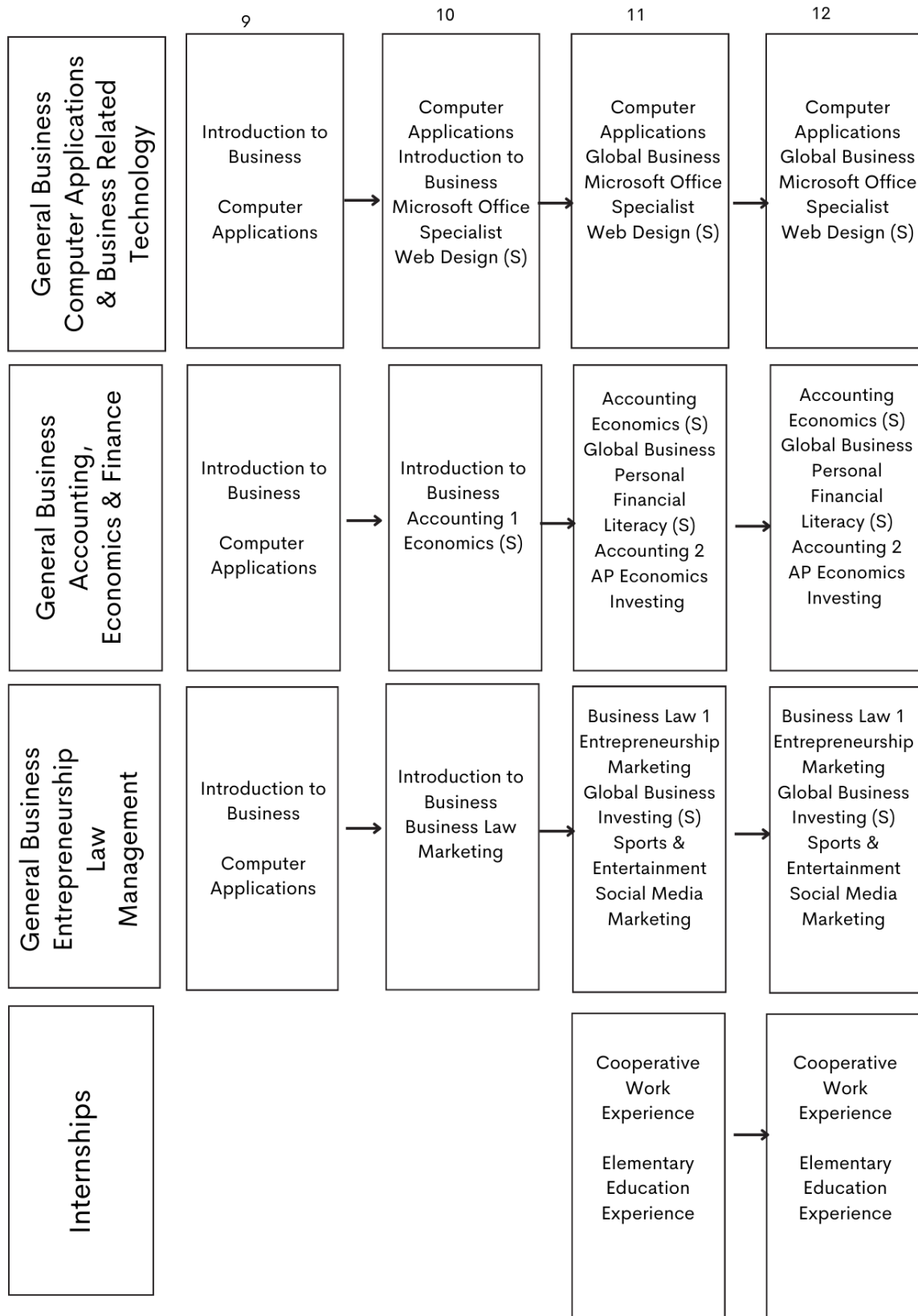


## Course Sequence for Business By Concentration/Areas of Interest\*



**(S) Denotes semester course**

**A student may change their concentration at any time.**

## Business Department

<b>INTRODUCTION TO BUSINESS (613)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-10</b>
<p>Introduction to Business is designed to provide students with a background in all areas of business including marketing, management, finance, economics, and business ethics. Students will write a business plan to launch a new business idea. Personal financial literacy standards covered include banking, budgeting, saving and investing, careers, and credit. Introduction to Business is a foundation for success in all other business courses and fulfills the Personal Financial Literacy state-mandated graduation requirement.</p>	

<b>COMPUTER APPLICATIONS (623)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>Computer Applications (Microsoft Certification IC3 GS6) is a hands-on computing and technology-driven class designed to deepen students' understanding of practical computer use for the 21st century. The focus of the course is to prepare students for the Internet and Computing Core/Global Standards (IC3 GS6) Microsoft Certification exam series.</p> <p>The IC3 GS6 program ensures working knowledge and skill level required for use of computer hardware, software, networks, cyber security, and the Internet and is an internationally recognized standard for digital literacy and reflects the most relevant skills needed in today's academic and business environments. Students that complete this course obtain skills beyond the average computer user.</p> <p>LHS is a Microsoft Authorized Testing Center for the IC3 GS6 certification program. <b>As a dual enrollment course, students who earn a minimum of "C" in this course are eligible to receive three (3) credits from Fairleigh Dickinson University.</b></p>	

<b>CAREER EXPLORATION (771)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 9-10</b>
<p>This course, a dedicated transition program, prepares students to negotiate between school, post-secondary education, employment, adult living, and living within their community. This course is the first step in formal career exploration within which a special educator provides learning opportunities to expand students' awareness of their strengths, interests, and preferences in relation to post-secondary transition. Students will have opportunities to explore careers through hands-on experiences within the classroom and the school community.</p>	

<b>CAREER INTERNSHIP PROGRAM 1 (CIP) (772)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 or 10 Credits</b> <b>Full Year</b> <b>Grades 10-11</b>
<p>This is a dedicated transition program that prepares students to negotiate between school, post-secondary education, employment, adult living, and living within their community. Students enrolled in this course may do so for one or two periods within the school day. Students continue to</p>	

evaluate their options for post-secondary transition through structured completion of: career and interest inventories, hands-on work in the CIP lab sites including: catering/cooking, retail sales, office occupations, imprinting, engraving, computer graphics, horticulture; and community experiences to explore college and career options. In addition, students will have opportunities to job-sample within the school community in preparation for internships and employment within their local community.

**CAREER INTERNSHIP PROGRAM 2 (CIP) (773)**

**Prerequisite: CIP 1 or assigned at the recommendation of the Child Study Team and is a Resource Center Level course.**

**5 or 10 Credits****Full Year****Grades 11-12**

This is a dedicated program that prepares students to negotiate between school, post-secondary education, employment, adult living, and living within their community. The Career Internship Program 2 is designed to assist students in preparing for the challenges they will face as individuals, consumers, employees and family members. The program includes opportunities to integrate academic skills with problem solving strategies while providing hands-on applications of these. The overall focus of the program is to facilitate transition into adult life. Students enrolled in this course may do so one or more periods within their school day. Teachers utilize a multi-disciplinary approach to prepare students for their post-secondary transition with the seven areas of transition as the structure by which students will achieve success. These include: exploration of college and educational options, adult living, daily living, related services, community experiences, employment, and functional vocational. Opportunities to continue work in the CIP lab, the school community, and the local community are provided to assist students in learning the skills necessary to navigate the work and/or school environment. This course provides daily opportunities for students to develop job appropriate behaviors while interacting with co-workers and supervisors.

**CAREER INTERNSHIP PROGRAM 3 (CIP) (776)**

**Prerequisite: CIP 2 or assigned at the recommendation of the Child Study Team and is a Resource Center Level course.**

**5 or 10 Credits****Full Year****Grades 11-12**

This is a dedicated program that prepares students to negotiate between school, post-secondary education, employment, adult living, and living within their community. The Career Internship Program 3 is designed to assist students in preparing for the challenges they will face as individuals, consumers, employees and family members. The program includes opportunities to integrate academic skills with problem solving strategies while providing hands-on applications of these. The overall focus of the program is to facilitate transition into adult life. Students enrolled in this course may do so one or more periods within their school day. Teachers utilize a multi-disciplinary approach to prepare students for their post-secondary transition with the seven areas of transition as the structure by which students will achieve success. These include: exploration of college and educational options, adult living, daily living, related services, community experiences, employment, and functional vocational. Opportunities to continue work in the CIP lab, the school community, and the local community are provided to assist students in learning the skills necessary to navigate the work and/or school environment. This course provides daily opportunities for students to develop job appropriate behaviors while interacting with co-workers and supervisors.

<b>CAREER INTERNSHIP PROGRAM - COMMUNITY (006)</b> <b>Prerequisite: This course is assigned at the recommendation of the Child Study Team and is a Resource Center Level course.</b>	<b>5 or 10 Credits</b> <b>Full Year</b> <b>Grades 9-12</b>
<p>This course prepares students for independent living and successful contribution to their home and community. The classroom, designed to teach daily living skills, has an apartment with a fully functional kitchen, laundry facility, closets, a living room, in addition to an academic space for learning. The course is linked to functional academics, which are taught through direct instruction, then applied and practiced in the community. Social skills and daily living skills are embedded into all instruction. Experiences include, but are not limited to shopping at local stores, budgeting and banking, working in a real business, as well as leisure and recreational activities. Students first begin practical application by having jobs throughout the school building as an opportunity to learn and master skills. Students then practice acquired skills in the community, including use of public transportation in order to access all that Livingston and the surrounding communities have to offer. Through career exploration and exposure to various employment opportunities, students are encouraged to find their own path.</p>	

<b>ACCOUNTING 1 (621)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Accounting 1 is designed to provide students with an in-depth understanding of financial accounting concepts and procedures that will enable them to complete manual and computerized accounting applications. This course uses a college textbook and includes topics such as the accounting cycle, cash transactions, inventory control, depreciable assets, accounting for small businesses and uncollectible accounts. Students also develop an understanding of the financial activities of service and merchandising businesses, as well as competencies in managing personal affairs and participate in a stock market simulation.</p>	

<b>ACCOUNTING 2 (632)</b> <b>Prerequisite: Successful completion of Accounting 1.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Accounting 2 continues with the study of financial accounting and introduces managerial accounting. This course uses a college textbook and includes topics such as the analysis and interpretation of financial statements, the treatment of tangible and intangible assets, calculation of payroll, an in-depth study of corporate accounting and an overview of cost systems. Analysis of actual corporate records and investigation of stocks and bonds as investments are explored. Students will complete an accounting simulation and create their own merchandising company in Quickbooks Accounting Software. <b>As a dual enrollment course, students who earn a minimum grade of “C” in Accounting 2 are eligible to receive three (3) credits from Fairleigh Dickinson University.</b></p>	

<b>COOPERATIVE WORK EXPERIENCE (CO-OP) (642)</b> <b>Prerequisite: None.</b>	<b>15 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Cooperative Work Experience (Co-op) is a structured course/program that combines classroom-based learning with practical work experience so students can earn while they learn. The co-op program combines a required minimum of 540 hours of on-the-job, supervised work experience</p>	

with a related theory class that meets in school for 1 period. Students can schedule up to 2 additional afternoon periods so they can leave the campus and engage in their work/ job. An evaluation is conducted four times during the year, by the training site supervisor and the teacher-coordinator to ensure that the internship is a meaningful learning experience. Students must be able to drive (or arrange transportation) to their worksite.

<b>BUSINESS LAW 1 (635)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Business Law 1 is designed to provide students with a comprehensive approach to the study of law and how it relates to business and legal issues. Topics include the origin and development of our laws; an overview of the structure of various legal systems; laws pertaining to minors, especially legal relationships with the police; and an introduction to civil and criminal procedures. In-depth studies with lawyer discussions involving torts, negligence, criminal justice, contracts, property and negotiable instruments also are included. Two classroom mock trials are held during the year with one mock trial being held in a courtroom. Students are encouraged to participate in the NJ Bar Association Mock Trial competition. This course is of special benefit to those planning to major in business administration or law in college.</p>	

<b>ENTREPRENEURSHIP (636)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Entrepreneurship is designed to provide students with a solid foundation and understanding of the vital role played by entrepreneurs and entrepreneurship in the 21st century global economy. During this course, students will assess, explore, critique, and celebrate the phenomenon of entrepreneurship. It is designed to help students gain an understanding of the business principles necessary to start and operate a business. Students will identify and assess common traits and skills found in entrepreneurs, explore business opportunities, and compare the risks and rewards of owning a business. The primary focus of the course is to help students develop the skills needed to effectively organize, create, and manage their own business. Each student will develop a written business plan for a business of their choice. <b>As a dual enrollment course, students have the option to earn credit from Syracuse University for successful completion of the class.</b></p>	

<b>MARKETING (634)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>This course is for those interested in pursuing a career in marketing, advertising, market research, sales or general business management. It is designed to develop an understanding of the concepts and strategies needed to create an effective marketing effort for a product or service. In addition to the development of a marketing plan, students will plan, create and produce advertising campaigns which will include all major media including television, print and digital/social channels. Sports and entertainment marketing will also be examined over the course of the year. <b>As a dual enrollment course, students who earn a minimum grade of "C" in Marketing are eligible to receive three (3) college credits from Fairleigh Dickinson University.</b></p>	

<b>MICROSOFT OFFICE SPECIALIST (625)</b> <b>Prerequisite: None</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 10-12</b>
<p>Students in this course receive in-depth, advanced training in the Microsoft Office Suite of programs; Access, Excel, PowerPoint, and Word. As a result of this training, students will be prepared to take the Microsoft Office Specialist Certification (MOS) exams in any of the programs. MOS certification is the globally recognized standard for validating expertise with the Microsoft Office Suite of programs. LHS is a Microsoft authorized testing center for the MOS program. <b>As a dual enrollment course, students who earn a minimum grade of “C” in Microsoft Office Specialist are eligible to receive three (3) college credits from Fairleigh Dickinson University.</b></p>	

<b>VIRTUAL ENTERPRISES INTERNATIONAL (641)</b> <b>Prerequisite:</b> Successful completion of any two business courses except for Personal Financial Literacy. <b>Completion of application.</b> <b>Enrollment in this course is based on acceptance in this program.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>Virtual Enterprises International is a capstone course designed to provide students with the skills and knowledge required to succeed in the global business world. Students are exposed to the various departments found within corporate culture by participating in a virtual business, the Virtual Enterprises International (VEI) simulation, with other students around the globe. Emphasis is placed on using current business software, communications, and the Internet for business transactions. As a culmination of this year-long course, students will analyze, interpret, and present an annual business report which is a reflection of the year’s activities and used as a tool for future projection and planning. In addition, they will leave the course with an individually created portfolio that has been used to assess their performance and will convey their roles, abilities, and skills they have gained through taking the course.</p> <p><b>As a dual enrollment course, students who earn a minimum grade of “C” in Virtual Enterprises International are eligible to receive three (3) college credits from Fairleigh Dickinson University.</b> Students must complete an application to apply to a specific department where they will focus and specialize. Areas of specialty include: Finance, Human Resources, Information Technology, and Marketing/Sales.</p>	

<b>AP ECONOMICS (650)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
<p>The Advanced Placement Economics program is designed for students who possess special interests in the field of economics and who plan to seek advanced standing upon admission to college. The course covers two distinct sections: microeconomics and macroeconomics. Each section is intended for qualified students who wish to complete a secondary school equivalent to a one-semester college introductory course in micro or macroeconomics. Students will be prepared to take both AP Economic Examinations: Microeconomics and Macroeconomics. It is expected that all students take one, if not both, of the AP Economics exams in May.</p>	

<b>AP MICROECONOMICS (652)</b> <b>Prerequisite: None.</b>	<b>5 Credits</b> <b>Full Year</b> <b>Grades 11-12</b>
--------------------------------------------------------------	-------------------------------------------------------------

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The program is designed for students who possess special interests in the field of economics and who plan to seek advanced standing upon admission to college. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations. This course only covers the content needed to prepare students for the AP Microeconomics examination. It is offered to provide students choice for an academic experience that best fits their personal situation.

**In 2024-25, we plan to offer AP Macroeconomics alongside AP Economics so that students can take AP Microeconomics and AP Macroeconomics in alternating years.**

**ECONOMICS (633)**  
**Prerequisite: None.**

**2.5 Credits**  
**Semester**  
**Grades 10-12**

Economics is a course designed to build economic literacy and to illustrate economic cause and effect. Students will focus on developing knowledge of economic theory and principles, the American economy, the economic influence of government policies and procedures, and the skills needed to apply this knowledge to their own lives. Students will apply this knowledge to specific examples in the form of class activities and simulations. Presentation skills are promoted through collaborative activities in the form of group work. This course does not fulfill the Personal Financial Literacy graduation requirement.

**INVESTING (614)**  
**Prerequisite: None.**

**2.5 Credits**  
**Semester**  
**Grades 10-12**

Investing is a study of the major types of investment securities and markets in which trades can be made. The course will address the mechanics of making an investment, including basic analytical and valuation techniques for a stock, along with a survey of investing resources, terms, and descriptions. Upon completion of this course, students will be able to define the basic principles for creating a portfolio through understanding various types of investment vehicles. Students will apply this understanding to a global stock market competition and conduct deeper analysis of stocks, bonds, cryptocurrencies and real estate.

**PERSONAL FINANCIAL LITERACY (626)**  
**Prerequisite: None.**

**2.5 Credits**  
**Semester**  
**Grades 11-12**

Personal Financial Literacy is a state-mandated graduation requirement for all students. This course focuses on the five separate strands of personal finance which include income and careers; money management, credit and debt management, planning, saving, and investing; becoming critical consumers; citizen financial responsibility; and risk management and insurance. This course is designed to assist students in recognizing their financial responsibilities today and those they will encounter in the future. Topics include developing knowledge of banking, credit, stocks, bonds, mutual funds, and real estate. Real-life, real-time assignments and investment challenges are examples of projects designed for this course.

**The following courses fulfill the NJ graduation requirement for Personal Financial Literacy:**

Personal Financial Literacy (626), Personal Financial Literacy Hybrid (626S), Introduction to Business (613) and Career Internship Program (CIP) (772)

**PERSONAL FINANCIAL LITERACY HYBRID (626S)**

**Prerequisite: None.**

**2.5 Credits  
Semester  
Grades 11-12**

This online, hybrid course provides students with an opportunity to experience an independent educational environment where learning and assessment is completed in an online, self-paced classroom with the guidance of an instructor as needed. Students who select this course over the traditional Personal Financial Literacy option should be self-motivated, with strong time management skills. Students enrolled are required to be physically present at all class meetings. The course includes elements of student choice over time, place, or pace in their learning. This option will cover the same material as the traditional Personal Financial Literacy course and satisfies the state graduation requirement for financial, economic, business, and entrepreneurial literacy.

This course focuses on the five separate strands of personal finance which include income and careers; money management, credit and debt management, planning, saving, and investing; becoming critical consumers; citizen financial responsibility; and risk management and insurance. This course is designed to assist students in recognizing their financial responsibilities today and those they will encounter in the future. Topics include developing knowledge of banking, credit, stocks, bonds, mutual funds, and real estate. Real-life, real-time assignments and investment challenges are examples of projects designed for this course.

**The following courses fulfill the NJ graduation requirement for Personal Financial Literacy:**

Personal Financial Literacy (626), Personal Financial Literacy Hybrid (626S), Introduction to Business (613) and Career Internship Program (CIP) (772)

**SENIOR MENTORS (255)**

**Prerequisite: None.**

**2.5 Credits  
Semester  
Grade 12**

Senior Mentors is a new semester course that will provide 12th grade students an opportunity to develop their skills as collaborative leaders through training that will include but not be limited to group facilitation skills, understanding one's role as a leader, communicating with a co-facilitator, goal-setting and attainment, motivation and engagement, building trust and respect, active listening, time management, and understanding various leadership styles and their effectiveness in myriad situations. Students will then be provided the opportunity to put their learning into practice by mentoring 9th grade students at LHS with the necessary support and guidance as they transition to LHS.

**SPORTS AND ENTERTAINMENT MARKETING (615)**

**Prerequisite: Successful completion of Marketing.**

**2.5 Credits  
Semester  
Grades 11-12**



Sports and Entertainment Marketing is a one semester course designed to provide students with an understanding of marketing concepts, foundations, and functions as they relate to career opportunities in the growing area of sports and entertainment. Instruction will focus on public relations and publicity, event planning and marketing, sponsorship, venue design, concessions, risk management, product planning, licensing, ticket sales, and distribution

**SOCIAL MEDIA MARKETING (616)****Prerequisite: Successful completion of Marketing.****2.5 Credits  
Semester  
Grades 11-12**

Social Media Marketing is a one semester course designed to provide students with an understanding of what social media is, the various channels through which it operates, and its role in a marketing strategy. Students will draw upon knowledge learned in Marketing to develop and create marketing plans that include ideas, messages, products, and behaviors across social networks. Students will gain the knowledge and skills to effectively use social media to market a business and/or product.

**WEB DESIGN (627)****Prerequisite: None.****2.5 Credits  
Semester  
Grades 10-12**

Students in this half-year course will be able to plan and produce websites focused on the marketing and sales of a product or service, or develop an Electronic Career Portfolio. Students will follow the website development process of providing a written website purpose statement, identifying a target audience, selecting the website structure, and determining content and design. Students will learn how to create a website in various platforms such as Google Sites, Wix and WordPress, while learning hypertext markup language and CSS.