# Scope & Sequence

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| Course Name: Virtual Business **PEIMS Code:** 13012000 | | | **Course Credit:** .5  **Course Requirements:** Grade Placement 10-12.  **Prerequisites:** None.  **Recommended Prerequisites:** Touch System Data Entry. |
| **Course Description:** Virtual Business is designed for students to start a virtual business by creating a web presence, conducting online and off-line marketing, examining contracts appropriate for an online business, and demonstrating project-management skills. Students will also demonstrate bookkeeping skills for a virtual business, maintain business records, and understand legal issues associated with a virtual business. | | | |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. | | | |
| **Total Number of Periods**  **Total Number of Minutes**  **Total Number of Hours** | 88 Periods  3960 Minutes  66 Hours\* | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. | |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***  (assumes 45-minute periods)  Total minutes per unit | **TEKS Covered**  **130.141. (c) Knowledge and skills** | |
| **Unit 1: Professional Standards and Communication**  Students will begin the course by discussing effective communication, professional standards, collaboration skills, teamwork, and the importance of a positive, productive work ethic. Students will demonstrate and continue to develop these skills throughout the course. Students will research, collaborate, and briefly discuss examples, opportunities, and benefits of CTSO and/or other extracurricular leadership and team-building student activities as time permits. As a culminating activity for the unit, student teams will discuss, describe, and/or present summaries of effective communication and collaboration skills, time management skills, and instructor expectations regarding classroom rules, schedules, and task completion. | 5 periods  225 minutes | 1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:  (E) participate in leadership and career development activities. | |
| **Unit 2: A Virtual Business**  Students will learn and explain the basics of starting and growing a virtual business as they participate in classroom discussions and activities that examine and define the nature, history, benefits, and responsibilities of virtual businesses. Students will assess and examine their skills, interests, strengths, weaknesses, and personality characteristics and determine suitability for self-employment and/or employment in a virtual business environment. Students will create and/or use examples, charts, diagrams, and/or text to list and describe benefits and advantages for virtual business clients, global business considerations, and the details of setting up a virtual office. | 11 periods  495 minutes | (2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:  (A) identify the nature, history, and duties of a virtual business office;  (B) list benefits afforded to virtual business clients;  (C) assess personality characteristics to determine suitability for being a self-employed virtual business office employee;  (D) inventory skills, interests, strengths, and weaknesses to determine appropriate services to offer; and  (F) examine global business considerations.  (3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:  (E) participate in leadership and career development activities.  (4) The student develops contracts appropriate for virtual business office services provided. The student is expected to:  (A) research details of setting up a virtual business office. | |
| **Unit 3: Pricing and Procedures**  Students will research, learn, discuss, and summarize bookkeeping practices and skills as well as pricing, billing, and collections procedures for virtual business offices. Students will discuss and define bookkeeping terminology and apply bookkeeping skills to prepare appropriate bookkeeping statements for various simulated virtual businesses and scenarios. Students will continue to develop and demonstrate professional standards and effective communication skills with active listening, appropriate questions, and successful task completion. | 12 periods  540 minutes | (5) The student establishes pricing, billing, and collections procedures. The student is expected to:  (A) research pricing and billing practices of a virtual business office;  (C) apply fundamental bookkeeping skills for a virtual business office;  (D) define appropriate bookkeeping terminology such as accounts payable, accounts receivable, income, expense, asset, liability, profit, balance sheet, and income statement; and  (E) prepare appropriate bookkeeping statements, including basic balance sheet and income statement. | |
| **Unit 4: Resources and Requirements**  Students will discuss and describe how to set up a virtual office as well as how to determine local licensing requirements and what resources may be available in small groups, class discussions, and/or brief presentations. Students will also create and/or use examples, charts, diagrams, and/or text to describe and explain the advantages and disadvantages of various forms of legal construction for virtual businesses, and use appropriate online technology and/or other materials to further research local licensing requirements as well as support services. Students will summarize and discuss their findings in brief reports and/or brief presentations. | 10 periods  450 minutes | (6) The student describes legal and tax issues related to running a virtual business office. The student is expected to:  (A) determine local licensing requirements required for a virtual business office;  (B) set up a virtual business office;  (C) research support resources for a virtual business; and  (D) describe the advantages and disadvantages of the various forms of legal construction of a virtual business office. | |
| **Unit 5: Business and Customer Records**  Students will identify, discuss, and explain recordkeeping and tax issues, customer records, and other virtual business office business record needs. Students will learn and demonstrate how to conduct an environment scan to obtain business information, and discuss how to interpret and analyze statistic findings. Students will learn and demonstrate how to monitor internal records for a simulated virtual business and discuss how to use their findings for decision-making in brief written reports and/or brief oral presentations. | 10 periods  450 minutes | (5) The student establishes pricing, billing, and collections procedures. The student is expected to:  (B) research appropriate recordkeeping and tax issues  (7) The student maintains business records to facilitate management. The student is expected to:  (A) describe the nature of business records needs for a virtual business office; and  (B) maintain customer records.  (8) The student acquires information to analyze business decision making. The student is expected to:  (A) monitor internal records for business information; and  (B) conduct an environment scan to obtain business information and interpret statistical findings. | |
| **Unit 6: The Business Plan**  Students will be given opportunities to examine and discuss actual and/or simulated examples of virtual business plans, and to discuss and demonstrate the steps of preparation. Students will also learn how to create and design a website and how to research and examine global business considerations before starting a virtual business. Students will also create and/or use examples, charts, diagrams, and/or text to describe and explain setting up a virtual business office, designing a website, and successfully marketing a virtual business. | 20 periods  900 minutes | (2) The student analyzes an overview of starting and growing a virtual business office. The student is expected to:  (E) prepare a business plan, including the following sections: executive summary, mission statement, long- and short-term goals, marketing plan, financial plan, and organizational plan; and  (F) examine global business considerations.  (3) The student demonstrates online and off-line marketing, including establishing a web presence. The student is expected to:  (A) create and design a website for a virtual business office;  (B) describe details of setting up a virtual business office;  (C) determine appropriate marketing of a virtual business office; and  (D) describe steps to successfully market a virtual business office. | |
| **Unit 7: Your Virtual Business Office**  Students will identify, discuss, and set fees for assigned or selected virtual business services as well as discuss various ways of communicating with clients/customers locally and remotely. Students will further research details of setting up a virtual business, and demonstrate mastery of the process and requirements. | 10 periods  450 minutes | (4) The student develops contracts appropriate for virtual business office services provided. The student is expected to:  (A) research details of setting up a virtual business office;  (B) determine particulars of communicating with clients locally and remotely; and  (C) set appropriate fees for virtual business office services provided.  (6) The student describes legal and tax issues related to running a virtual business office. The student is expected to:  (B) set up a virtual business office. | |
| **Unit 8: Project-Management Skills**  Students will identify, discuss, and explain the steps for starting and completing a virtual business project and project-management skills. Students will work in assigned teams to review project-management skills and steps for project completion, then follow the steps from start to finish to complete a project designed to improve workflow and/or minimize costs for a real or simulated virtual business. | 10 periods  450 minutes | (9) The student demonstrates project-management skills to improve workflow and minimize costs. The student is expected to:  (A) initiate a project, which includes identifying resources needed for a project;  (B) develop a project plan;  (C) execute a project;  (D) monitor and control a project, including coordinating work with that of team members; and  (E) close a project. | |