

NOTES TO TEACHERS

Teacher Materials

Billings, Henry F. *Economics - Principles and Applications*, St. Paul, Minnesota: EMC Publishing, 1995. "Guide for Teachers and Consultants," *Junior Achievement Economics*, Colorado Springs, Colorado: Junior Achievement, Inc., 1996.

Miller, Roger L. *Economics - Today and Tomorrow*. Columbus, Ohio: Glencoe/McGraw-Hill, 2001.

(All text references in the curriculum are to the Miller text.)
New York City Department of Education, *Personal Finance Program*.

Student Materials

- Access to a computer with Internet connectivity.
- Textbook selected by teacher or Social Studies department.
- Spiral notebook (or a folder created in Microsoft Office) to be used as VE Economics Journal/Notebook.

Time Frame

These materials have been developed to be comparable to a one-semester course in high school economics. There are 16 lessons because the typical semester in New York City high schools is approximately 16 weeks. We assume that the typical Virtual Enterprise class meets for two 40-minute periods per day, for a total of ten periods each week. "Staff Training" in economics should be provided to assure that all of the standards for the teaching of economics have been met.

The lessons have been timed according to the calendar of activities for a typical Virtual Enterprise firm. Topics in economics have been selected to coincide with the activities that the VE employees will be working on at a given time. Coordinators might want to use the Calendar of Topics as a guide, or may wish to adapt the calendar to the needs of their particular VE firm.

Implementation

It must be emphasized that the tone and atmosphere of the Virtual Enterprise business should not change to that of a traditional classroom during the delivery of the economics lessons. Lessons should be presented as "staff training" to the employees in the VE firm. If possible, the student/employees might be selected to deliver some of the lessons instead of the teacher/ coordinator. Coordinators should continue to use the technology available at the school site to its maximum potential during delivery of the economics curriculum. Lessons can be presented using PowerPoint™ (or another presentations software). The economics journal/notebook can take the form of an electronic portfolio, and assignments can be e-mailed to the instructor in the form of a memo. Avoid the word "homework" at all costs. Readings may be assigned from the textbook, a re-printed magazine article, or a web site. However these readings should be assigned as "preparation for a meeting or workshop," not as "homework" per se. The coordinator should use "teachable moments" within the typical Virtual Enterprise workday to refer to concepts in the economics curriculum that relate to the activity at hand. Likewise, during delivery of the economics curriculum, it is important to use examples from the work world of Virtual Enterprise as a constant reference.