

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course of Study Information Page

Course Title: Virtual Business #458	
<p>Rationale: Since all schools are basically the training ground for the future's workforce, this class will help students in their workforce preparation while enforcing the education necessary to succeed in their post high school education endeavors. A simulated working environment, equipped with the latest business technology, will allow students to enter the virtual business world in the pursuit of global business skills through project based instruction. When Virtual Business students graduate and enter their prospective career path, they bring with them a core of skills founded in the Business Education Career Path and Model Curriculum Standards</p>	
<p>Course Description: A Virtual Business is a simulated business that is set up and run by students to prepare them for working in a real business environment. With the guidance of a teacher ("consultant") and real-world business partners, the students determine the nature of their business, its products and services, its management and structure, and engage in the daily operations of running a business. Emphasis is placed on using current business software, communications, and the Internet for research and business transactions.</p>	
<p>How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) – This course aligns with the District Technology Foundation Standards for Students. In addition, this class aligns with the Secretary's Commission on Achieving Necessary Skills (SCANS). A copy of the SCANS competencies can be found on page 8.</p>	
Length of Course:	Semester
Grade Level:	11-12
<p>Credit:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Number of units: 5 credits <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements <input type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Vocational 	
Prerequisites:	Computer Technology I, ECommerce
Department(s):	Business
District Sites:	Oak Ridge High School
Board of Trustees Adoption Date:	January 28, 2003
Textbook(s)/Instructional Materials: California Virtual Enterprise Online Curriculum	None Requested
Date Adopted by the Board of Trustees:	

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Course Title:

TABLE OF CONTENTS

<u>UNIT</u>	<u>UNIT TITLE</u>	<u>PAGE</u>
UNIT 1:	Introduction to Business Ownership	3
UNIT 2:	Business Strategies and the Business Plan	4
UNIT 3:	Organizing and Maintaining a Business	5
UNIT 4:	Finance	6
UNIT 5:	Personal Portfolio	7
SCANS	COMPETENCIES	8

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Department: Business/Technology
Course Title: Virtual Business

UNIT #1 : Introduction to Business Ownership

GOAL: Students will be introduced to the concept of entrepreneurship and how businesses are formed.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Define entrepreneurship, describe and analyze the characteristics of a successful entrepreneur.	Brainstorm what entrepreneur means. Research successful enterprises and determine the characteristics of their success.
List the risks involved in being an entrepreneur and give risk-reducing techniques for the risks involved.	Internet research project to determine the success/failure rate of small business and explain the reasons for the success/failure of the endeavor.
Select a business venture	Group brainstorming Selection will be made by teacher (coach) with input from students. Name their company

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
<p>District technology foundation standards for students:</p> <ol style="list-style-type: none"> 1. Technology productivity tools <ul style="list-style-type: none"> • Students use technology tools to enhance learning, increase productivity, and promote creativity. 2. Technology research tools <ul style="list-style-type: none"> • Students use technology to locate, evaluate, and collect information from a variety of sources • Students use technology tools to process data and report results. 3. Technology problem solving and decision-making tools <ul style="list-style-type: none"> • Students use technology resources for solving problems and making informed decisions.

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Business/Technology
Course Title: Virtual Business

UNIT #2: Business Strategies and the Business Plan

GOAL: Students will be introduced to the process necessary to produce a business plan.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Explore the process of business plan production.	Define a business plan and list reasons for having a business plan. Identify each of the major parts of a sample business plan. Produce a simple business plan. Presentation of business plan
List the most common business risks and crimes and be able to identify policies and procedures to combat each.	Discuss federal, state and local codes; describe licensing, tax requirements, and administrative agencies used in business situations.
Explain the steps in the decision-making process and utilize a decision-making model for a small business.	Generate an organizational chart and structure; prepare job descriptions, and a plan for recruiting, training, and evaluating personnel.

Content Area Standards (Please identify the source)
<p>The students will achieve the following content standards:</p> <p style="text-align: center;">District technology foundation standards for students:</p> <ol style="list-style-type: none"> 1. Technology productivity tools <ul style="list-style-type: none"> • Students use technology tools to enhance learning, increase productivity, and promote creativity. • Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works. 2. Technology communications tools <ul style="list-style-type: none"> • Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. • Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Business/Technology
Course Title: Virtual Business

UNIT #3: Organizing and Maintaining a Business-

GOAL: Students will be introduced to the process of business startup techniques and requirements.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Explore the process of starting a new business	Produce business forms (logo, business letterhead, contracts) Build a web site for marketing/sales purposes
Define and establish the various departments and job opportunities in a company	Set up an organization plan. Interview for a job in the company. Maintain a personal portfolio. Produce employee manual
Explore the marketing techniques available to companies.	Research the 4P's of marketing. Produce advertisements, newsletters, and other media for purposes of sale.
Open for business.	Grand Opening
Maintain a viable entity by employing the sales strategies learned.	Sell company product

Content Area Standards (Please identify the source)

The students will achieve the following content standards:

District technology foundation standards for students:

1. Social, ethical, and human issues
 - Students practice responsible use of technology systems, information and software
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
2. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in instructing technology-enhanced models, preparing publications, and producing other creative works.
3. Technology communication tools
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services**

Department: Business/Technology
Course Title: Virtual Business

UNIT #4: Finance

GOAL: Students will be introduced to the role of the consumer in the economy.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Investigate the cost of living and learn about financial planning.	Research on internet Investigate housing costs and obtain a place of residence. Investigate transportation costs and purchase/lease an automobile.
Build a personal budget plan	Maintain a personal budget Pay bills on a timely basis.
Investigate the various financial reports necessary for a small business	Produce and maintain financial records
Establish accounting department procedures	Set up and maintain payroll, accounts receivable/payable, financial statements
Determine tax liability for IRS purposes.	Submit tax reports for personal and company purposes.
Content Area Standards (Please identify the source)	
<p>The students will achieve the following content standards:</p> <p>District technology foundation standards for students:</p> <ol style="list-style-type: none"> 1. Basic operations and concepts. <ul style="list-style-type: none"> • Students are proficient in the use of technology. 2. Technology productivity tools <ul style="list-style-type: none"> • Students use technology tools to enhance learning, increase productivity, and promote creativity. 3. Technology research tools. <ul style="list-style-type: none"> • Students use technology to locate, evaluate, and collect information from a variety of sources. • Students use technology tools to process data and report results. 4. Technology problem-solving and decision-making tools <ul style="list-style-type: none"> • Students use technology resources for solving problems and making informed decisions. • Students employ technology in the development of strategies for solving problems in the real world. 	

EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Department: Business/Technology
 Course Title: Virtual Business

UNIT #5: Personal Portfolio

GOAL: Students will be introduced to the process of establishing and maintaining a personal portfolio.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
Investigate the role of a portfolio in business.	Internet research
Research the possible medias available for portfolio production.	Explore and decide upon media to be used by the student.
Determine the components of a personal portfolio.	Discussion of teacher requirements and student desires for inclusion.
Maintain a personal portfolio.	Add to portfolio during semester. Presentation of portfolio to teacher.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
<p>District technology foundation standards for students:</p> <ol style="list-style-type: none"> 1. Technology communication tools <ul style="list-style-type: none"> • Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. 2. Technology problem-solving and decision-making tools <ul style="list-style-type: none"> • Students use technology resources for solving problems and making informed decisions. • Students employ technology in the development of strategies for solving problems in the real world.

SCANS COMPETENCIES

WORKPLACE KNOW-HOW

The know-how identified by the Secretary's Commission on Achieving Necessary Skills (**SCANS**) is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These are as follows:

WORKPLACE COMPETENCIES – Effective workers can productively use:

- **Resources**-They know how to allocate time, money, materials, space, and staff.
- **Interpersonal Skills**-They can work on teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds.
- **Information**-They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems**-They understand social, organizational, and technological systems; they can monitor and correct performance; and they can design or improve systems.
- **Technology**-They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

FOUNDATION SKILLS: Competent workers in the high-performance workplace need:

- **Basic Skills** – Reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills** – the ability to learn, to reason, to think creatively, to make decision, and to solve problems.
- **Personal Qualities** – individual responsibility, self-esteem and self-management, sociability, and integrity.