

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">RCOE Virtual Enterprise</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>PATHWAY: Entrepreneurship/Self-Employment CONCENTRATOR</b>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Credentials Required to teach this course:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <i>Designated Subjects: CTE: Business and Finance</i>  <i>Single Subject: Business and Finance</i>  <i>To be completed by Human Resources only.</i> </div>	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	DocuSigned by: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <span style="float: right; font-weight: bold;">3/12/2021</span> </div> <small>DOFF5000E4E4480</small> <div style="display: flex; justify-content: space-between;"> <span><b>Signature</b></span> <span><b>Date</b></span> </div>	
<b>Was this course <u>previously approved by UC for PUHSD?</u></b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Submitted by: Dian Martin</b> <b>Site: Educational Services</b> <b>Date: 03/02/2021</b>		
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		3/11/21
Asst. Superintendent of Educational Services		3/12/21
Governing Board		



Riverside County Office of Education – Career Technical Education

**RCOE VIRTUAL ENTERPRISE**

**DATE:**

**INDUSTRY SECTOR:** Marketing, Sales and Services Sector

**PATHWAY:** Entrepreneurship/Self-Employment

**CALPADS TITLE:** Entrepreneurship/Self-Employment (Concentrator)

**CALPADS CODE:** 8330

**HOURS:**

Total	Classroom	Laboratory/CC/CVE
180	90	90

JOB TITLE	O*NET CODE	JOB TITLE	O*NET CODE
Search Marketing Strategists	15-1199.10	Sales Representatives, Services, All Other	41-3099.00
Customer Service Representatives	43-4051.00	Bookkeeping, Accounting, and Auditing Clerks	43-3031.00

**COURSE DESCRIPTION:**

Virtual Enterprise is a simulated business, established and run by students through an instructional program designed to prepare them for working in a global business environment. The students determine the nature of the business, its products and services, and its management and structure. They learn the daily operations of a business under the guidance of a consultant (teacher), with the support of community business partners. Students use current business software packages and the Internet for virtual business transactions, research, and resources.

The Virtual Enterprise course of study is intended as a capstone option for several business pathways, most particularly the Entrepreneurship pathway in the Marketing, Sales, and Service Industry sector. It is designed to allow students to combine their knowledge of economics, accounting, management principles, and marketing, sales, and service to analyze potential business opportunities, and to create a business plan and business operations in a virtual environment utilizing the knowledge of standard business computer software applications. Students study economic concepts, economic systems, and the free enterprise system in units designed to be applied in assignments that allow them to compare and contrast various business organization models and systems, and to ultimately apply those decisions in their own business plan. Units on Organizing a Business, Income and Consumerism, Money and Financial Institutions, International Trade, and E-Commerce are designed to help students compare and contrast the various business environments and elements needed to plan, organize, and run a virtual business. The Virtual Business Environment coordinated by Virtual Enterprise of California allows students to experience the competitive business environment on a local, state, and national level.

**A-G APPROVAL:** G

**ARTICULATION:**

College	Course Code
Mount San Jacinto College	BADM 103 Intro. to Business

**DUAL ENROLLMENT:** None

**PREREQUISITES:**

Prerequisite
Computer Applications, Business Fundamentals (Recommended) Marketing Principles or Foundations (Recommended)

**METHODS OF INSTRUCTION**

- Direct instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field trips
- Guest speakers

**STUDENT EVALUATION:**

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

**INDUSTRY CERTIFICATION:**

- None

**RECOMMENDED TEXTS:**

- <http://www.virtualenterprise.org/Curriculum> Virtual Enterprise of California Virtual Enterprise of California 2009 Primary
- Entrepreneurship Smith, Wolciak Glencoe McGraw-Hill 5th edition
- The Business Planning Guide David H. Bangs, Jr. Dearborn 8th Edition

**PROGRAM OF STUDY**

Grade	Fall	Spring	Year	Course Type	Course Name
9, 10, 11			• •	Introductory	RCOE Retail Merchandising and Principles of Marketing
9, 10, 11			• •	Concentrator	RCOE Business Computer Fundamentals
10, 11, 12			• •	Capstone	RCOE Virtual Enterprise

I.	ECONOMIC CONCEPTS	CR	Lab/ CC	Standards
	Interpreting – Economic choices, the challenge of scarcity, the need for the trade-off, opportunity costs, economic goals, efficiency, price stability, full employment, growth, and socio-economic goals.	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
II.	UNDERSTANDING ECONOMIC SYSTEMS	CR	Lab/ CC	Standards
	What constitutes an economic system, different types of economic systems (market, command, traditional), and how economic systems resolve the basic economic questions.	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
III.	OUR FREE ENTERPRISE SYSTEM	CR	Lab/ CC	Standards
	Basic laws of supply and demand, and forces that interact to establish prices.	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
IV.	ORGANIZING A BUSINESS	CR	Lab/ CC	Standards
	Basic forms of business organizations. The process of starting a business (risk-taking, corporate organization, sources of funds for business firms, the financial structure of a business plan).  Virtual Enterprise activities: 40 hours <ul style="list-style-type: none"> <li>• 4.1 Defining Departments</li> <li>• 4.2 Writing Job Descriptions</li> <li>• 4.3 Writing a Business Plan</li> <li>• 4.4 Interviewing for Jobs</li> <li>• 4.5 Using the Internet for business activities</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
V.	INCOME AND CONSUMERISM	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> <li>• 5.1 Factors in the economic system that affect consumer decisions</li> <li>• 5.2 Role of the consumer in the economy (income and consumption, bank accounts, consumer credit, stock market, and investments)</li> <li>• 5.3 Differentiation of needs and wants, determining basic necessities in all households, distinguishing between fixed and variable costs.</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
VI.	MONEY AND FINANCIAL INSTITUTIONS	CR	Lab/ CC	Standards

	<ul style="list-style-type: none"> <li>• 6.1 How the banking system works</li> <li>• 6.2 Role of the Federal Reserve System.</li> <li>• 6.3 Relationship between money supply and inflation.</li> <li>• 6.4 Determination of international exchanges rates</li> <li>• 6.5 Research and comparison of various savings and investing plans</li> <li>• 6.6 Role of the Small Business Administration</li> <li>• 6.7 Financial responsibilities of business ownership</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
<b>VII.</b>	<b>INTERNATIONAL TRADE</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	<ul style="list-style-type: none"> <li>• 7.1 Absolute and Comparative advantage</li> <li>• 7.2 Import and Export concepts.</li> <li>• 7.3 Balance of payments, benefits of foreign trade</li> <li>• 7.4 Cause of dollar value fluctuation internationally</li> <li>• 7.5 Factors of the International labor force</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
<b>VIII.</b>	<b>ROLE OF THE LABOR FORCE</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	Understanding the role of the labor force in the American economy, and the labor union trends regarding unionization, wages, collective bargaining, and labor laws.	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
<b>IX.</b>	<b>ADMINISTRATION DEPARTMENT RESPONSIBILITIES</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	Establishing administration department responsibilities – company directory, purchasing budget for departments, workflow, business plan, office layout, correspondence, and creating a web site.	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
<b>X.</b>	<b>SALES/PURCHASING DEPARTMENT</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	Virtual Enterprise activities: <ul style="list-style-type: none"> <li>• 10.1 International trade research, consumer needs, competition, the procedure for acquiring clients, and determining prices.</li> <li>• 10.2 Establishing marketing department responsibilities – advertising, market research, logos, promotional designs, and preparation of a catalog.</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
<b>XI.</b>	<b>TECHNOLOGY SKILLS</b>	<b>CR</b>	<b>Lab/ CC</b>	<b>Standards</b>
	Virtual Enterprise activities: <ul style="list-style-type: none"> <li>• 11.1 Spreadsheets – creating and working with spreadsheets, creating appropriate formulas for business statements, reports</li> <li>• 11.2 Word processing and desktop publishing – creating and publishing documents, letters, business forms, templates, and catalog materials (text and graphics)</li> <li>• 11.3 Internet applications – using Internet search engines, e-mail, creating web pages, and conducting business transactions.</li> <li>• 11.4 Presentation applications – Creating slide shows and presentations</li> </ul>	2	3	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1

incorporating text, graphics, charts, animation, and a variety of multimedia.

XII.	EMPLOYMENT /HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> <li>• 12.1 Analysis of management functions, principles, and processes to achieve organizational goals</li> <li>• 12.2 Essential elements to the development of a productive workforce in a culturally diverse global environment – identifying skills that positively affect productivity.</li> <li>• 12.3 Practicing business etiquette – professional ethics, international etiquette standards, phone etiquette, teamwork, and appropriate dress in the workplace.</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
XIII.	ESSENTIAL EMPLOYABILITY SKILLS	CR	Lab/ CC	Standards
	<p>Correlated with RCOE CTE ESLRS, and California CTE Model Curriculum Foundation Standards 2-9 Classroom Hours - 15 with additional hours embedded in the curriculum.</p> <ul style="list-style-type: none"> <li>• 1.0 Expected Schoolwide Learning Results</li> <li>• 1.1 Research all aspects of the industry and develop a plan of action to meet career objectives</li> <li>• 1.2 Create a professional portfolio that includes job acquisition job documents and work samples.</li> <li>• 1.3 Display professionalism through appropriate attire, behavior, and work ethics.</li> <li>• 1.4 Recognize occupational safety hazards, demonstrate appropriate prevention measures, and observe safety rules for the work environment.</li> <li>• 1.5 Acquire industry competencies for employment.</li> <li>• 1.6 Identify, utilize, and adapt to changing technology.</li> <li>• 1.7 Apply language arts and math standards appropriate to the industry sector and pathway.</li> <li>• 1.8 Identify post-secondary opportunities and requirements.</li> <li>• 1.9 Utilize ongoing personal skills development for improved employability, including maintaining a positive attitude, honesty, self-confidence, time management, and other positive traits.</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
XIV.	CAREER PLANNING AND MANAGEMENT	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> <li>• 2.1 Identify the personal qualifications, interests, aptitudes, information, and skills necessary to succeed in careers.</li> <li>• 2.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.</li> <li>• 2.3 Develop a career plan</li> <li>• 2.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.</li> <li>• 2.5 Describe the past, present, and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.</li> <li>• 2.6 Identify the important strategies for self-promotion in the hiring process, such as job applications, resume writing, interviewing skills, and preparation of a portfolio.</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
XV.	TECHNOLOGY	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> <li>• 3.1 Describe past, present, and future technological advances as they relate to a chosen pathway.</li> <li>• 3.2 Use technological resources to gain access to manipulate and produce information, products, and services.</li> <li>• 3.3 Identify the influence of current and emerging technology on selected segments of the economy.</li> <li>• 3.4 Understand geographic information related to the industry.</li> <li>• 3.5 Determine the validity of the content and evaluate the authenticity, reliability, and bias of electronic and other resources.</li> <li>• 3.6 Select, apply, and differentiate among appropriate tools in technology.</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1

XVI.	PROBLEM-SOLVING, CRITICAL THINKING, AND RESPONSIBILITY AND FLEXIBILITY	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> <li>• 4.1 Applies appropriate problem-solving and critical thinking skills to work-related issues and tasks.</li> <li>• 4.2 Understand the systematic problem-solving models that incorporate input, process, outcome, and feedback components.</li> <li>• 4.3 Use critical thinking skills to make informed decisions and solve problems.</li> <li>• 4.4 Identify the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</li> <li>• 4.5 Adapts to varied roles and responsibilities.</li> <li>• 4.6 Model the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>• 4.7 Understand the importance of time management to fulfill responsibilities.</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
XVII.	HEALTH AND SAFETY	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> <li>• 5.1 Knowledgeable of policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>• 5.2 Models critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies</li> <li>• 5.3 Able to locate important information on a Material Safety Data Sheet.</li> <li>• 5.4 Maintain safe and healthful working conditions.</li> <li>• 5.5 Use tools and machines safely and appropriately.</li> </ul>	2	3	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
XVIII.	ETHICS AND LEGAL RESPONSIBILITIES	CR	Lab/ CC	Standards
	<ul style="list-style-type: none"> <li>• 6.1 Describe the concept and application of ethical and legal behavior consistent with workplace standards.</li> <li>• 6.2 Model personal integrity and ethical behavior.</li> <li>• 6.3 Demonstrate how to access, analyze, and implement quality assurance information.</li> </ul>	2	3	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
XIX.	LEADERSHIP AND TEAMWORK	CR	Lab/ CC	Standards
	<p>7.1 Identify and model the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.</p> <p>7.2 Organize and structure work individually and in teams for effective performance and the attainment of goals.</p> <p>7.3 Knowledgeable in multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</p> <p>7.4 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p> <p>7.5 Models leadership, cooperation, collaboration, and effective decision-making skills applied in group or team activities, including student organizations.</p>	2	3	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1
XX.	ADVERTISING STUDENTS	CR	Lab/ CC	Standards
	<p>Advertising Students will develop an effective ad campaign. All Ads will meet the following Advertising Criteria:</p> <ul style="list-style-type: none"> <li>• All current ads will be posted to the company web page</li> <li>• Ads will contain company information; i.e. company name, logo, address, etc.</li> <li>• Ads will show price effective dates; i.e. beginning date and expiration date</li> <li>• Ads will show the price of the product; i.e. regular price and the sales price.</li> <li>• Ads will have some kind of theme. • Ads will have accompanying order forms. • Expired ads may be archived under the Public Disclosure Button on the company web page.</li> </ul>	5	5	<b>Academic:</b> LS: 11-12.1 <b>CTE Anchor:</b> Communications: 2.1 <b>CTE Pathway:</b> C1.1

- Ads should be saved as a jpeg file so that they can be inserted directly into an e-mail when soliciting business from other VE companies.
- Ads should address all 8 questions listed under Focus your ad

Special advertising campaigns should be developed for trade fairs. Address Readership through :

- Realism
- Simplicity
- Relationship to the reader
- Address What Makes People Look at Ads and Read Them Through
- Size and color – dominant focal centers
- Dominant focal center challenges curiosity and self-interest of the reader.
- Illustrations and photos that are relevant and sparks curiosity
- Vital content presented in an appealing form Ad Appearance considers
- Font Type, size, arrangement, and hierarchy
- The relevance of Art, clip art, photos

Other Advertising Unit Assignments:

1. Create a Brochure for a company
2. Create a commercial for a company
3. Create a grand opening flyer for a company

Resources for Advertising Unit:

- [www.magazine.org/marketprofiles](http://www.magazine.org/marketprofiles)
- <http://www.utdallas.edu/~murthi/ibmf01/T7M1.pdf>[PDF]
- <http://advertising.about.com/od/brochures/a/brochureplan.htm>
- <http://www.bmcommunications.com/bmk.htm> Sales Unit Company Website

Developing a website adapting the following five guiding principles:

1. Greet the customer – home page
2. Qualify – e.g. Customer Survey, FAQ sections
3. Present the product – effective, easy-to-identify links
4. Overcome objections – effective product presentation that “answers” all possible questions
5. Close the sale – on-line ordering that is easy to use, secure
6. Follow-up – contact information gathered and/or offered.

Marketing Unit Students will broaden their understanding of the role e-marketing of products and services by creating an annual e-marketing plan with a website strategy, Search Engine Positioning strategy, and an e-mail marketing strategy. It will also take into account the International trade characteristics of Internet marketing. Additional Resources: Various Web Sites Business Plan: Each student will write a complete Business Plan that includes the following components: Cover Sheet, Statement of Purpose, Table of Contents, Mission Statement, Executive Summary, Objective Statement, Company Description, Personnel Overview, Market Analysis, SWOT Analysis, Marketing Plan, Operation Procedures, Loan Application, Start-Up Budget, Pro-Forma Balance Sheet, Pro-Forma Income Projections, Pro-Forma Cash Flow, Financial Summary, and Supporting Documents. Employee Manual: See above in Writing Assignments for components of Employee Manual

XXI.	COURSE NOTES:	CR	Lab/ CC	Standards
	<p><b>Course Notes:</b></p> <p><b>3/26/19 – Added to CTE shared drive – John Bruestle</b></p>	0	0	<p><b>Academic:</b> LS: 11-12.1</p> <p><b>CTE Anchor:</b> Communications: 2.1</p> <p><b>CTE Pathway:</b> C1.1</p>



**Entered by:**

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