06, L.15, L.26</i>)	Plan demonstrates exceptional depth, creativity, or innovation in strategy, and includes thoughtful data analysis and clear alignment with store goals.	Student includes all required elements: selected products, pricing, promotional channels, and target customers, supported by research.	One or more required elements are vague, underdeveloped, or not clearly supported by data.	Promotional plan is incomplete or missing most core components.
2. Online Store Presentation (<i>L.06, L.37, L.26</i>)	Online store includes clear branding, user-friendly layout, and well-structured content that reinforces promotional goals.	Student creates a functional mock-up of the online store with a clear product mix and pricing.	Online store lacks clarity in layout, organization, or consistency with promotional strategy.	Online store is not functional or does not clearly present products/pricing.

3. Personal Selling Simulation <i>(L.39, L.40, L.41)</i>	Student demonstrates strong persuasive skills, adjusts message to customer type, and effectively addresses questions or objections.	Student accurately presents product information and engages the customer using selling techniques appropriate to the situation.	Student presents product but lacks confidence or depth in communication; limited responsiveness to customer needs.	Student struggles to communicate product features and benefits or does not complete the simulation.
4. Verbal Communication & Professionalism <i>(D.08)</i>	Student displays confidence, professionalism, and audience awareness throughout both presentation and simulation.	Student communicates clearly and professionally during presentations and sales roleplay.	Communication is inconsistent or lacks professionalism in tone or structure.	Student is unable to clearly express ideas or maintain professional demeanor.

Topic 1: Product Design/Creation

Engaging Experience 1

Title: Market Research & Custom Apparel Development

Suggested Length of Time: 3 weeks

Standards Addressed

Priority: L.06 Plan product/service mix

L.15 Select target markets

Supporting:

Detailed Description/Instructions: In this checkpoint students will learn about market research, conduct additional surveys to determine customer preferences, and create apparel designs based on their findings. They will then analyze the results, select the best garments, and collaborate as a class to finalize a product mix for the school store.

Bloom's Levels: Create

Webb's DOK: 3

Topic 2: Pricing

Engaging Experience 1

Title: Pricing Strategies and Setting Prices for the Store Product Mix

Suggested Length of Time: 1 Week

Standards Addressed

Priority: L.33 Calculate break even point
L.37 Set Prices

Supporting: L.36 Select pricing strategies

Detailed Description/Instructions: Students will explore various pricing strategies, learn how to calculate the break-even point, and analyze how pricing changes throughout the fashion seasons to determine the best pricing model for the school store.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 3: Promotion

Engaging Experience 1

Title: Create and Implement a Promotional Plan

Suggested Length of Time: 1 Week

Standards Addressed

Priority: L.26 Develop promotional plan for a business

Supporting:

Detailed Description/Instructions: Students will review an example of a marketing promotional plan and create their own for the school store. It will include a summary of all market research conducted, the target market for the business, a market strategy, and created promotional materials resulting from your market strategy.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 2

Title: Create marketing/promotional content (digital and print)

Suggested Length of Time: 2 Weeks Initially (Ongoing as needed)

Standards Addressed

Priority: L.26 Develop promotional plan for a business

Supporting: L.24 Select advertising media

L.31 Manage online activities

Detailed Description/Instructions: Students will create specific promotional content to highlight the features and benefits of the products selected for the product mix. The promotional content will be created for different social media platforms and print applications, specifically Instagram, Facebook, Family Newsletters, Posters, and Email messages. Students will use creative tools to develop the posts/messages in an engaging way for the intended audience.

Bloom's Levels: Create

Webb's DOK: 4

Topic 4: Selling

Engaging Experience 1

Title: Acquire product information for use in selling /Analyze product information to identify product features and benefits

Suggested Length of Time: 2 Days

Standards Addressed

Priority: L.39 Acquire product information for use in selling

L.40 Analyze product information to identify product features and benefits

Supporting:

Detailed Description/Instructions: Students will construct a personal selling resource that will be used to prepare for personal selling to customers. The resource will include all of the products in the store and the associated features/benefits of each one. Students will gather information from suppliers and other online resources to develop their personal selling resource. Students will then form the information into a shorter format to use when selling to customers in the storefront.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Prepare for the sales presentation

Suggested Length of Time: 2 Days

Standards Addressed

Priority: L.41 Prepare for Sales Presentation

Supporting: L.44 Determine customer's buying motives for use in selling

Detailed Description/Instructions: Students will practice personal selling for specific products with multiple people in the class. Students will gain confidence in their verbal communication to prepare for selling in the storefront. They will use their selling cheat sheet they created in the previous checkpoint during their practice. Students will also identify the different types of customers and create a plan for engaging with each type.

Bloom's Levels: Create

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1: Product Design/Creation	Market Research & Custom Apparel Development	Students will learn about market research, conduct additional surveys to determine customer preferences, and create apparel designs based on their findings. They will then analyze the results, select the best garments, and collaborate as a class to finalize a product mix for the school store.	3 weeks
Topic 2: Pricing	Pricing Strategies and Setting Prices for the Store Product Mix	Students will explore various pricing strategies, learn how to calculate the break-even point, and analyze how pricing changes throughout the fashion seasons to determine the best pricing model for the school store.	1 week
Topic 3: Promotion	Create and Implement a Promotional Plan	Students will review an example of a marketing promotional plan and create their own for the school store.	1 week
Topic 3: Promotion	Create marketing/promotional content (digital and print)	Students will create specific promotional content to highlight the features and benefits of the products selected for the product mix.	2 weeks & ongoing as needed
Topic 4: Selling	Acquire/Analyze Products	Students will construct a personal selling resource that will be used to prepare for personal selling to customers. Students will gather information from suppliers and other online resources to develop their personal selling resource. Students will then form the information into a shorter format to use when selling to customers in the storefront.	2 days
Topic 4: Selling	Sales Pitch Prep	Students will practice personal selling for specific products with multiple people in the class. Students will also identify the different types of customers and create a plan for engaging with each type.	2 Days

Engaging Scenario	Final Product	Students will create a promotional plan for the school store and develop an online store to show the breadth of their product choices. They will then present these to the school administration for feedback. Students will also participate in a personal selling simulation for the products chosen to practice their verbal communication skills and ability to engage with a customer and listen to their needs/questions.	3 days
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Unit 5: Operations Management

Subject: Adapted Entrepreneurship

Grade: 9-12

Name of Unit: Operations Management

Length of Unit: Minimum of 5 weeks (concurrent with Marketing and Financial Management)

Overview of Unit: This unit focuses on establishing a physical storefront for students to sell products in and establishing the operating procedures for the store staff. Students will learn about planograms for the physical store layout and order furniture and equipment to make it a reality. They will get feedback and approval after presenting the plan for the layout and operating procedures to the client (school administration). Students will be involved in researching and choosing vendors to work with so they can supply a variety of products in the store. Students will be hands-on in the management of inventory and supplies as they learn about the order-fulfillment process and delivery of orders to customers. A schedule will be created for store staff that is fair and provides opportunities for everyone to practice personal selling and learn about the different jobs within a retail environment.

Priority Standards for unit:

- M.01 Plan business layout
- M.04 Establish operating procedures
- M.06 Analyze business processes and procedures
- M.12 Develop and implement order-fulfillment processes
- M.15 Establish company buying/purchasing policies
- M.17 Choose vendors
- M.22 Maintain inventory of products/supplies
- M.23 Organize shipping/receiving
- M.21 Schedule Staff

Supporting Standards for unit:

- M.02 Determine equipment needs
- M.09 Manage computer-based operating systems
- M.16 Conduct vendor search

Essential Questions:

1. How might we develop strong relationships with our chosen suppliers?
2. How might we design an effective layout for our school store and its displays given the current space and equipment constraints?
3. How might we create a relational customer service model?
4. How might we empower all members of the team to respond to, and resolve, customer feedback, issues, and complaints.
5. How might we evaluate our effectiveness as a team and individual member of the team on a consistent basis?

Enduring Understanding/Big Ideas:

1. Positive, professional relationships with reliable suppliers ensure consistent product availability, better pricing, and long-term operational success.
2. A well-planned layout maximizes limited space, supports smooth traffic flow, highlights products, and creates a welcoming experience for customers.
3. Building authentic connections with customers fosters trust, loyalty, and repeat business, enhancing the store's long-term success.
4. When all team members are equipped to address concerns, the business responds faster, strengthens its reputation, and reinforces a culture of accountability.
5. Ongoing self- and team-assessment helps identify strengths, improve performance, and align daily actions with long-term business goals.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Procedure Implementation	Business Layout Operating Procedures Inventory Management Vendor Procurement Order Fulfillment Workflow Shipping & Receiving Point-of-Sale (POS) Scheduling

Unwrapped Priority Standards:

Priority Standard: M.01 Plan business layout	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze different layout models to determine the most efficient and attractive store design.	3
	Analyze
Students will create a visual representation of the store layout that reflects traffic flow, display strategy, and operational efficiency.	4
	Create

Priority Standard: M.04 Establish operating procedures	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify key store functions that require consistent procedures to ensure daily operational success.	2
	Understand
Students will develop and document clear standard operating procedures for opening, closing, and daily customer service.	3
	Apply

Priority Standard: M.06 Analyze business processes and procedures	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will examine examples of business process documentation to identify essential components of effective systems.	2
	Analyze
Students will evaluate the effectiveness of proposed store procedures and revise them based on team feedback and operational needs.	4
	Evaluate

Priority Standard: M.12 Develop and implement order-fulfillment processes	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will design a system for organizing and delivering customer orders in a timely and professional manner.	3
	Create
Students will execute order-fulfillment procedures and assess the process for accuracy, efficiency, and customer satisfaction.	4
	Evaluate

Priority Standard: M.15 Establish company buying/purchasing policies	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explain the key elements of ethical and cost-effective purchasing policies.	2
	Understand
Students will create a set of purchasing policies that align with store goals and vendor requirements.	3
	Apply

Priority Standard: M.17 Choose vendors	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will compare potential vendors based on criteria such as quality, cost, and reliability.	3
	Analyze
Students will select appropriate vendors for the store's needs and justify their choices using a purchasing rubric.	4
	Evaluate

Priority Standard: M.22 Maintain inventory of products/supplies	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will develop and use tools to monitor inventory levels of merchandise and supplies.	2
	Apply
Students will evaluate inventory reports to identify trends or issues and propose adjustments to inventory management practices.	3
	Analyze

Priority Standard: M.23 Organize shipping/receiving	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will design a system to check in incoming merchandise and verify shipments against invoices.	3
	Apply
Students will implement a logistics process for delivering orders and evaluate its effectiveness based on real-time store performance.	4
	Evaluate

Priority Standard: M.21 Schedule staff	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will develop a weekly store work schedule based on operating hours and student availability.	2
	Apply

Students will evaluate their scheduling plan for fairness, role coverage, and team efficiency, then adjust as needed.	3
	Evaluate

Engaging Scenario

Engaging Scenario: Students will create and implement an operations plan which they will present to the school administration (client) for feedback. The operations plan will focus on the physical layout of the storefront, hours of operation and opening/closing procedures, chosen vendors and purchasing workflow, maintaining inventory and a storage plan, how we plan to schedule staff, and product delivery to customers. Students will work together to implement the operations plan according to their role on the store team.

Rubric for Engaging Scenario:

Indicator & Aligned Standard(s)	4 – Exceeds Expectations	3 – Proficient	2 – Developing	1 – Beginning
Creates a comprehensive operations plan (<i>M.01, M.04, M.15, M.21</i>)	Develops a highly detailed, organized, and cohesive operations plan addressing all required components with thoughtful integration of layout, procedures, purchasing, and scheduling.	Develops a complete and clearly organized operations plan addressing all required components with appropriate detail.	Develops a basic plan that addresses most components but lacks detail, clarity, or organization in places.	Plan is missing multiple components, lacks detail, or is disorganized.

Implements the operations plan collaboratively (<i>M.06, M.12, M.23</i>)	Demonstrates strong collaboration and leadership while implementing all assigned portions of the plan effectively and adapting processes as needed.	Collaborates effectively to implement assigned portions of the plan and completes tasks as expected.	Contributes inconsistently to implementation or requires frequent direction to complete tasks.	Rarely contributes to implementation or does not complete assigned tasks.
Presents plan clearly to stakeholders (<i>D.08</i>)	Presentation is highly engaging, professional, and well-organized, with confident delivery, visual support, and insightful responses to feedback.	Presentation is clear, organized, and includes appropriate delivery and visuals with generally accurate content.	Presentation shows basic understanding but lacks clarity, polish, or supporting visuals.	Presentation is unclear, unprepared, or inaccurate.
Justifies decisions using operational reasoning (<i>M.22, M.17</i>)	Provides clear, logical justifications for all operational decisions with data, research, and alignment to store goals.	Justifies most decisions with reasonable explanations tied to operational needs.	Offers general or limited justification for decisions; reasoning may be unclear or underdeveloped.	Provides minimal or unsupported justifications for decisions.

Topic 1: Business Systems

Engaging Experience 1

Title: Plan Physical business Layout & determine equipment needs

Suggested Length of Time: 4 days

Standards Addressed

Priority: M.01 Plan business layout

Supporting: M.02 Determine equipment needs

Detailed Description/Instructions: Students will collaborate to design the physical layout of the school store, considering how to create a functional, attractive, and efficient space for selling apparel and accessories. They will also identify and propose the essential equipment, furniture, and fixtures needed to operate the store effectively.

A successful retail space is more than just good products—it's about customer experience, organization, and operational flow. This activity helps students think critically about retail design, traffic patterns, display techniques, storage needs, and customer service areas. It also encourages budgeting and prioritization as students decide what equipment is essential and how to make the best use of limited space.

Bloom's Levels: Create

Webb's DOK: 4

Engaging Experience 2

Title: Establish Operating Procedures

Suggested Length of Time: 3 days

Standards Addressed

Priority: M.04 Establish operating procedures

M.06 Analyze business processes and procedures

Supporting: M.09 Manage computer-based operating systems

Detailed Description/Instructions: Students will work collaboratively to establish clear, consistent operating procedures for the school store, focusing on opening and closing tasks, customer service standards, and the checkout process. These procedures will ensure the store runs smoothly, customers have a positive experience, and responsibilities are clearly understood by all team members.

Every successful retail operation relies on strong systems behind the scenes. This activity helps students think like managers by identifying the daily tasks and expectations required to run the store efficiently and professionally. It also introduces the importance of consistency, accountability, and the focus on customer experience.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 2: Purchasing/Procurement

Engaging Experience 1

Title: Establish Company Purchasing Policies

Suggested Length of Time: 1 Day

Standards Addressed

Priority: M.15 Establish company buying/purchasing policies

M.17 Choose vendors

Supporting: M.16 Conduct vendor search

Detailed Description/Instructions: Students will create a set of purchasing policies that will guide how the school store selects vendors and procures products. These policies will help ensure that purchasing decisions are consistent, ethical, cost-effective, and aligned with the store’s mission, budget, and customer needs.

In any business, choosing the right vendors is crucial. It affects product quality, pricing, customer satisfaction, and profitability. This activity teaches students how to evaluate suppliers based on key criteria and develop clear guidelines to support good decision-making when buying inventory.

Students will ask questions like:

- Is the price reasonable?
- Is the quality good enough for our customers?
- Is the vendor reliable and easy to communicate with?
- Can we get the products on time?
- Are there any shipping or extra costs?

Students will specifically: research what makes a vendor trustworthy and cost-effective, create a list of purchasing policy criteria—a set of rules or expectations to follow when choosing a vendor or placing an order, apply policies to a few sample vendor profiles to test how the guidelines help make purchasing decisions, present their policy draft to the class and refine it based on feedback.

At the end of this activity, students will choose as a class which vendors to use and ask administration for approval.

Bloom’s Levels: Evaluate

Webb’s DOK: 4

Topic 3: Daily Operations

Engaging Experience 1

Title: Maintain Inventory of Products & Supplies

Suggested Length of Time: 3 Days initially (ongoing as needed)

Standards Addressed

Priority: M.22 Maintain inventory of products/supplies

Supporting:

Detailed Description/Instructions: Students will learn how to track and manage inventory for the school store, including both sellable merchandise (like apparel and accessories) and operational supplies (like POS system components). Students will create inventory tracking tools and systems to help the store stay organized and efficient.

Good inventory management helps a business know what's selling well, when to restock, and how to avoid running out or over-ordering. This activity teaches students how to monitor stock levels, update inventory records, and manage non-sellable supplies needed for daily operations. It also builds responsibility and accountability among team members.

By the end of this activity, students will have a working inventory system that helps them stay on top of products and supplies—so they can serve customers with confidence and proactively prevent issues.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Organize Shipping & Receiving

Suggested Length of Time: 2 Days initially (ongoing as needed)

Standards Addressed

Priority: M.12 Develop and implement order-fulfillment processes

M.23 Organize shipping/receiving

Supporting:

Detailed Description/Instructions: Students will design and implement systems to manage two key logistics functions:

- Delivering orders to customers (students, teachers, parents) efficiently and professionally.
- Receiving and checking in new products delivered from printing vendors or other suppliers.

This activity teaches students the importance of timely, accurate delivery and inventory receiving processes—skills that apply directly to real-world retail and business logistics. Students will take on two important jobs:

1. Delivering Customer Orders - Students will decide how we get products into the hands of students, teachers, and parents.
2. Receiving New Inventory - Students will develop a process to check in shipments from our printing vendors.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 3

Title: Create a work schedule for team members

Suggested Length of Time: 1 Day

Standards Addressed

Priority: M.21 Schedule Staff

Supporting:

Detailed Description/Instructions: Students will design a weekly work schedule that outlines store operating hours and assigns student team members to specific shifts and roles. The schedule should ensure the store is adequately staffed at all times and that roles are clearly defined to support smooth store operations.

This activity helps students understand how to schedule workers fairly, assign roles based on skills and responsibilities, and ensure the store operates efficiently during open hours. It also introduces the importance of accountability and teamwork in a real work environment.

Students will:

1. Decide when the store will be open (before school, during lunch, after school, etc.).
2. Create a weekly work schedule showing who is working during each shift.
3. Assign roles for each shift (e.g., cashier, floor associate, inventory checker, manager).
4. Consider flexibility for absences and substitutions, and outline expectations for professionalism and responsibility.

Bloom's Levels: Evaluate

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Business Systems	Layout and Equipment	Students will collaborate to design the physical layout of the school store, considering how to create a functional, attractive, and efficient space for selling apparel and accessories. They will also identify and propose the essential equipment, furniture, and fixtures needed to operate the store effectively.	4 days
Business Systems	Establish Operating Procedures	Students will work collaboratively to establish clear, consistent operating procedures for the school store, focusing on opening and closing tasks, customer service standards, and the checkout process.	3 days
Purchasing & Procurement	Purchasing Policies	Students will create a set of purchasing policies that will guide how the school store selects vendors and procures products.	1 day
Daily Operations	Inventory	Students will learn how to track and manage inventory for the school store, including both sellable merchandise and operational supplies. Students will create inventory tracking tools and systems to help the store stay organized and efficient.	3 days & ongoing as needed
Daily Operations	Organize Shipping & Receiving	Students will design and implement systems to manage two key logistics functions: Delivering orders to customers, and receiving and checking in new products.	2 days & ongoing as needed
Daily Operations	Create a Work Schedule	Students will design a weekly work schedule that outlines store operating hours and assigns student team members to specific shifts and roles	1 day
Engaging Scenario	Final Product	Students will create and implement an operations plan which they will present to the school administration (client) for feedback. Students will work together to implement the operations plan according to their role on the store team.	1 day

Unit 6: Financial Management

Subject: Adapted Entrepreneurship

Grade: 9-12

Name of Unit: Financial Management

Length of Unit: Minimum of 3 weeks (concurrent with Marketing and Operations Management)

Overview of Unit: This unit helps students understand the different forms of financial exchange they will interact with in a retail store, how to budget for expenses incurred throughout the process of operating a business, and track financial transactions and report the big picture financial results to an audience. Students will learn about commonly used business software tools (spreadsheets) to make tracking the financial records more efficient. The unit culminates with a presentation of financial results and lessons learned through reflection on the store overall to the school administration.

Priority Standards for unit:

- G.01 Explain forms of financial exchange (cash, credit, debit, etc.)
- I.23 Develop and Monitor Budget
- I.28 Supervise/implement regular accounting procedures and financial reports
- K.02 Maintain record of daily financial transactions
- O.13 Interpret financial statements

Supporting Standards for unit:

- K.12 Demonstrate spreadsheet applications
- L.54 Analyze sales reports

Essential Questions:

1. Why is it important to understand different forms of financial exchange in a business setting?
2. How does developing and monitoring a budget contribute to a business's financial health?
3. Why is maintaining accurate financial records and interpreting financial statements crucial for business success?

Enduring Understanding/Big Ideas: (What should my big takeaway be?)

These are ideal student answers to the Essential Questions. These are succinct, convey long-term learning value, and represent all priority standards collectively.)

1. Understanding various payment methods—such as cash, credit, debit, and digital options—enables businesses to meet customer preferences, ensure secure transactions, and streamline financial operations.
2. Creating and regularly reviewing a budget helps businesses allocate resources effectively, anticipate financial challenges, and make informed decisions to achieve profitability.

3. Accurate financial records and insightful analysis of financial statements provide a clear picture of a business's performance, guiding strategic planning and fostering transparency with stakeholders.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Calculate Interpret Pattern	Budget Expense Revenue Profit/Loss Cash Flow Income Statement Transaction

Unwrapped Priority Standards:

Priority Standard: G.01 Explain forms of financial exchange (cash, credit, debit, etc.)	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify and describe common forms of financial exchange and how they function in retail transactions.	1
	Understand
Students will evaluate the advantages and disadvantages of different financial exchange methods to determine the best fit for the school store.	3
	Evaluate

Priority Standard: I.23 Develop and Monitor Budget	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will create an operating budget for the school store that includes projected income, expenses, and profit goals.	2
	Create

Students will revise the school store budget based on ongoing financial data to make adjustments for accuracy and efficiency.	3
	Analyze

Priority Standard: I.28 Supervise/implement regular accounting procedures and financial reports

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will apply accounting procedures to record transactions and prepare financial reports.	2
	Apply
Students will ensure accuracy and completeness of financial records by monitoring and maintaining reporting procedures.	3
	Evaluate

Priority Standard: K.02 Maintain record of daily financial transactions

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will record daily sales, expenses, and returns using a consistent and organized system.	2
	Apply
Students will verify recorded transactions for accuracy and update financial records as needed.	2
	Analyze

Priority Standard: O.13 Interpret financial statements	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will analyze income statements to determine whether the school store is operating at a profit or loss.	3
	Analyze
Students will create a financial summary report to communicate the store's performance to school administrators.	3
	Create

Engaging Scenario

Engaging Scenario: Students will set up Financial Statements for the school store to analyze patterns and calculate the profit/loss & cash flow of the business. Students will present the financial results from the semester to the client (Administrator) once all financial analysis and statements have been completed. Students will reflect on the choices made over the course of the semester and document lessons learned for the next group that will plan and operate the school store during the following year.

Rubric for Engaging Scenario:

Indicator (with Standards Alignment)	4 – Exceeds Expectations	3 – Proficient	2 – Developing	1 – Beginning
Prepares accurate financial statements and identifies patterns in profit/loss and cash flow (<i>I.28, K.02, O.13</i>)	Financial statements are detailed, accurate, and show insightful analysis of patterns in profit/loss and cash flow with supporting visuals.	Financial statements are accurate and include analysis of profit/loss and cash flow.	Financial statements are mostly accurate but lack clear or complete analysis of financial patterns.	Financial statements are inaccurate or missing key components; little to no analysis is evident.
Presents financial results clearly and professionally to a client audience (<i>O.13, D.08</i>)	Presentation is professional, well-organized, and engages the audience with clear visuals, confident delivery, and data-supported conclusions.	Presentation is clear and organized, communicates key financial results effectively.	Presentation is somewhat organized but lacks clarity or confidence in delivery.	Presentation is incomplete, unclear, or lacks key financial information.

Reflects on financial decisions and outcomes to draw lessons for future business planning <i>(I.23, O.13)</i>	Reflection offers deep insight, connects financial outcomes to key business choices, and provides thoughtful recommendations for future teams.	Reflection explains how decisions impacted results and includes relevant takeaways for future planning.	Reflection includes some connections to decisions but lacks depth or clear lessons.	Reflection is minimal or missing; fails to connect decisions to outcomes.
Maintains accurate and consistent financial records throughout the semester <i>(K.02, I.28)</i>	All financial records are complete, consistently updated, and error-free; shows strong organizational systems.	Most financial records are complete and accurate with minor inconsistencies.	Financial records are incomplete or show inconsistencies that hinder accuracy.	Financial records are largely missing or inaccurate, preventing effective tracking.

Topic 1: Money Basics

Engaging Experience 1

Title: Forms of financial exchange discussion

Suggested Length of Time: 1 Day

Standards Addressed

Priority: G.01 Explain forms of financial exchange (cash, credit, debit, etc.)

Supporting:

Detailed Description/Instructions: Students will investigate various forms of financial exchange—including cash, credit/debit cards, and digital payment methods (like mobile apps or student ID-based systems)—and assess the pros and cons of each for the school store. They will recommend which payment methods the store should accept, supported by their research and analysis.

This activity encourages students to think critically about the advantages and challenges of different payment types and how those choices impact customer satisfaction and business efficiency.

Students will:

- Learn about different forms of payment used in retail businesses today.
- Compare the pros and cons of accepting cash, credit/debit cards, and digital/mobile payment methods.
- Discuss special considerations for a school store (school rules, technology access, costs, and customer preferences).

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 2: Money Management

Engaging Experience 1

Title: Develop and monitor budget

Suggested Length of Time: 2 Days initially (ongoing as needed)

Standards Addressed

Priority: I.23 Develop and Monitor Budget

Supporting: K.12 Demonstrate spreadsheet applications

Detailed Description/Instructions: Students will learn how to create a basic operating budget for the school store, taking into account projected revenue, expenses, and profit goals. They will also explore how to track spending, monitor cash flow, and make informed financial decisions based on budget performance. In this activity, students will take ownership of the store's financial planning and learn how to adjust their plans based on real-world data and changing needs.

Students will:

- Create a startup and monthly operating budget for the store (including inventory, marketing, supplies, and equipment).
- Track revenue and expenses using a spreadsheet.
- Review and revise the budget throughout the semester based on actual financial performance.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Maintaining Daily Financial Records and Creating the Income Statement

Suggested Length of Time: 1 week initially (ongoing as needed)

Standards Addressed

Priority: I.28 Supervise/implement regular accounting procedures and financial reports

K.02 Maintain record of daily financial transactions

Supporting: K.12 Demonstrate spreadsheet applications

L.54 Analyze sales reports

Detailed Description/Instructions: Students will learn how to accurately record daily financial transactions (sales, expenses, returns, etc.) for the school store and use that information to create an income statement. This statement will show whether the store is making a profit, breaking even, or operating at a loss during a given time period.

This activity helps students develop real-world accounting skills by practicing how to organize financial data and interpret it through a key business document—the income statement.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 3: Accounting/Financial Statements

Engaging Experience 1

Title: Interpreting and Sharing Financial Statements

Suggested Length of Time: 2 Days

Standards Addressed

Priority: O.13 Interpret financial statements

Supporting:

Detailed Description/Instructions: Students will interpret the school store's income statement and use their analysis to create a financial summary report. This report will be presented to school administrators to communicate the store's performance, explain key financial takeaways, and highlight areas of success and improvement.

This activity helps students practice real-world financial literacy and professional communication by turning data into a compelling business report for a key stakeholder: school leadership.

Students will:

- Review and interpret the income statement (revenue, expenses, and profit/loss).
- Identify trends and insights, such as best-selling products, high costs, or opportunities to improve.
- Write a short financial summary report that explains the results in plain language.
- Prepare a visual presentation to share your analysis with school administrators.

Bloom's Levels: Create

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Money Basics	Financial Forms	Students will investigate various forms of financial exchange—including cash, credit/debit cards, and digital payment methods (like mobile apps or student ID-based systems)—and assess the pros and cons of each for the school store.	1 day
Money Management	Budget	Students will learn how to create a basic operating budget for the school store, taking into account projected revenue, expenses, and profit goals.	2 days, ongoing as needed
Money Management	Records & Income Statement	Students will learn how to accurately record daily financial transactions (sales, expenses, returns, etc.) for the school store and use that information to create an income statement.	1 week, ongoing as needed
Accounting & Financial Statements	Interpreting & Sharing Statements	Students will interpret the school store's income statement and use their analysis to create a financial summary report.	2 days
Engaging Scenario	Final Product	Students will set up Financial Statements for the school store to analyze patterns and calculate the profit/loss & cash flow of the business. Students will present the financial results from the semester to the client (Administrator) once all financial analysis and statements have been completed. Students will reflect on the choices made over the course of the semester and document lessons learned for the next group that will plan and operate the school store during the following year.	3 days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.