About the VE Curriculum and Resources

Introduction and History

Virtual Enterprises provides students with an authentic collaborative business and entrepreneurship experience through its live global business simulation model. Launched in 1996 as an initiative of the NYC Department of Education and based on the European apprenticeship concept, Virtual Enterprise students run business ventures in their classrooms and engage in trading with other student-run businesses both nationally and internationally.

With the guidance of a teacher-facilitator and a business partner, VE students establish and manage a company that replicates all the functions and demands of a real business. In each firm (class), students apply to work in different areas of the company overseen by department managers and a CEO. A typical firm is staffed in Operations, Accounting, Finance, Sales, Marketing, Human Resources, Design and IT. Students take VE as a year-long, credit-bearing course, which is enhanced by regional, national, and international business plan competitions and trade shows.

Guided by a task-based curriculum rather than a textbook, VE students produce the key deliverables that are required in a real business. Students conduct market research, work cooperatively to develop and write a business plan, design and implement an e-commerce website, recruit and market to clients/customers, and pay wages and taxes. Firms engage in international trade with other VE firms on a continuous basis, participating in a global economy of over 7,500 firms across 42 countries. The transfer of funds is made electronically through a web-based banking system that links firms worldwide. The simulation environment allows business thinking to flourish and encourages risk-taking and continuous cycles of improvement and innovation.

This simulation enables students to understand how employees, workgroup teams, and departments interact with each other and work together to meet the goals of the company while at the same time conveying the expectations of the workplace.

Learning Outcomes

Students who complete the course will develop:

- a greater awareness of conducting business in a global context.
- the ability to develop problem-solving strategies.
- the ability to work in teams.
- improved communication skills.
- workplace competencies.
- an understanding of management objectives and organizational structures.
- their personal interests, skills and abilities as it relates to a career.
- planning, decision-making, technology and critical thinking skills.
- entrepreneurial skills and concepts.

About the VE Curriculum and Resources

Curriculum & Standards

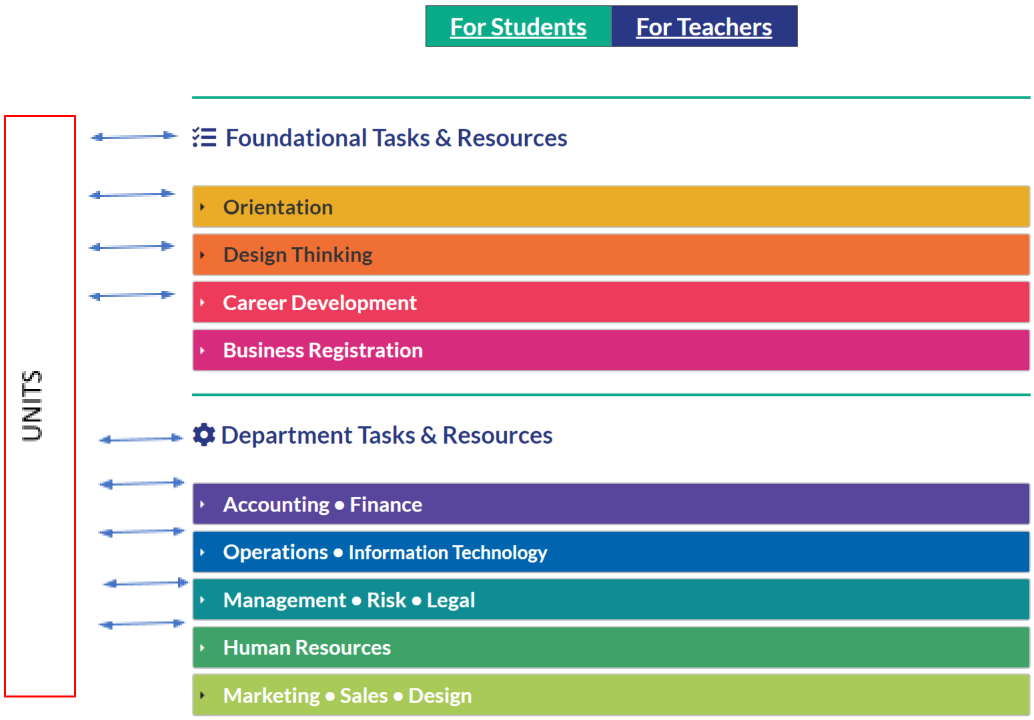
VE's task-based curriculum combines both academic and applied learning and has been aligned to Common Career Technical Core standards. The curriculum has also been aligned to the Career Readiness Framework (CRF) developed by Deloitte and VE to capture the key competencies and skills employers seek and students need to succeed in business. The CRF can be used with assessment tools to demonstrate, measure, and communicate career readiness. A copy of the CRF is provided in the "For Teachers" section of the curriculum.

About the Curriculum and Resources

The VE task-based curriculum is an applied-learning, project-based document that reflects the action-learning approach and the activities found in the workplace. The curriculum content identifies the tasks that are necessary to establish and run a company. All tasks and activities are supported by numerous resources (banking system, activity map, VE marketplace, online tools, readings, video, models, rubrics) and are delivered through VE's Learning Management System (LMS). (See A Guide to VE's Learning Management System (LMS) found under "For Teachers" in the VE Course). A Pacing Guide provides task sequencing recommendations to help teachers roll out tasks to accomplish production of deliverables.

How the Curriculum and Resources are Organized

The Virtual Enterprise class is organized by departments typically found in a business organization: Operations, Accounting, Finance, Human Resources, Sales/Marketing, Design, IT. The tasks are organized in these same department units. Noted below is the layout of VE task units in the VE course.



Foundational Tasks & Resources includes activities that students must complete during the first few weeks of the school year when students are introduced to the VE concept and expectations. Foundational tasks lay the groundwork for students to transition into departmental roles. *Foundational Tasks should be more teacher directed than facilitated.*

Department Tasks & Resources includes activities that students must complete after they are placed in departments. A new Management unit includes Risk Management and Legal tasks. Management tasks can be assigned to employees as appropriate within the VE class. *Department tasks should be teacher-facilitated and not teacher directed.*

Clicking on a unit will display the tasks in that unit.

Foundational Tasks & Resources

Orientation

These modules provide department specific tasks as well a resources that support task completion.

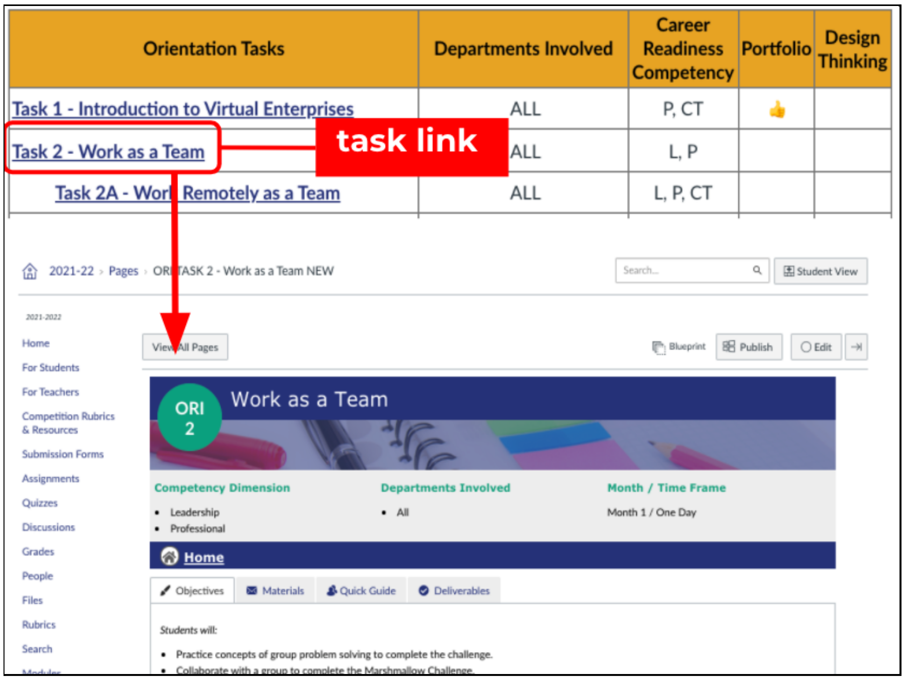
Orientation Tasks	Departments Involved	Career Readiness Competency	Portfolio	Design Thinking
Task 1 - Introduction to Virtual Enterprises	ALL	• P, CT	👍	
Task 2 - Team Building	ALL	• L, P, CT		
Task 3 - Understanding Time Management	ALL	• P, CT		
Task 4 - Communication Strategies	ALL	• P, CT	👍	
Task 5 - Establish Meeting Procedures	ALL	• P, CT	👍	

Design Thinking

Career Development

Business Registration

Clicking on a task link will display the task page in a new window.



Supporting materials are included in the lesson. The supporting file types and a description of each is indicated below.

File Type	Description
Web Resource	Links to online articles or blogs
Video	Moving visual media that delivers information or illustrates lesson concepts
Reference	Materials that can be drawn upon to carry out a function effectively such as sample documents, graphic organizers, tips, and slide shows
Action Review	A questionnaire or worksheet that requires an employee's response(s)
Data file	Includes Word, Excel, or PowerPoint files that employees will use for reference or to build upon (e.g., template)
ACTION ITEM	An assignment
Quick Guide	To present and/or review the lesson
Rubric	Rubric to support evaluation of action item(s)

A course outline can be found in the "For Teachers" section. The outline includes all tasks, task objectives, and alignment to standards.

Each task lesson is organized as shown below and includes Competency Dimensions, Departments Involved, Timeframe/Month for the activity, Objectives, Material/Resources, Quick Guide, Deliverables, Activities/Strategies, Follow up, and Mastery/Assessment.

ORI 5

Establish Meeting Procedures

Competency Dimension	Departments Involved	Month / Time Frame
• Professional • Technology	• All	Month 1 / First Two Days

Home

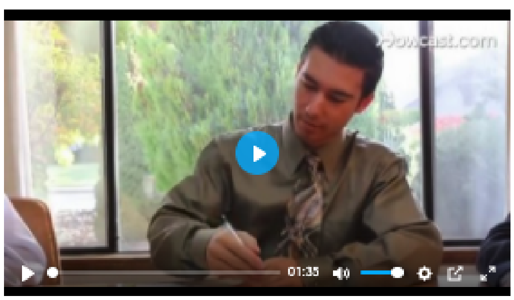
Objectives | Materials | Quick Guide | Deliverables

Employees will:

- Recognize the importance of having regular meetings.
- Recognize the purpose of an agenda and minutes.
- Distinguish between a formal and an informal meeting.
- Conduct a meeting that includes an agenda and minutes.

ACTIVITIES/STRATEGIES

1. The facilitator will schedule a meeting with all students and distribute the Reference - Meeting Agenda Template.
   - Discuss the components of the Reference - Meeting Agenda Template. *Optional: Using the template, the facilitator can prepare an agenda for today's meeting for students to refer to as an example.*
   - Choose two students to take detailed notes at today's meeting.
   - Explain that there are **formal and informal** meetings.
     - **Formal meetings:** pre-planned, agenda prepared, minutes taken, purpose of achieving one or more specific goals.
     - **Informal meetings:** casual, unplanned, written agenda is not prepared, meeting minutes are not prepared, meeting does have a purpose/goal.
2. The facilitator will ask students, "What are meeting minutes?"
   - Distribute Reference - Meeting Minutes Template. Review the template with the class.
   - Show the Video - How to Take Minutes at a Business Meeting.



     - Ask students, "What are some tips highlighted in this video?"
   - Instruct students to review the Web Resource - How to Take Meeting Minutes.
     - Ask students, "What additional points on taking minute meetings did you read in this article?"
3. Instruct the two students that were assigned to take notes today to prepare meeting minutes including date, start/end times, names of those present/absent, items discussed, agreements, and next steps
   - When completed, have the student(s) display the minutes on the SmartBoard or post in Google Classroom or a shared folder so that the rest of the class can comment on any additions or revisions needed.
4. Split the class up into groups of 3-4 students. Instruct each group to create a sample departmental meeting agenda. They may choose any after-school club, sport, or activity that they are familiar with to be the basis for the meeting agenda. *For example, students may choose to prepare a sample agenda for a meeting of an after-school investment club, mock trial club, football team, chamber choir, art club, etc.*

FOLLOW UP

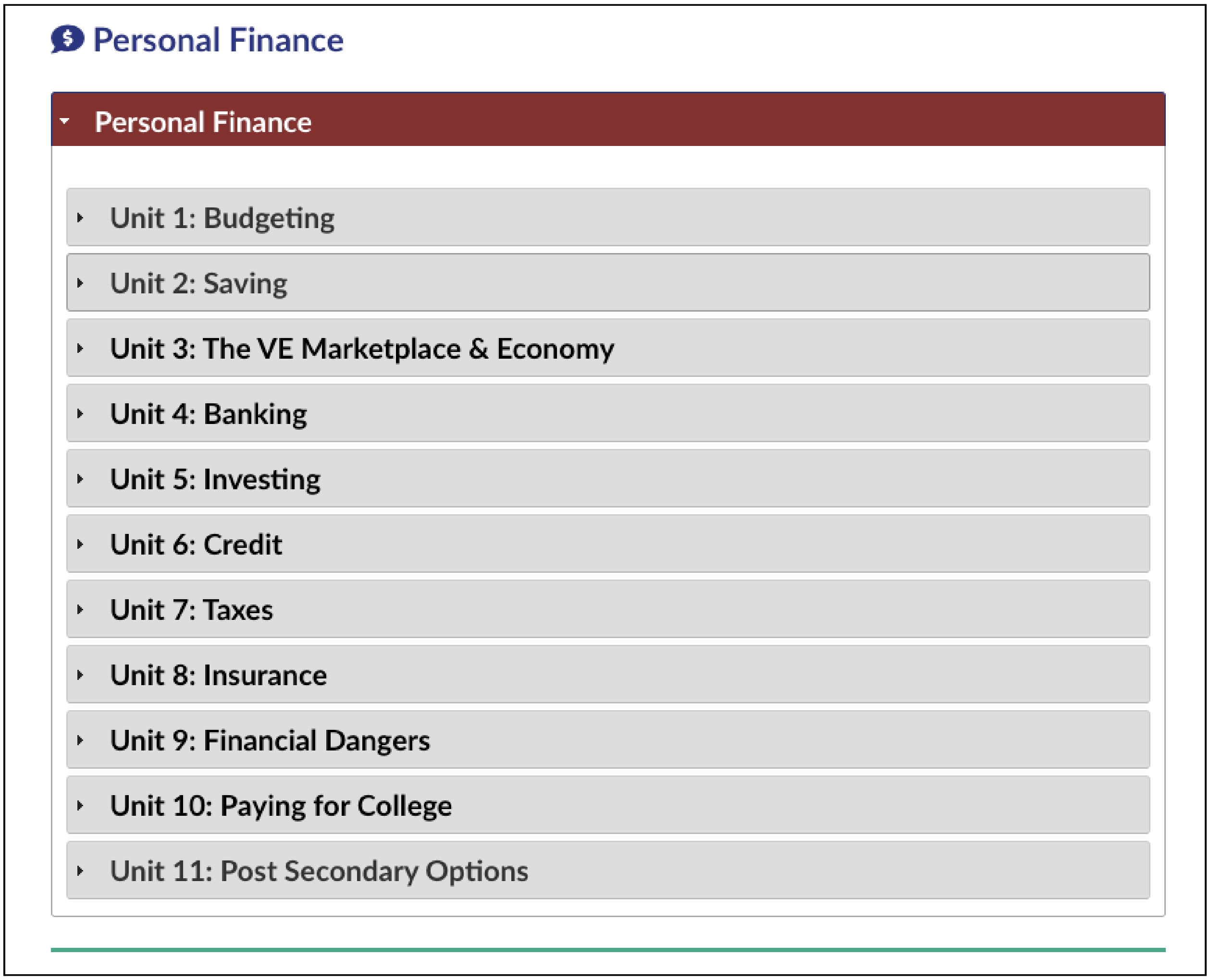
- Direct students to visit the Web Resource - Forbes - Seven Steps to Running the Most Effective Meeting Possible. Ask for student volunteers to read each of the seven points in the article. Discuss any steps that need clarification.

MASTERY/ASSESSMENT

- Groups will work collaboratively to prepare sample meeting agendas.
- Prepare final meeting minutes for today's meeting.

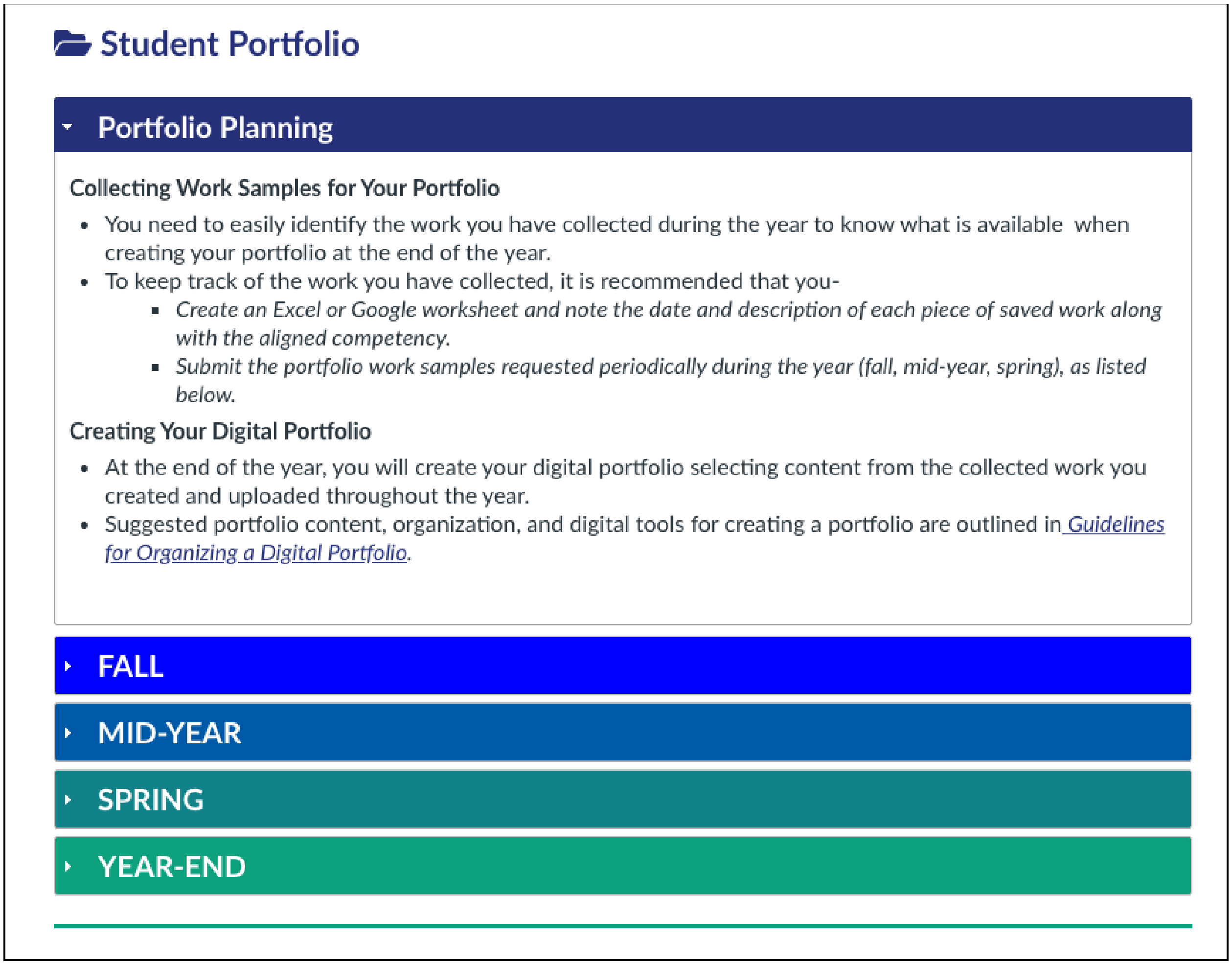
Personal Finance Tasks

Personal Finance tasks can be found in the "Personal Finance" section of the Home Page. Teachers may deliver this entire unit or individual tasks during the year as their schedules dictate. If you plan to play the Stock Market Game with your VE class, you should be mindful of the schedule of playing sessions. Visit https://www.stockmarketgame.org/ for more information about the game.



Student Portfolio

Over the course of the year in VE, students will produce key deliverables and provide evidence of work demonstrating their Career Readiness Framework skill development, which can be used as portfolio work samples. When students submit a task deliverable, it is automatically uploaded to VE's LMS as an assignment. To keep track of the work students have collected, students can create a worksheet to note the date and description of each piece of saved work or submit the portfolio work samples requested periodically during the year (fall, mid-year, spring), listed in the "Student Portfolio" section of the Home Page.



Student Portfolio

Portfolio Planning

Collecting Work Samples for Your Portfolio

- You need to easily identify the work you have collected during the year to know what is available when creating your portfolio at the end of the year.
- To keep track of the work you have collected, it is recommended that you-
  - *Create an Excel or Google worksheet and note the date and description of each piece of saved work along with the aligned competency.*
  - *Submit the portfolio work samples requested periodically during the year (fall, mid-year, spring), as listed below.*

Creating Your Digital Portfolio

- At the end of the year, you will create your digital portfolio selecting content from the collected work you created and uploaded throughout the year.
- Suggested portfolio content, organization, and digital tools for creating a portfolio are outlined in *Guidelines for Organizing a Digital Portfolio*.

FALL

MID-YEAR

SPRING

YEAR-END