



**2017-2018**

# ***Virtual Enterprise***

**OUTLINE**

## **DESCRIPTION:**

Students learn the principles of micro and macroeconomics and apply those principles by setting-up and operating a simulated business in preparation for working a real business environment. Students study supply and demand, the Federal Reserve System, taxation by federal, state and local entities, the stock market and international transactions. Students determine the nature of the business, its products and services, the organizational structure, and practice the daily operations of a business. They use current business software and the Internet for business transactions. The focus is on business operations, basic economic principles, and communication, computation, and employability skills. Activities in this course include work-based learning that connects students to industry and the local community.

***Virtual Enterprise has been UC a-g approved to meet the elective (“g” – History/Social Science) requirement.***

## **INFORMATION:**

- A. Pre-requisite: Creating an Online Business (recommended)
- B. Length: (Up to) Two years
- C. Sector: Marketing, Sales, and Service
- D. Pathway: Entrepreneurship – Self-Employment

| <b>O*Net SOC Codes</b> |                                 |
|------------------------|---------------------------------|
| <b>Code #</b>          | <b>Title</b>                    |
| 11-1021.00             | General and Operations Managers |
| 13-1199.06             | Online Merchants                |

| <b>Orientation</b>   |
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| <ul style="list-style-type: none"><li>A. Introduce the course and facilities.</li><li>B. Discuss the syllabus and major objectives.</li><li>C. Explain applicable classroom management procedures, the ROP Student Rules of Conduct, and any operational guidelines.</li><li>D. Review instructor/student expectations.</li><li>E. Explain enrollment and attendance requirements and procedures.</li><li>F. Review grading and student evaluation procedures.</li><li>G. Discuss the community classroom aspect of the program if applicable.</li><li>H. Discuss the “next steps” related to additional education, training, and employment.</li><li>I. Review classroom safety, emergency and disaster procedures.</li></ul>   |
| <b>1. Communication Skills</b>   |
| <ul style="list-style-type: none"><li>A. Demonstrate positive verbal communication skills using appropriate vocabulary, demeanor, and vocal tone in the classroom and/or worksite.</li><li>B. Read and interpret written information and directions.</li><li>C. Practice various forms of written communication appropriate to the occupation.</li><li>D. Practice positive body language skills.</li><li>E. Practice professional verbal skills for resolving a conflict.</li><li>F. Demonstrate active listening skills including techniques for checking for understanding, and for obtaining clarification of directions.</li></ul>  |
| <b>2. Interpersonal Skills</b>   |
| <ul style="list-style-type: none"><li>A. Demonstrate positive teamwork skills by contributing to a group effort.</li><li>B. Practice the importance of diversity awareness and sensitivity in the workplace.</li><li>C. Define sexual harassment in the workplace and identify the employee’s role and responsibility.</li><li>D. Practice participation skills.</li><li>E. Identify different personality types and strategies for working effectively with each type.</li><li>F. Practice business and social etiquette skills appropriate to the occupation.</li><li>G. Discuss the role of business and personal ethics in the decision-making process.</li><li>H. Evaluate various job-related scenarios and justify decisions based on ethics.</li><li>I. Demonstrate flexibility and adaptability in working with others.</li><li>J. Demonstrate the use of time management skills.</li></ul> |
| <b>3. Employability Skills</b>   |

- A. Demonstrate appropriate attendance and punctuality practices for the classroom and worksite if applicable.
- B. Prepare a resume, cover letter, and job application forms.
- C. Demonstrate interviewing techniques using appropriate tone and body language.
- D. Demonstrate appropriate dress and grooming standards in seeking employment and for the workplace.
- E. Identify strategies for employment retention.
- F. Analyze the impact of social networking on employability.
- G. Identify the need for continuing education, professional development, and professional growth in chosen field.
- H. Identify appropriate procedures for leaving a job.
- I. Identify sources of job information, including electronic sources.
- J. Review company policies and current trends in employee compatibility screening, drug screening, and background checks.

#### **4. Leadership**

- A. Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- B. Work with peers to promote divergent and creative perspectives.
- C. Demonstrate how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- D. Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- E. Employ ethical behaviors and actions that positively influence others.
- F. Use a variety of means to positively impact the direction and actions of a team or organization.
- G. Analyze the short-term and long-term effects a leader's actions and attitudes can have on productivity, morale, and organizational culture.

#### **5. Personal and Occupational Safety**

- A. Demonstrate procedures to be followed in the case of emergencies.
- B. Discuss ways to report a potential safety hazard to a supervisor.
- C. Identify and discuss cyber ethics, cyber safety, and cyber security.
- D. Apply personal safety practices to and from the job.
- E. Describe the procedure for reporting a work-related hazard or injury.
- F. Recognize the effects of substance abuse in the workplace.
- G. Recognize good housekeeping as a safety issue.
- H. Explain importance of CAL-OSHA.
- I. Define and discuss ergonomics in relationship to working in a business environment.
- J. Discuss the electrical hazards of working with electronic equipment.

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| <b>6. Fundamental Economic Concepts</b>   |
| <ul style="list-style-type: none"><li>A. Demonstrate knowledge of the basic concepts used by economics, particularly scarcity, allocation of resources, economic decisions, economic goods, trade-offs, efficiency, price stability, and goals of all economic systems.</li><li>B. Compare and contrast the features of the different types of economic systems that exist in the world today.</li><li>C. Define economic goals of efficiency, price stability, full employment, growth, and socio-economic goals.</li><li>D. Compare and contrast microeconomics and macroeconomics.</li><li>E. Define and explain the concept of a mixed economic system.</li><li>F. Compare and contrast a monopoly and an oligopoly.</li><li>G. Compare and contrast a monopolistic competition and a pure competition.</li></ul> |
| <b>7. Economic Systems</b>  |
| <ul style="list-style-type: none"><li>A. Describe types of economic systems (market, directed, traditional).</li><li>B. Describe the characteristics of the American economy.</li><li>C. Identify elements of an economic system.</li><li>D. Explain how economic systems resolve basic economic questions.</li></ul>   |
| <b>8. Free Enterprise Systems</b>   |
| <ul style="list-style-type: none"><li>A. Define the free enterprise system.</li><li>B. Describe the laws of supply and demand and how they interact to produce prices, which “clear the market.”</li><li>C. Identify forces affecting the price of goods and services.</li><li>D. Describe aspects of international trade.</li><li>E. Describe absolute and comparative advantage.</li><li>F. Identify barriers to trade.</li><li>G. Identify current examples of international agreements and organizations.</li><li>H. Explain the effects of trends and seasons.</li><li>I. Identify methods to obtain money for businesses (e.g. government grants, loans, investors, etc.).</li></ul>  |
| <b>9. Government’s Role in Business</b>   |
| <ul style="list-style-type: none"><li>A. Describe how governments regulate businesses to preserve competition and protect consumers.</li><li>B. Describe the role of the Federal Reserve, in relation to the value of the dollar.</li><li>C. Identify major federal fiscal policies.</li><li>D. Differentiate between federal debt and deficit.</li></ul>   |

- E. Identify regulatory and local government requirements for starting a business.

## 10. Business Structure and Management

- A. Compare and contrast the different types of ownership and advantages and disadvantages of each.
- B. Outline the major steps required to start a business.
- C. Identify typical departments and department functions needed to operate a business.
- D. Generate an organizational chart and structure.
- E. Identify the function and impact of labor unions.

## 11. Business/Strategic Plan

- A. Research and develop a business plan.
- B. Develop a financial plan that outlines sources of capital and projects income and expenses include grants, loans, and/or investors.
- C. Conduct a feasibility study to analyze a proposed situation and its potential market.
- D. State the purpose for having a business plan.
- E. Identify legal requirements that coincide with the start-up of a business including: copyrights, license agreements, patents, business name, logos, and website.

## 12. Finance and Banking

- A. Define the role of the consumer in the economy.
- B. Define credit and identify its role in the American economic system.
- C. Identify the pros and cons of credit for businesses and personal credit.
- D. Calculate the cost of credit on typical credit agreements.
- E. Identify banking services and mediums of exchange.
- F. Define inflation and money supply.
- G. Explain the responsibility for maintaining personal finances: budgeting, bank accounts, consumer credit, stock market, and investments.
- H. Compare and contrast the different capital resources available to businesses.
- I. Explain the pros and cons of outsourcing and the effect on the economy.

## 13. Business Documentation

- A. Create and format a variety of business documents incorporating tables and graphics using a variety of menu options.
- B. Identify how businesses use spreadsheets.
- C. Design and create a business newsletter and brochure using desktop publishing software.
- D. Create a worksheet that uses several formulas to add, subtract, multiply and divide using functions such as sum, average, maximum,

and minimum.

## 14. Business Presentations

- A. Demonstrate professional presentation skills utilizing multi-media to enhance a presentation.
- B. Design and present a slide show.
- C. Enhance a presentation by adding graphics, charts/tables, sound, transitions, animations, and backgrounds.
- D. Create a presentation using alternative methods (webinars, podcasts, videos, slide show alternatives).

## 15. E-commerce Tools

- A. Demonstrate the use of current marketing and social media platforms as business tools.
- B. Create and maintain a website.
- C. Cite internet sources.
- D. Identify the impact of the internet and new technologies on business and marketing operations.
- E. Describe the influence of social media and social networking on a business.

## 16. Personal Information Management

- A. Identify appropriate email and internet etiquette and security procedures.
- B. Identify security practices for personal/client electronic information.
- C. Create, proofread, and send, forward, reply and print email messages, with and without attachments.
- D. Explain the need to protect client information and privacy.

## 17. Accounting Procedures

- A. Produce and evaluate financial statements.
- B. Establish payroll and accounts receivable/payable functions.
- C. Determine start up costs, operating costs and budgets.
- D. Identify and complete required payroll forms.

## 18. Human Resource Responsibilities

- A. Describe how human resource development affects the productivity of an organization.
- B. Establish a human resource function.
- C. Create an employee handbook.
- D. Create and utilize employee assessment tools.

- E. Prepare job descriptions.
- F. List the employer's responsibilities to the employees.
- G. Develop policies and procedures for handling employee problems.
- H. Identify procedures for employee training in a small business.
- I. Identify license and legal requirements for various businesses (e.g., food handlers, state license, mandated reporting).

## 19. Marketing & Sales Responsibilities

- A. Design, conduct, and evaluate market research.
- B. Develop a marketing plan and marketing strategy.
- C. Define procedures for acquiring and following up with clients.
- D. Identify and describe the difference between ethical and unethical selling practices.
- E. Demonstrate effective customer service skills.
- F. Establish a marketing function.
- G. Create a logo and marketing collateral material.
- H. Identify competition and competitors.
- I. Determine pricing for products/services.
- J. Explain the importance of creating a brand.
- K. Explain the importance of community partnerships as a marketing tool.

## Key Assignments

| Assignment   | Competencies  | Career Ready Practices | Anchor Standards | Pathway Standards | CCSS  |
|--|---|------------------------|------------------|-------------------|---|
| 1. Students will participate in mock interviews that represent current industry practices (e.g., skills demonstrations, resumes, applications, portfolios, personal websites, etc.). | 1A, B, D<br>3B, C, D, I, J  | 2<br>3<br>10           | 2<br>3           |                   | LS 11-12.6<br>SLS 11-12.2   |
| 2. Complete a market analysis of local and virtual businesses similar to their proposed virtual enterprise. Develop a customer profile based on data.                                | 1A-C, F<br>2A, D, F, I, J<br>8H<br>10B<br>11A, C<br>12A<br>14A-D<br>15C<br>19A, B, F, H                   | 1<br>4<br>11           | 10               | C6.0<br>C9.0      | WS 11-12.7<br>WS 11-12.9<br>RSIT 11-12.3<br>RSIT 11-12.7<br>S-IC 6                              |
| 3. Predict the consequences of a new technology on various industries, the GDP, and the labor market.  | 1A-F<br>2A, D, F, I, J<br>5C<br>7B-D<br>8A-C, H<br>9E<br>11B<br>12A, J<br>14A-F<br>15C-E<br>16A, B<br>19A | 5<br>11                | 4<br>5           | C10.0             | WS 11-12.6<br>WS 11-12.7<br>WS 11-12.9<br>RSIT 11-12.7<br>S-IC 6<br>PE 12.2<br>PE 12.4<br>CSR 1 |
| 4. Debate – analyze an economic issue whose ethics are questionable, form an opinion and verbally support position through debate.   | 1A-F<br>2A, D, F, G, I, J   | 2<br>5                 | 2<br>5           | C1.0              | LS 11-12.6<br>WS 11-12.7<br>WS 11-12.9  |

| Assignment  | Competencies   | Career Ready Practices | Anchor Standards | Pathway Standards | CCSS   |
|---|--|------------------------|------------------|-------------------|--|
|   | 6A<br>7D<br>8A<br>9A<br>12A<br>15C   | 8                      |                  |                   | RSIT 11-12.7                                     |
| 5. Draw own conclusions on whether or not the United States is headed towards becoming a “cashless society” where all banking is done electronically. Support conclusions with specific examples and determine the impact of these examples on today’s economy. | 1B, C<br>5C<br>6A<br>7B, C<br>8A, C<br>9B-D<br>12A-H<br>15A, C-E<br>16B, D                 | 2<br>5<br>11           | 4<br>5           | C1.0<br>C10.0     | WS 11-12.7<br>RSIT 11-12.7<br>HR4                |
| 6. Complete a stock simulation, “purchasing”, tracking and analyzing decisions made.  | 1B, C<br>2D, J<br>5C<br>6A, C<br>7A-D<br>8A-C<br>9A, C, E<br>12A, H, I<br>13B, D<br>16B, D | 1<br>4<br>6<br>11      | 4<br>5           | A.2               | WS11-12.6<br>WS 11-12.7<br>RSIT 11-12.7<br>S-IC6 |
| 7. Create a proposal for a new tax that meets the guidelines for a good tax. Defend proposal to the rest of class.  | 1A-D, F<br>2A, D, F, I, J<br>6A, C   | 2<br>5<br>10           | 2<br>4<br>5      | C1.0<br>C11.0     | LS 11-12.6<br>WS 11-12.6<br>WS 11-12.7<br>HR4    |

| Assignment   | Competencies   | Career Ready Practices | Anchor Standards                       | Pathway Standards  | CCSS   |
|--|--|------------------------|--|--|--|
|  | 7B-D<br>8A, C<br>9B-D<br>12A, F<br>14A-D<br>15C  | 12                     |  |  | PE 12.3.3  |
| 8. Develop a marketing plan for a virtual and/or outside organization. | 1A-C, F<br>2A, D, F, I, J<br>11E<br>13A, C<br>14A-D<br>15A, B, E, D<br>19A-E, G, H, J, K   | 2<br>5<br>10           | 2<br>4<br>5<br>10                      | C4.0<br>C6.0<br>C9.0   | LS 11-12.6<br>WS 11-12.6<br>WS 11-12.7<br>RSIT 11-12.7   |
| 9. Develop and compete with a virtual enterprise.                      | 1A-D, F<br>2A, D-J<br>3A-D, H-J<br>5A-H<br>6C, G<br>7A, B<br>8A-C, H, I<br>9A, B, E<br>10A-D<br>11A-E<br>13A-D<br>14A-F<br>15A-E<br>16A-D<br>17A-D | 2<br>5<br>8<br>9<br>10 | 2<br>4<br>5<br>7<br>8<br>9<br>10<br>11 | C2.0<br>C3.0<br>C4.0<br>C5.0<br>C6.0<br>C7.0<br>C8.0<br>C9.0<br>C10.0<br>C11.0 | LS 11-12.6<br>WS 11-12.6<br>WS 11-12.7<br>SLS 11-12.1<br>SLS 11-12.1b<br>RSIT 11-12.7<br>S-IC 6<br>PE 12.2.3<br>PE 12.4.2<br>WH 10.11<br>HR4 |

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| Assignment | Competencies         | Career Ready Practices | Anchor Standards | Pathway Standards | CCSS |
|------------|----------------------|------------------------|------------------|-------------------|------|
|            | 18A, C, E-I<br>19A-K |                        |                  |                   |      |

## Standards Assessed in this Program

### Career Ready Practices

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
3. Develop an education and career plan aligned to personal goals.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Practice personal health and understand financial well-being.
7. Act as a responsible citizen in the workplace and the community.
8. Model integrity, ethical leadership, and effective management.
9. Work productively in teams while integrating cultural/global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions.

### Anchor Standards

#### 2.0 Communications

- Acquire and use accurately sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats.

#### 3.0 Career Planning and Management

- Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans.

#### 4.0 Technology

- Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the sector workplace environment.

#### 5.0 Problem Solving and Critical Thinking

- Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques.

#### 6.0 Health and Safety

- Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the sector workplace environment.

#### 7.0 Responsibility and Flexibility

- Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the sector workplace environment and community settings.

#### 8.0 Ethics and Legal Responsibilities

- Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms.

## **9.0 Leadership and Teamwork**

- Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

## **10.0 Technical Knowledge and Skills**

- Apply essential technical knowledge and skills common to all pathways in the sector following procedures when carrying out experiments or performing technical tasks.

## Pathway Standards

### **Marketing, Sales, and Services - Marketing Pathway**

**A2.0** Demonstrate an understanding of basic economic concepts, economic systems, cost-profit relationships, economic indicators and trends, as well as international concepts.

### **Marketing, Sales, and Services - Entrepreneurship/Self-employment Pathway**

**C1.0** Define the role the entrepreneur plays in the free enterprise system.

**C2.0** Analyze the development of successful personal entrepreneurial traits.

**C3.0** Understand the basic aspects of entrepreneurship.

**C4.0** Develop creative and innovative thinking skills that apply to entrepreneurship and the products/services created.

**C5.0** Evaluate leadership styles and management functions for the small business.

**C6.0** Demonstrate an understanding of the elements and purpose of business and strategic planning in entrepreneurship.

**C7.0** Identify strategies for business startup and growth.

**C8.0** Understand financial planning, reports, and projections.

**C9.0** Understand effective marketing of a small business.

**C10.0** Identify and evaluate technology used by entrepreneurs.

**C11.0** Understand the role of human resources in a successful small business.

## Common Core State Standards

### **ENGLISH LANGUAGE ARTS**

#### **Language Standards**

**LS 11-12.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the (career and college) readiness level, demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Speaking and Listening Standards

**SLS 11-12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions, and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**SLS 11-12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others ideas and expressing their own clearly and persuasively.

### **SLS 11-12.1b**

**SLS 11-12.1d:** Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence made on all sides of an issue, resolve contradictions when possible, and determine what additional information or research is required to deepen the investigation or complete the work.

## Writing Standards

**WS 11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback including new arguments and information.

**WS 11-12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WS 11-12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Reading Standards for Information Text

**RSIT 11-12.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**RSIT 11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## MATHEMATICS

### Statistics and Probability - S-IC – Making Inferences and Justify Conclusions

**S-IC 6:** Evaluate reports based on data.

## HISTORY/ SOCIAL SCIENCE

### Principles of Economics

**PE 12.2:** Students analyze the elements of America's market economy in a global setting.

**PE 12.2.3:** Explain the roles of property rights, competition, and profit in a market economy.

**PE 12.3.3:** Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels

**PE 12.4:** Students analyze the elements of the U.S. labor market in a global setting.

**PE 12.4.2:** Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

**World History, Culture, and Geography**

**WH 10.11:** Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

**Chronological and Spatial Reasoning**

**CSR 1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**Historical Research, Evidence, and Point of View**

**HR 4:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

## A-G Approved Key Assignments

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| 1. Analyze and present examples of pure competition, monopolistic competition, oligopoly, and monopoly.  |
| 2. One page essay describing 3 personal economic decisions and the opportunity costs for each.   |
| 3. Analyze the advantages and disadvantages of both free market economies and centrally planned economies. Include an assessment of how each system values economic freedom and economic equity. |
| 4. Complete a case study conducting a cost-benefit analysis and applying basic economic indicators to analyze the situation.   |
| 5. Identify and report the number of ways the benefits of the free enterprise system affects their daily lives.  |
| 6. Provide examples of supply and demand theory at work using present day products. Include examples that also illustrate surplus, shortage, and equilibrium.                                    |
| 7. Predict the consequences of a new energy source on various industries, the GDP, and the labor market.   |
| 8. Essay – Following a recent natural disaster, write a 3-5 page essay on the steps government should take to protect both producers and consumers.  |
| 9. Debate – analyze an economic issue whose ethics are questionable, form an opinion and verbally support position through debate.   |
| 10. Complete a case study regarding government regulation on cable television, comparing the present with the past and evaluating the consequences of past decisions and events.                 |
| 11. Essay – Write a 2 page essay describing the three choices that are necessary to make to decide what style of business organization to  |

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| form. Choose one of the forms and detail the advantages and disadvantages of the choice.   |
| 12. Interview two people from very different generations. Center questions around their employment. Analyze how the workplace has changed over the generations, providing specific examples.   |
| 13. Research and discuss current articles/events on labor trends (BLS, unemployment, technology, etc.).  |
| 14. Write a 2-3 page paper on an historical entrepreneur and present to class.   |
| 15. Electronically present an analysis of the positives and negatives of entrepreneurship, including an opinion on whether or not the benefits outweigh the risks.   |
| 16. Complete an entrepreneurship survey on characteristics of successful entrepreneurs.  |
| 17. Research the effects of one of the following events and present to class. <ul style="list-style-type: none"><li>a. Expiration of the charter of the Second Bank of the United States</li><li>b. Panic of 1907</li><li>c. Great Depression</li></ul>          |
| 18. Draw own conclusions on whether or not the United States is headed towards becoming a “cashless society” where all banking is done electronically. Support conclusions with specific examples and determine the impact of these examples on today’s economy. |
| 19. Essay - Write a one page essay to support the following statement: Savings and investments play an essential role in the free enterprise system.   |
| 20. Complete a stock simulation, “purchasing”, tracking and analyzing decisions made.  |

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| 21. Describe the economic importance of each: local, state and federal taxes.   |
| 22. Essay - Write a two page essay reviewing the powers of and limits to taxation in the United States, and identifying how the Constitution limits federal and state powers of taxation. |
| 23. Create a proposal for a new tax that meets the guidelines for a good tax. Defend proposal to the rest of class.   |
| 24. Create and publish marketing materials appropriate to virtual business.   |
| 25. Essay - Write a two-three page essay on the impact of the WWW on business practices and productivity across the globe.  |
| 26. Write job descriptions for all positions.   |
| 27. Create and conduct employee evaluations.  |
| 28. Conduct and evaluate market research on a proposed business. Develop a customer profile based on data.  |