

# YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

## VIRTUAL ENTERPRISE

CBEDS Code: 4126

<u>JOB TITLES</u>	<u>DOT NO.</u>
Manager, Personnel	166.117-018
Public Relations	165.167-014
Fundraising Director	165.117-010
Account Executive	164.167-010
Director, Media	163.117-022
Manager, Advertising	163.167-010
Manager, Sales	163.167-018
Accountant	160.162-022
Data Communications Analyst	031.262-010
Sales Agent	250.357-026

### Course description:

Virtual Enterprise is a simulated business that is set up and run by students to prepare them for working in a real business environment and/or pursuing a college business degree. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business. Emphasis is placed on using current business software packages and the Internet for business transactions. The student of economics is also integrated with the class. Because of the unique nature of this class, rules are primarily determined by the students.

Customary work-place practices are the guiding practice.

*Recommended Prerequisites:* Qualified Juniors/Seniors who have demonstrated good citizenship

DURATION: 180-360 hours

CREDIT: 10-20 Units

MEETS GRADUATION REQUIREMENTS IN: Elective Credit

REQUIRED FOR GRADUATION: No

SCHOOLS OFFERED: Beyer, Ceres, Davis, Enochs, Oakdale, Valley Charter, Pitman

MEETS UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS:

MEETS CALIFORNIA STATE UNIVERSITY REQUIREMENTS:

ARTICULATED WITH POSTSECONDARY INSTITUTIONS: Pending

MSS = MARKETING, SALES & SERVICE INDUSTRY SECTOR

YROP IS APPROVED FOR "g" ELECTIVE THROUGH UNIVERSITY OF CALIFORNIA  
(Districts wanting to add their courses must do so through the UC Doorways website)

## RESOURCE MATERIALS (MCS – Each District Selects Its Own Materials)

### Basic Text(s):

None Required

### Supplemental Instructional Materials:

Virtual Enterprise curriculum

\*Related source texts as needed

**Instructional Content**

Instruction will include:

**Student Outcomes**

At the end of instruction, the student will be able to:

**Hours**CL=Classroom  
CC=Comm. Class.

<b>1. Introduction to fundamental economic concepts</b> 1. Economic Choices 2. Nature of the subject area 3. Challenge of Scarcity 4. Need for Trade-off 5. Opportunity Costs 6. Economic Goals 7. Efficiency 8. Price Stability 9. Full Employment 10. Growth and Socio-Economic Goals.	A. The students will demonstrate an understanding of the fundamental economic concepts. B. The students will apply the concepts to in business related simulations.	<b>Anchor /CR</b>  1.0 5.1 5.4 10.1 10.0  CR 1,5 and 6	<b>CTE</b> A4.1- A4.6 C3.1	<b>CL</b>  10	<b>CC</b>  N/A
<b>2. Free Enterprise System</b> 1. Basic laws of supply and Demand, and forces , which interact to establish prices.	A. The students will apply the basic laws of supply and demand in business-related situations.	1.0 10.5 10.10  CR 1,5 and 6	B4.3 B4.4	10	N/A
<b>3. Organizing a Business</b> 1. Defining Departments 2. Writing Job Descriptions 3. Writing a Business Plan 4. Interviewing for Jobs 5. Using the Internet for business activities	A. The student will understand the basic forms of business organizations and processes for starting a new business. B. The students will create an on-line business demonstrating the forms of business organizations and processes for starting a new business.	1.0 3.1 2.4 2.3 3.4 11.1 11.7 7.7 8.6 10.11 10.4 9.1  CR 1,5,6, and 11	C1.5 C1.1	25	N/A
<b>4. Income and Consumption</b> 1. The role of the consumer in the economy 2. Personal finance, (maintaining a budget, bank accounts, consumer credit, stock market, and maintaining investments)	A. The student will understand their role as consumers. B. Students will be responsible for maintaining a personal budget, opening bank accounts, applying for credit and investing money.	1.0 4.1 4.3 5.1 5.4 2.6 7.4 10.1 10.3 10.5 10.6 10.11  CR 1,4,5,6, and 11	B1.5	10	N/A

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		<b>Anchor/ CR</b>	<b>CTE</b>	<b>CL</b>	<b>CC</b>			
<p><b>5. Money and Financial Institutions</b></p> <p>1. Bank services mediums of exchange</p> <p>2. Role of the Federal Reserve System</p> <p>3. Money supply</p> <p>4. Inflation</p> <p>5. International exchange rates.</p>	A. Students will understand the banking industry and how the money and financial systems operate.		B1.5					
	B. They will be able to explain how the Federal Reserve System influences interest rates and control of the money supply and inflation.	1.0 4.1 4.3 5.1	B1.2 B6.5	10	N/A			
	C. Students will understand exchange rates and be able to convert dollars into foreign currencies.	5.4 7.6 7.4 10.1 10.3 10.5 10.6 10.11						
		CR 1,4,5,6 and 11						
	<p><b>6. Saving and Investing</b></p> <p>1. An overview of how saving and investing helps the individual.</p> <p>2. Various savings and investing plans, which are open to small and medium investors.</p>	A. Students will understand the nature of saving and investing money and compounding interest.	1.0 4.1 4.3 5.1	B1.5 B3.1	10	N/A		
		B. Students will determine which investment plans are best for individuals and businesses.	5.4 7.6 10.5 10.6 10.4					
			CR 1,4,5,6 and 11					
		<p><b>7. International Trade</b></p> <p>1. The benefits of foreign trade. How foreign trade works.</p> <p>2. What causes the value of the dollar to go up and down internationally</p> <p>3. Participation effectively as a consumer and businessperson in the global economy.</p>	A. Students will understand the benefits of foreign trade and how specialization can benefit each economy.	1.0 10.1 10.2 9.5	C1.4	10	N/A	
			B. Students will be able to explain the rise and fall of the dollar compared to other currencies and how it impacts trade.	CR 1,4,5,9, 11 and 12				
			C. Students will participate in international trade through their company.					
			<p><b>8. Working with Spreadsheets</b></p> <p>1. Creating worksheets</p> <p>2. Writing formulas, reports, learning worksheet enhancements.</p>	A. Students will create spreadsheets for personal and business interests.	1.0 10.3 10.11 11.1	D7.2 A5.6 A7.2	10	N/A
				B. Students create formulas, reports and some of the enhanced features of spreadsheets.				
					CR 1,4,3			

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<b>9. Working with word processing and desktop publishing documents.</b> 1. Letters, tables, graphics, catalogs memorandums, business forms, and templates	A. Students will create various documents using word processing and desktop publishing software. Documents will include: -Memorandums -Letters -Reports -Forms -Letterhead -Catalog	1.0 2.4 2.1 2.5 3.3 4.1 5.1  CR 1,4,5, and 10	A7.2	10	N/A
<b>10. Working with the Internet</b> 1. Using search engines, email, creating web pages and business transactions	A. Students will use search engines for multiple tasks including market research. B. Students will have e-mail accounts permitting them to communicate via e-mail with instructor, classmates and simulation participants. C. Students will operate and maintain web site and conduct business transactions.	1.0 2.1 4.1 4.2 4.6 5.1 8.2 8.6  CR 1,4,5, and 10	A7.2	10	N/A
<b>11. Working with presentations</b> 1. Creating slide shows and presentations, using text, graphics, charts, animation, digital photo imaging, audio and scanning	A. Students will create and present slide shows using presentation software. Presentations will include product ideas, marketing plans, business forecasting and will include advanced features.	1.0 2.1 2.5 3.3 4.1 5.1 7.5 8.2 8.6  CR 1,4,5, and 10	A7.2	10	N/A
<b>12. Working with databases</b> 1. Designing, editing, maintaining, and producing reports	A. Students will maintain company inventory as well as customer records for the business using a database.	1.0 4.1 5.1  CR 1,4,5, and 10	A7.2	10	N/A
<b>13. Working with a personal information manager</b> 1. Calendar, e-mail, journal, contacts, notes, and tasks	A. Students will maintain personal accounts of work performed daily. These will be submitted and maintained in personnel records.	1.0 2.5 3.3 4.1 4.2 4.6  CR 1,4,5, and 10	A7.2	5	N/A

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<b>14. Business Etiquette</b> 1. Professional ethics, international etiquette standards, phone etiquette, teamwork, and appropriate dress in the workplace.	A. Students will learn and practice the proper professional ethics practiced in the business world. B. Students will dress in company clothes on certain occasions and conduct themselves in business like manner on regular basis. C. Students will make presentations to business persons and will work in teams to complete company operations.	1.0 2.1 8.3 8.4  CR 1,2,7,8, 9 and 12		5	N/A
<b>15. Establishing accounting department procedures</b> 1. Payroll 2. Accounts receivable/payable 3. Financial statements 4. Operating costs and start-up costs 5. Budgets	A. The students will complete time cards to submit to payroll department. B. The students will create an accounting department to conduct business transactions, including payroll, accounts receivable/payable. C. Student will create documents reflecting income and expense reports.	1.0 5.1 10.1	B1.2 B2.1 B2.2 B3.2	10	N/A
<b>16. Establishing human resources department responsibilities</b> 1. Organizational chart 2. Assessment of personnel 3. Employee manual 4. Employee relations	A. The students will create and operate within the company's organizational chart. B. They will assess themselves and each other on a regular basis. C. Students will create and operate following the employee manual. D. Students will follow the proper chain of command in the organization.	1.0 2.4-2.6 5.2 8.3 8.4 11.1 9.2 9.7  CR 1,4,2,5, 12, and 11	A2.1 A3.4	10	N/A
<b>17. Establishing marketing department responsibilities</b> 1. Advertising 2. Market research 3. Logos and promotional designs 4. Preparation of catalog	A. Students will develop a systematic approach for conducting on-going market research. B. Students will create advertising and promotional materials including a company logo. C. Students will create a booth for a trade fair. D. The students will create a catalog which will be used to conduct sales in house.	1.0 2.4 8.6 9.7  CR 1 and 4	A8.1 A8.4 A8.6	10	N/A
<b>18. Establishing administration department responsibilities</b> 1. Company directory 2. Purchasing budget for departments 3. Workflow 4. Business plan 5. Office layout 6. Correspondence 7. Creating web site	A. The students will create a company directory. B. The team will create budgets within each department and develop workflows to conduct normal operations. C. Students will work in departmentalized areas of the classroom and will conduct correspondence in a manner appropriate to the workplace. D. Students will develop a web site for the business.	1.0 2.4 1.3 7.7 8.3 9.1 9.2  CR 1,4,5,9, 11 and 12	A1.4 A1.5 A2.1	10	N/A

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<b>19. Establishing sales/purchases departmental responsibilities</b>		<b>Anchor/ CR</b>	<b>CTE</b>	<b>CL</b>	<b>CC</b>
1. International trade research 2. Consumer needs 3. Competition 4. Procedure for acquiring clients 5. Determining prices	A. The students will explain international trade, consumer wants and needs, and competition. B. Students will develop a program for acquiring new clients and make sales presentations to potential clients. C. Students will understand the different practices of determining sales prices including markup, cost-plus pricing and pricing to cover fixed and variable costs.	9.5 9.6  CR 1,2,6, and 10	C6.1 C7.1	10	N/A