

About the VE Curriculum & Resources

Preparing all students for the future of work

2023-2024



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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.

Curriculum & Standards



VE's task-based curriculum combines both academic and applied learning and has been aligned to **Common Career Technical Core** and **Next Gen** standards. The curriculum has also been aligned to the <u>Career Readiness Framework</u> (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.

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). A **Pacing Guide provides task sequencing recommendations** to help teachers roll out tasks to accomplish production of deliverables.

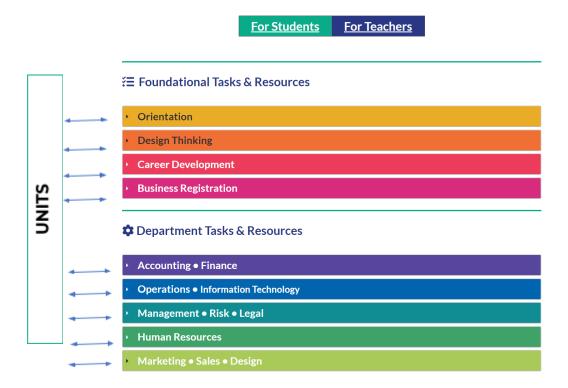
A unit on Personal Financial Management is included in this course. The entire unit or individual tasks may be delivered during the school year to support VE lessons and/or as required by district Financial Literacy requirements.

(See A Guide to VE's Learning Management System (LMS) found under "For Teachers" in the VE Course).



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, Information Technology. 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.*

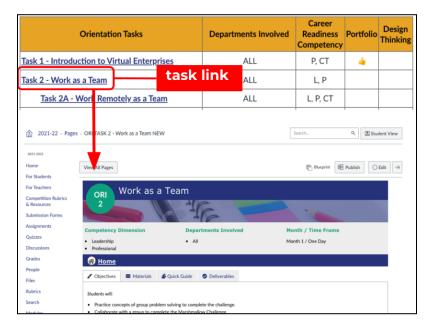
Department Tasks & Resources includes activities that students must complete after they are placed in departments. A new Management unit includes Risk Management and Legal tasks. Management tasks can be assigned to employees as appropriate within the VE class. *Department tasks should be teacher-facilitated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



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



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.

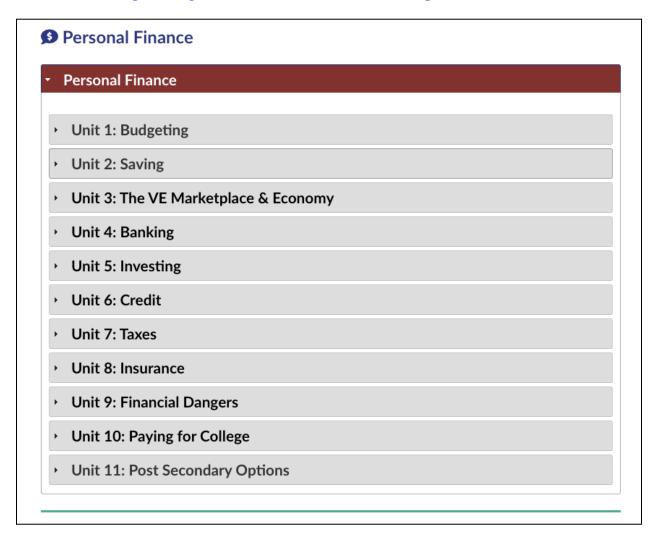
Each task lesson is organized as shown and includes Competency Dimensions, Departments Involved, Timeframe/Month for the activity, Objectives, Material/Resources, Quick Guide, Deliverables, Activities/Strategies, Follow up, and Mastery/Assessment.





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 <u>Guidelines</u> for <u>Organizing a Digital Portfolio</u>.
- FALL
- MID-YEAR
- SPRING
- YEAR-END