

LAKE CENTRAL HIGH SCHOOL COURSE SELECTION GUIDE



2025-2026

LAKE CENTRAL HIGH SCHOOL

Office Hours: 6:50 a.m. – 2:50 p.m.

Phone: 219-365-8551

Lake Central High School (LCHS) is located in St. John, Indiana and serves the “Tri-town Area” which includes the communities of Dyer, Schererville, and St. John, Indiana. The Tri-town covers an area of 32 square miles and has over 60,000 diverse residents. Situated in the northwest corner of Indiana only 35 short miles southeast of Chicago, IL, and 158 miles northwest of Indianapolis, IN. The district’s proximity to large metropolitan areas, along with settings ranging from suburban to rural, has caused continued growth and desirability in the community.

The Lake Central Community School district comprises of six elementary schools (K-4), three middle schools (5-8), and one high school (9-12). Approximately 10,000 culturally, academically, and economically diverse students are served in an educationally rigorous and challenging atmosphere

As a result of rapid community growth and advances in educational technology, LCHS completed a significant renovation in 2015 on the current school campus. Renovations include:

- 880,000 square feet of student-centered space
- Three-story Academic Wing
- Olympic size competition pool
- 1,100 seat Theatre
- Outdoor Athletic Complex with turf baseball, softball and football fields
- 3,800 seat gym

Lake Central High School is fully accredited by the State of Indiana. The course offerings available to LCHS students are among the most abundant and rigorous in the state.

- 200+ Course Options
- 21 Advanced Placement (AP) Courses
- 31 Dual Credit Courses, with more available through the Area Career Center
- 63 Career Technology Courses and Certifications
- 17 Honors/Advanced Courses
- 7 Project Lead The Way (PLTW) Courses
- Social and Emotional Learning (SEL) Curriculum

Lake Central High School enrolls approximately 3,000 students in grades 9-12. This places LCHS as one of the top 6 largest public high schools in Indiana.

Graduates

- 96% Graduation Rate
- 90% Core 40 Diploma or higher
- 40% Core 40 with Academic Honors
- 88% of Graduates pursued a college education

State of Indiana

End of Course Assessments or Met Graduation Pathway

Lake Central High School earned State Grade A and Meets Expectations for Federal Accountability from the Indiana Department of Education.

Advanced Placement

- 1,485 AP Tests taken in 2024
- 66% Earned a 3 or higher

Dual Credit

- 45,000+ Dual Credits earned since 2011
 - Dual Credit partnerships with FOUR Indiana universities/colleges!
- LCHS CLASS OF 2024 earned more than \$22 MILLION in SCHOLARSHIPS!!





CURRENT & FUTURE INDIANA DIPLOMA: COMPARISON

The new diploma structure includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a seal must still complete components 2 and 3 of Graduation Pathways.

	CURRENT INDIANA CORE40	FUTURE  NEW INDIANA DIPLOMA
ENGLISH	8 CREDITS	8 CREDITS <ul style="list-style-type: none"> 2 credits: English 9 1 credit: Communications-focused course 5 additional English credits
MATH	6 CREDITS <ul style="list-style-type: none"> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 	7 CREDITS <ul style="list-style-type: none"> 2 credits: Algebra I 1 credit: Personal Finance 4 additional math credits
SCIENCE, TECHNOLOGY, AND ENGINEERING	6 CREDITS <ul style="list-style-type: none"> 2 credits: Biology I 2 credits: Chemistry 1, Physics I, or Integrated Physics 2 credits: Any Core 40 science course 	7 CREDITS <ul style="list-style-type: none"> 2 credits: Biology I 1 credit: Computer Science 2 additional science credits 2 STEM-focused credits
SOCIAL STUDIES	6 CREDITS <ul style="list-style-type: none"> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World 	5 CREDITS <ul style="list-style-type: none"> 2 credits: U.S. History 1 credit: U.S. Government 2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses)
PE/HEALTH	3 CREDITS <ul style="list-style-type: none"> 2 credits: Physical Education 1 credit: Health & Wellness 	2 CREDITS <ul style="list-style-type: none"> 1 credit: Physical Education 1 credit: Health & Wellness
DIRECTED ELECTIVES	5 CREDITS Any combination of World Languages, Fine Arts, and/or Career & Technical Education	N/A
PERSONALIZED ELECTIVES	6 CREDITS	12 CREDITS Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing or Fine Arts, and World Languages.
COLLEGE & CAREERS	N/A	1 CREDIT <ul style="list-style-type: none"> 1 credit: Preparing for College & Careers
TOTAL	40 CREDITS	42 CREDITS

Hoosier high school students have the opportunity to earn approximately 60 credits.

Note: The federally-required alternate diploma for students in special education with a significant cognitive disability is still available.



BLUEPRINT FOR SUCCESS: READINESS-SEALS

Readiness seals are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.



ENROLLMENT



EMPLOYMENT



ENLISTMENT & SERVICE



HONORS SEAL

- Complete at least 4 World Language and 6 Social Studies credits
- Complete at least 8 Math credits
 - Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
- Complete at least 6 Science credits
 - Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
- Earn a C or higher in all courses and earn a cumulative B average
- Complete one of the following:
 - Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams
 - Earn 6 college credits
 - Score a 1250 on the SAT or a 26 on the ACT
 - Earn two of the following:
 - At least 3 college credits
 - 2 credits in AP courses and take corresponding exams
 - 2 credits in IB courses and take corresponding exams
 - 2 credits in Cambridge courses and take corresponding exams

- Complete one of the following:
 - A market-driven credential of value* aligned to a specific occupation
 - 3 courses in a Career and Technology Education (CTE) pathway
 - An approved career preparation experience aligned to Indiana's CSA program, or
 - An approved, locally-created pathway
- Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
- Meet attendance goal

- Complete one of the following:
 - Introduction to Public Service course or approved locally-created equivalent
 - Emphasis on developing an awareness of the physical standards and character required for service
 - One year of JROTC in high school
- Achieve a score of 31 on the ASVAB and complete one of the following:
 - All three components of the Career Exploration Program
 - A career exploration tool approved by IDOE
- Meet attendance goal
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
 - Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals



HONORS PLUS SEAL

Earn the Honors Enrollment Seal, **plus**:

- Earn a credential of value* that may include, for example:
 - Associate degree
 - Technical Certificate
 - Indiana College Care
 - AP Scholar with Distinction
 - Cambridge AICE Diploma; or
 - IB Diploma
- Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
- Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

Earn the Honors Employment Seal, **plus**:

- Earn a market-driven credential of value* that may include, for example:
 - Associate degree
 - Technical Certificate
 - Indiana College Care; or
 - Advanced industry certificate
- Complete additional work-based learning (total of 650 hours in one or more experiences) that may include, for example:
 - Pre-Apprenticeship
 - Modern Youth Apprenticeship
- Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally

Earn the Honors Enlistment Seal, **plus**:

- Complete one of the following:
 - Achieve a score of 50 or higher on the ASVAB
 - Enrollment in ROTC at the collegiate level
 - Acceptance to a service academy
- Demonstrate excellence in leadership through one of the following:
 - Completion of at least 100 hours of public service
 - Holding a leadership role in a co/extracurricular activity
 - Completion of two seasons of a team-based physical sport or activity

*Note: the credential of value levels are currently being determined by business and industry.

This Graduation Pathway Checklist is for the Class of 2023 and beyond.

Lake Central High School Graduation Pathway Checklist

Students must complete all three Graduation Pathway Requirements.



Student Name: _____

Cohort: _____

1. Indiana High School Diploma

☐ General ☐ Core 40 ☐ Academic Honors ☐ Technical Honors

2. Learn and Demonstrate Employability Skills

Students must complete at least one of the following:

- ☐ **Project-Based Learning:** Working for an extended period of time to investigate and respond to an authentic, Lean and Demonstrate engaging, and complex question, problem, or challenge. Students engage in a rigorous, extended process of asking question, finding skills, and applying information. Students often make work public by explaining, displaying, and/or presenting it to people beyond the classroom. This can include the completion of a research project, completion of a course capstone, an AP Capstone Assessment, or another experience as approved by the State Board of Education. **Courses that meet Project-Based Learning Guidelines are noted in the Course Selection Guide.**
Description: _____
Verification Product: _____
- ☐ **Service-Based Learning:** Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities. This can include participation in a meaningful **volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year**, or another experience as approved by the State Board of Education.
Description: _____
Verification Product: _____
- ☐ **Work-Based Learning:** Reinforces academic, technical, and social skills learned in the classroom through collaborative activities with employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals. This can include completion of a **course capstone, completion of an internship, obtaining the Governor's or Local Work Ethic Certificate, employment outside of the school day**, or another experience as approved by the State Board of Education.
Description: _____
Verification Product: _____

Postsecondary-Ready

Students must complete at least one of the following:

- ☐ Honors Diploma ☐ AHD ☐ THD
- ☐ ACT College Ready Benchmarks (18 in English or 22 Reading and 22 in Math or 23 in Science)
English _____ or Reading _____ and Math _____ or Science _____ Competencies
- ☐ SAT College Ready Benchmarks (480 in EBRW, 530 in Math) EBRW _____ Math _____
- ☐ State and Industry Recognized Credential or Certification

- ☐ CTE Concentrator (Earn a "C" average in three (3) courses within a CTE Pathway for Class of 2023 and beyond.)
_____ (Pathway)
CTE1 Grade _____ CTE2 Grade _____ Average CTE Course GPA _____
- ☐ AP/Dual Credit (Earn "C" average in at least three (3) courses – at least one (1) in core.)
AP/DC1 _____ AP/DC2 _____ AP/DC3 _____ AP/DC GPA _____ Core AP Course _____
- ☐ Locally Created Pathway

QUANTITATIVE REASONING COURSES

In November 2011, the State Board of Education passed graduation requirements that affect incoming freshman beginning in 2012-2013, including requirements for quantitative reasoning (applied mathematics) courses.

- For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning (applied mathematics) course each year they are enrolled in high school. 511 IAC 6-7.1-6 (a) (4)
- For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning (applied mathematics) course during their junior or senior year. 511 IAC 6-7.1-4 (c) (4)
- A quantitative reasoning (applied mathematics) course is a high school course that "advances a student's ability to apply mathematics in real world situations and contexts" and that "deepens a student's understanding of high school mathematics standards."
- The Indiana Department of Education will provide an annual review to determine the high school courses that meet these criteria.

Business, Marketing, and Information Technology

Advanced Accounting
Computer Science I
Computer Science II:
Personal Financial Responsibility
AP Computer Science A

Engineering and Technology

Civil Engineering and Architecture
Engineering Design and Development
Principles of Engineering

Social Studies

Economics (Class 2023 and 2024)
AP Macroeconomics
AP Microeconomics

Science

Chemistry I
H Chemistry II
Chemistry ACP
Integrated Chemistry-Physics
Physics I
AP Physics 1: Algebra-Based
AP Biology
AP Chemistry
AP Environmental Science

Trade and Industrial

Advanced Manufacturing II
Architectural Drafting and Design II
Construction Trades II
Precision Machining Fundamentals
Advanced Precision Machining
Precision Machining II

CLASS RANK AND GRADUATION HONORS

On August 17, 2009, the Lake Central School Board adopted a policy to eliminate class rank from the high school transcript. Board Policy 007.22 took effect with the graduating class of 2012. There will no longer be a class valedictorian and salutatorian.

DISTINGUISHED HONORS AT GRADUATION

Grade point average is based on a 4.0 scale. A weighted factor is used for Honors and Advanced Placement classes resulting in an individual's GPA exceeding a 4.0. Three distinct classifications will be recognized at graduation:

Distinction	Translation	Accoutrements for Ceremony	Required GPA
SUMMA CUM LAUDE	'With highest honor'	Hood	4.5 or higher
MAGNA CUM LAUDE	"With great honor"	Stole	4.2500-4.4999
CUM LAUDE	"With honor"	Cords	4.000-4.2499

To qualify for any of these distinctions, individuals will need a **minimum of 47 credits** at the end of the 8th semester.

(Note: Senior Honors Night takes place prior to the completion of the 8th semester. As a result, students that have qualified for one of the distinctions by the end of the 7th semester are recognized at this event. Every effort will be made to recognize students that reach one of the distinctions at the end of the 8th semester – graduation program, etc., but due to time restraints, this cannot be guaranteed.)

EARLY GRADUATION

Students who have completed all graduation requirements may graduate early. Students need to plan carefully when considering this option. This decision should include a detailed plan of completing all required courses (may include summer courses) and students should work closely with their Lake Central School Counselor as well as their prospective college admissions offices. In order to ensure all graduation requirements are met and afford the appropriate planning time, students should contact their assigned counselor a minimum of one year in advance. Those electing to graduate in January of their senior year should speak to their counselor no later than the end of first semester – junior year. **Students electing to graduate in three years should speak to their counselors no later than the end of second semester – sophomore year and complete the required 3- Year Graduation form.**

BELL SCHEDULE

Blue and White days consist of four 90 minute blocks. Students are able to take 7 courses in a semester plus an extra 90 minute period that meets on White Days called Pathways to Excellence (PtE). During the first 30 minutes of PtE, students will engage in a Social/Emotional Learning. 10th, 11th, and 12th grade students will have grade level specific seminars. The remaining 60 minutes is available for students to receive Academic Assistance.

DAILY BELL SCHEDULE

Blue Day/White Day Bell Schedule		Early Release Bell Schedule	
Blue Day	White Day	Blue Day	White Day
1st Period 7:15-8:48 (93)	5th Period 7:15-8:48 (93)	1st Period 7:15-8:09 (54)	5th Period 7:15-8:25 (70)
2nd Period 8:52-10:26 (93)	6th Period 8:52-10:26 (93)	2nd Period 8:14-9:08	No 6th Period- PTE
	8:53-9:25 Advisory/SEL	3rd Period 9:13-10:07 (54)	7th Period 8:30-9:40 (70)
3rd Period 10:31-12:31 (120) Lunches A Lunch= 10:26-10:55 B Lunch:= 10:57-11:27 C Lunch= 11:29-11:59 D Lunch= 12:01-12:31	7th Period 10:31-12:31 (120) Lunches A Lunch= 10:26-10:55 B Lunch:= 10:57-11:27 C Lunch= 11:29-11:59 D Lunch= 12:01-12:31	4th Period 10:12-11:39 (87) Lunches A=10:08-10:35 C300s-C200s B=10:35-11:02 C100s, D100s, D200s, B Hall C=11:02-11:29 E Halls, G Hall, PE Back to Class 11:29-11:39	8th Period 9:45-11:39 (84) Lunches A=10:08-10:35 C300s-C200s B=10:35-11:02 C100s, D100s, D200s, B Hall C=11:02-11:29 E Halls, G Hall, PE Back to Class 11:29-11:39
4th Period 12:36-2:09 (93)	8th Period 12:36-2:09 (93)		

Pathways to Excellence (PtE) 8:53-10:26

Grade	Course	Credits	Description
9	Freshman PtE	0	Grade level specific activities: creation of 4 Year Plan, testing strategies, targeted instruction for improvement, development of career plans and pathways, interest inventories
10	Sophomore PtE	0	Grade level specific activities; revisit 4 Year Plan, testing strategies, targeted instruction for improvement, continued development of career plans and pathways, interest inventories.
11	Junior PtE	0	Grade level specific activities; revisit 4 Year Plan, ACT/SAT preparation, testing strategies, targeted instruction for improvement, continued development of career plans and pathways, interest inventories, leadership opportunities, college application process.
12	Senior PtE	0	The focus of this course is to prepare students for the transition from high school to post-secondary plans. Examples of the work that can be done in this course includes completing college applications, research trades and apprenticeships, write application essays, receive reminders about deadlines, and receive cap and gown information.

GENERAL INFORMATION

All student records and personal information are private and confidential. Information will not be released to third parties without written consent of the parent or the student who is of legal age. No third party recipient of records shall release any part without written consent

REPORT CARDS

Grade reports are finalized every 9-weeks. Students and parents can regularly check grades, receive e-mail alerts, and read class-related information through Skyward. Grade point average is based on a 4.0 scale. A weighted factor is used for Honors and Advanced Placement classes resulting in an individual's GPA exceeding a 4.0.

GRADING STANDARDS

Percentage	Letter Grade	GPA	Honors and AP Courses Only
100% - 92.5%	A	4.00	5.00
92.49% - 89.5%	A-	3.67	4.67
89.49% - 86.5%	B+	3.33	4.33
86.49% - 82.5%	B	3.00	4.00
82.49% - 79.5%	B-	2.67	3.67
79.49% - 76.5%	C+	2.33	3.33
76.49% - 72.5%	C	2.00	3.00
72.49% - 69.5%	C-	1.67	2.67
69.49% - 66.5%	D+	1.33	1.33
66.49% - 62.5%	D	1.00	1.00
62.49% - 59.5%	D-	0.67	.67
59.49% - 0	F	0	0
Audit (no credit)	W/F, W, N, I	0	0

All accelerated classes, identified on page 13, reflect an additional 1.0 on the grade index. A grade of "D" in an accelerated class **will not** be awarded the additional 1.0 weighting. Honor roll is based on a 3.0 GPA. The requirement for high honor roll is a 3.67 GPA.

GRADE REPLACEMENT POLICY

When a student retakes a course, both the original and the new grade will show on the transcript and be factored into the student's grade point average.

OUTSIDE CREDIT

Diplomas issued by Lake Central High School will allow up to four (4) credits from accredited outside sources such as Indiana Online Academy or Brigham Young University. Students may take courses through an outside accredited institution any semester after their freshmen year and must be enrolled in a minimum number of pre-designated credit hours at Lake Central. These courses must have documented pre-approval from the LCHS counselor or assistant principal to ensure the course credit will transfer to the Lake Central transcript without issue. Exceptions will be made for students with extenuating circumstances such as serious illness or those who transfer to Lake Central High School.

CREDIT RECOVERY

Lake Central's Credit Recovery Program is meant to allow eligible junior and/or senior students to recover credits in core subjects during the school year and afford them the opportunity to get back on track with their

classmates. This program is a privilege that will allow eligible students to complete courses at their own pace and place special emphasis on the necessary areas of remediation. There are no restrictions on the grades students attain in credit recovery courses. Upon completion of a credit recovery course, both the original grade and the new grade earned in credit recovery will show on the transcript and be factored into the student's grade point average. **Credit recovery courses do not meet NCAA standards.**

If a student retakes a course in a traditional Lake Central classroom setting or through Indiana Online Academy, there are no restrictions on the grade attainable. Upon completion of the course, both the original grade and the new grade will show on the transcript and be factored into the student's grade point average. All courses will remain on the transcript.

INDIANA DEPARTMENT OF EDUCATION DUAL CREDIT RULE (off-campus)

Under certain circumstances, students may be released from their high school schedule to attend college classes and apply the credits earned toward high school graduation. Parents interested in pursuing this option for their child should contact their school counselor for specific information.

DUAL CREDIT (on-campus)

Certain classes at LCHS have been identified as dual credit. Dual credit courses are authorized through an agreement with local colleges or universities. Students must meet all university requirements to be eligible for college credit. In some cases, students will be required to pay a fee to the university to receive the appropriate college credit. For more information, please contact the guidance department or check the LCHS dual credit website. Keep in mind that some courses are designated for dual credit only for juniors and seniors. Some colleges require a minimum GPA in order to enroll for dual credit, and some courses may require a placement test to be taken. Please check these requirements before signing up for dual credit. The agreements between Lake Central High School and the colleges, as well as the requirements and fees, are subject to change prior to the start of the courses. Students should be mindful of the college drop dates. A student may drop from dual credit and remain in the course.



Purdue University Northwest

High School Course	HS CODE	College Course	Institution	Approx. Cost	No. of College Credit Hours	GPA/Requirements	Core Transfer Library
Composition	E1090D	ENG - 104	Purdue Northwest	\$25/er hour	3	2.5	Yes
World Literature	E1052D	ENG-231	Purdue Northwest	\$25/er hour	3	2.5 and C or better in Comp 104	Yes
Speech & Communication	E1076D	COM-114	Purdue Northwest	\$25/er hour	3	2.5	Yes
United States History	H1542C	Hist - 151 & Hist-152	Purdue Northwest	\$25/er hour	6	2.5	Yes
Pre-calculus	M25640	MA 15300	Purdue Northwest	\$25/er hour	3	2.5	Yes
Trigonometry	M25660	MA 15400	Purdue Northwest	\$25/er hour	3	2.5 and C or better in MA 15300	Yes
Honors Pre-calculus & Honors Trigonometry	M2564H-M2566H	MA 15300 MA 15400	Purdue Northwest	\$25/er hour	3 each	2.5 2.5 and C or better in MA 15300	Yes
Statistics	M2546D	STAT 30100	Purdue Northwest	\$105.10/er hour	3	2.5 and C or better in MA 15300	Yes
Calculus I Hon	M2527D	MA 16300	Purdue Northwest	\$25/er hour	5	2.5	Yes
Calculus 1 & 2	M2544D	MA 16300 & MA 16400	Purdue Northwest	\$25/er hour	10	2.5	Yes
Microeconomics	H1574D	Econ 25100	Purdue Northwest	\$25/er hour	3	2.5 and one of the following: C or better in MA 15300 or SAT Math 560 or higher, or ACT Math Score of 23 or higher.	Yes

Indiana University Bloomington

High School Course	HS CODE	College Course	Institution	Approx. Cost	No. of College Credit Hours	GPA/Requirements	Core Transfer Library
Chemistry I Honors (ACP-Advanced College Project)	S3064A	C-101/C-121	Indiana University Bloomington	Free	5	2.75	Yes
Anatomy & Physiology Honors (ACP - Advanced College Project)	S5276H	BIO PHSL 130/N213	Indiana University Bloomington	Free	5	2.75	No
Principles of Computer Information	B71R30	CSCI A290, CSCI C200 and CSCI C106 - IUN	IU Bloomington & IU Northwest	Free	8	2.75	
Computer Science (AP Computer Science A)	B45700	CSCI-C 212	Indiana University Bloomington	Free	4	2.75	

Ivy Tech Community College

High School Course	HS CODE	College Course	Institution	Approx. Cost	No. of College Credit Hours	GPA/Requirements	Core Transfer Library
Digital Applications and Responsibility I	B45280	CINS-101	IVY Tech	free	3	None	No
Principles of Entrepreneurship	B71540	ENTR100/ENTR200	IVY Tech	free	4	None	No
New Venture Development	B71480	ENTR215/ ENTR 218	IVY Tech	free	5	Principles of Entrepreneurship	No
Small Business Operations	B71470	ENTR 105/ENTR 205	IVY Tech	free	6	Principles of Entrepreneurship and New Ventures Development	No
Principles of Business Management	B45620	BUSN-101	IVY Tech	free	3	None	No
Management Fundamentals	B71430	BUSN-105	IVY Tech	free	3	None	No
Principles of Automotive Service	V72130	AUTI-100 &AUTI-111	IVY Tech	free	6	None	No
Auto Brake Systems	V72050	AUTI 121	IVY Tech	free	3	None	No
Steering & Suspension	V72120	AUTI-122	IVY Tech	free	3	PREREQUISITE or COREQUISITE: AUTI 111, Electrical Systems I or AUTC 113 Electrical and Electronics I	No
Principles of Machining	V71090	MITC-101, MITC-106	IVY Tech	free	6	None	No
Precision Machining Fundamentals	V71050	MITC-102, MITC-103	IVY Tech	free	6	MITC-101, MITC-106	No
Advanced Precision Machining	V71070	MITC-105, MITC-110	IVY Tech	free	6	MITC-102, MITC-103	No
Precision Machining Capstone	V72190	MITC-107	IVY Tech	free	3	MITC-105, MITC-110	NO
Intro To Engineering PLTW	V48120	DESN-101	IVY Tech	free	3	None	No
Principles of Eng. PLTW	V48140	DESN-104	IVY Tech	free	3	PREREQUISITE: DESN 101	No
Civil Engineering Architecture PLTW	V48200	DESN-105	IVY Tech	free	3	PREREQUISITE: DESN 101	No
Digital Electronics PLTW	V55380	EECT 112	IVY Tech	free	3	Demonstrated readiness in TECH or STEM MATH Path Ready Route 2.	No

Vincennes University

High School Course	HS CODE	College Course	Institution	Approx. Cost	No. of College Credit Hours	GPA/Requirements	Core Transfer Library
Graphic Design Layout	V55500	DESN 155	Vincennes University	free	3	None	No
Digital Design Capstone	V72460	DESN 120	Vincennes University	free	3	None	No

HONORS AND ADVANCED PLACEMENT COURSES (AP)

In accordance with the purpose and philosophy of Lake Central High School, programs and courses are provided which meet the needs and individual differences of the intrinsically motivated student through honors courses and accelerated programs.

Classroom teachers will recommend students for enrollment in Honors and Advanced Placement classes based upon classroom performance and certain test scores. Several honors and Advanced Placement classes are available to all students who wish to pursue a more rigorous curriculum.

Level changes must be initiated by teachers no later than Tuesday, September 10, 2024 (4 weeks from the start of school). Teachers will track the student's progress and complete a Level Change Form to be reviewed by the student's team. This team includes the assistant principal, dean, school counselor, teacher, department head, and parent. Students dropping a class after the first four weeks will receive a W/F, may only drop to a study hall, and cannot have another study hall already in their schedule. Students performing below a weighted 3.0 for the semester should consider transferring to a regular course second semester. Teachers are encouraged to recommend a student's transfer from a regular course to an honors course if class performance is exceptional.

The following accelerated classes are identified with Honors or AP and will reflect an additional 1.0 on the grade index. A grade of "D" in an accelerated class **will not** be awarded the additional 1.0 weighting.

Advanced Placement Courses (AP)

Art and Music

AP Music Theory

Business

AP Computer Science A

AP Principles of Computer Science

English

AP English 11 Language and Composition

AP English 12 Literature and Composition

Math

AP Precalculus

AP Statistics

AP Calculus AB

AP Calculus BC

Science

AP Biology

AP Chemistry

AP Environmental Science

AP Physics 1

Social Studies

AP U.S. Government & Politics

AP Human Geography

AP Microeconomics

AP Macroeconomics

AP Psychology

AP US History

Interdisciplinary

AP Seminar

AP Research

Honors Courses

English

English 9 Honors

English 10 Honors

Student Media Honors

Mass Media Honors

Mathematics

Algebra II Honors

Geometry Honors

Calculus I Honors

Calculus II Honors

Science

Anatomy & Physiology Honors (ACP)

Biology Honors

Chemistry Honors I (ACP)

World Languages

French III Honors

French IV Honors

German III Honors

German IV Honors

Spanish III Honors

Spanish IV Honors

ADVANCED PLACEMENT (AP) 2025-26 SCHOOL YEAR

Lake Central High School offers Advanced Placement (AP) classes in the areas of science, math, social studies, English, music and art. The course descriptions are listed in the department sections of this guide. These courses are designed to enable students to pursue college-level studies while in high school. The College Board prescribes the content of AP courses. **At the completion of an AP course, it is strongly recommended that students take the AP exam given nationally in May.** Students desiring to use an AP course to achieve an Academic Honors Diploma must take the AP exam. Universities can award college credit based on the results of these exams. There is a cost associated with the exam. Registration and payment will take place in August-October of 2025 for yearlong and first semester courses, and in January-February of 2026 for second semester courses. After the enrollment window, students may still register with a late fee if space allows. The last day to register for an AP Exam is the last day of February. **No registrations will be accepted after that date.** There is also a drop fee if the student no longer wishes to take the exam. In the 2025 school year, most exams cost \$99/exam with a \$10 Administration Fee. Exam rates are set by the College Board and are subject to change. Students **enrolled** in math, science, English, US Government, and AP Capstone Courses received a waiver from the state for the exam fee for a maximum of 3 courses per year. This is an Indiana Department of Education decision and subject to change.

COURSE REQUESTS AND SCHEDULE CHANGES

Designing your ideal schedule is an important decision. The high school master schedule is **created**, the budget is **prepared**, and staff is hired based on student course **requests**. Lake Central High School students are expected to **invest quality time** planning their course requests. This **planning** should consist of **consultation** with parents, teachers, counselors, college advisors, and anyone who could provide **sound advice** while working toward the student's **long-term goals**. **As a result**, students are expected to remain on the schedule that is provided for them at the beginning of the school year and parents must approve all changes.

Procedures for Schedule Changes:

During the scheduling process for the next year, requests for changes are subject to course availability and should be made with the student's school counselor by **Friday, March 21, 2025**. Students requesting schedule changes **after March 21, 2025**, will need to complete a **Course Change Request** form. This **must be** turned into Guidance no later than **Friday, July 25, 2025 by 3:00pm**. This cannot be emailed or faxed. The **Schedule Change Committee will review requests from Monday, July 28th through Friday, August 1st**. **Approved requests will be changed. Requests that are denied will be notified via email.**

Any students requesting schedule changes **after 3:00pm on Friday, July 25, 2025**, will need to complete a **Schedule Change Request** form and return it to Guidance **no later than Tuesday, August 19, 2025 by 2:15pm**. This must be physically dropped off to Guidance and cannot be emailed or faxed. A Schedule Change Committee will review forms, and denied requests will be notified via email.

Students **who choose to drop a class after the first four weeks, may only drop to a study hall, and cannot have another study hall already in their schedule**. Students performing below a weighted 3.0 for the semester should give serious consideration to transferring to a regular course second semester. Teachers may also recommend a student's transfer from a regular course to an honors course if class performance is exceptional.

Level changes must be initiated by teachers no later than Wednesday, September 10, 2025. Teachers will track the student's progress and complete a Level Change Form to be reviewed by the student's academic team. This includes the assistant principal, school counselor, teacher, department head, and parent.

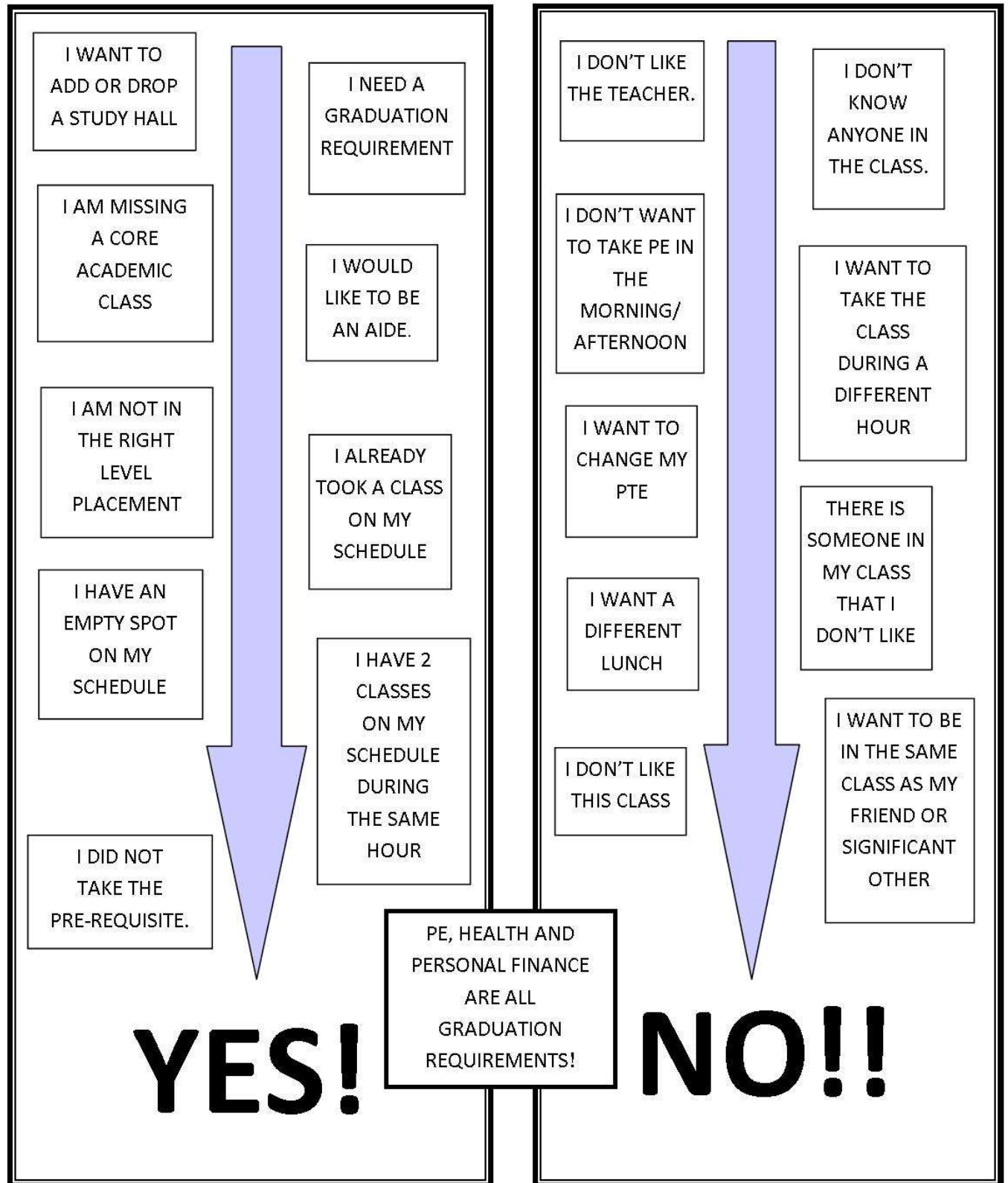
A student's schedule may also be changed for the following reasons:

- A. Errors made by the school in developing the schedule
- B. The school's need to balance class sizes
- C. Medical reasons with documentation
- D. To correct inappropriate placement - student with a failure and needs to repeat a class or a student placed at an inappropriate level.
- E. To upgrade the content of the schedule - move to an advanced, Honors, or AP course, if available
- F. Scheduling conflicts

ALL Schedule Change Request forms will be reviewed by the student's academic team to determine if a change is truly needed. ALL changes are contingent on the availability of the course requested. Requests for teacher changes will not be accommodated. Students are permitted only one study hall.

CAN I CHANGE MY SCHEDULE: 101

A GUIDE FOR LC STUDENTS



LAKE CENTRAL HIGH SCHOOL LIBRARY COMMONS

It is the purpose and the mission of the Lake Central Library Commons to empower students to become knowledgeable and critical consumers of information, in all of its varied formats. The Library Commons facility includes two computer labs, two small group project/study rooms, one large group project room and an art gallery showcasing Lake Central student artwork. In addition, a student-run technology help desk is also housed on site. The library proper includes 45 student computer workstations and a print collection of over 12,000 volumes. Along with the print collection, numerous subscription databases, eBooks, and digital magazines are also available to students. Digital assets are accessible through the library's website at <http://library.lcsc.us/lake-central-high-school/>.

Students are expected to be courteous and to show respect for their fellow students, the library staff, the library facility and its furnishings, as well as the library materials. Water bottles are permitted in the library; other drinks and snacks are strictly prohibited.

Library Hours: 6:50 AM – 2:50 PM

Students may visit the library before school and after school at their discretion. During the school day, students may visit the library with their classes or with a signed pass from the librarian. Students wishing to visit the library during lunch must obtain a signed pass from the librarian prior to their lunchtime. Students are requested to sign in at the circulation desk upon arrival and sign out when leaving the library.

PtE:

Students who wish to visit the library during PtE must request a pass from the librarian at any time before 7:15 AM of the day of the PtE. Only the librarian can issue library PtE passes and last minute requests will not be honored.

Study Hall:

Students who wish to visit the library during study hall must obtain a signed pass from the librarian before 7:15 AM the day of their assigned study hall. There are a limited number of study hall passes available and students should plan ahead if their homework requires them to use the library's collection during their assigned study hall. Last minute pass requests will not be honored, and please understand that the librarian can only issue passes from **study hall** and not from academic classes.

LAKE CENTRAL HIGH SCHOOL 2025-2026 COURSE SELECTION SHEET

For Incoming Freshmen Class of 2029

R= Required Course Q= Quantitative Reasoning Course D=Dual Credit * Fine Art (s)=Semester Course

W=Work Based Learning S=Service Based Learning P= Project Based Learning ACP=Advanced College Placement

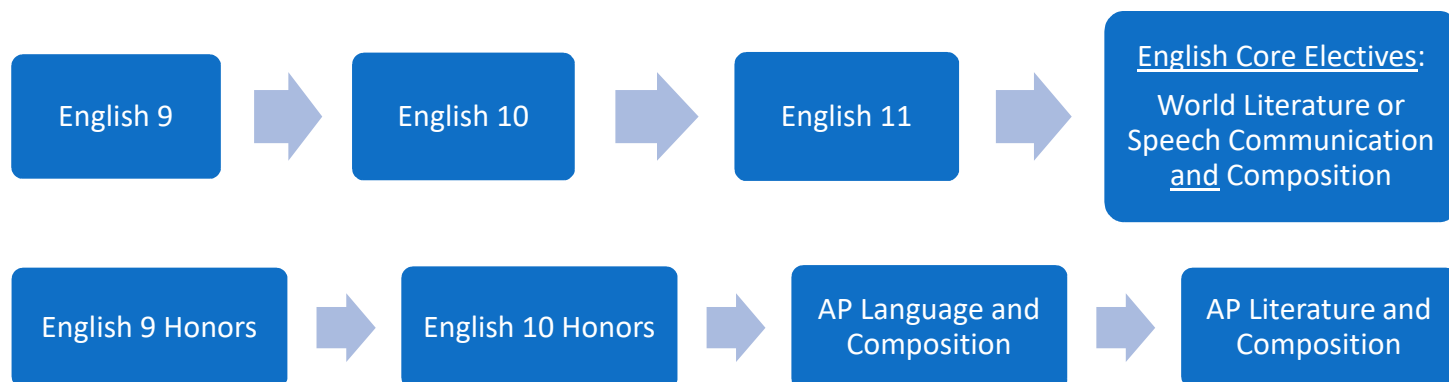
Honors										AP									
CORE COURSES																			
ENGLISH										ART									
English 9	R							9		2D Art I* (s)						9	10	11	12
English 9 with Lab								9		2D Art II* (s)						9	10	11	12
English 9 Honors								9		3D Art I*(s)						9	10	11	12
English as a New Language								9		3D Art II*(s)						9	10	11	12
										Ceramics I*(s)						9	10	11	12
										Ceramics II*(s)						9	10	11	12
MATHEMATICS										COMMUNICATIVE ART									
Algebra I	R							9		Theatre Arts*	P					9	10	11	12
Geometry Honors								9	10	Theatre Production Management	P					9	10	11	12
Algebra II Honors								9	10	Journalism: Publication Design (s)						9	10	11	12
										Journalism: Writing (s)						9	10	11	12
SCIENCE										JOURNALISM									
Biology	R							9		Journalism: Broadcast(s)						9	10	11	12
Biology Honors								9		Photography* (s)						9	10	11	12
Principles of Biomedical Science - PLTW	P							9	10										
										MUSIC									
SOCIAL STUDIES										Grade Level									
Geography and History of the World	R							9	10	Junior Treble Choir*	P					9	10	11	12
AP Human Geography								9	10	Varsity Choir*	P					9	10	11	12
Ethnic Studies (s)								9	10	Symphonic Band*	P					9	10	11	12
Indiana Studies (s)								9	10	Percussion Ensemble*	P					9	10	11	12
										Jazz Ensemble*	P					9	10	11	12
PHYSICAL EDUCATION										ELECTRONIC MUSIC									
PE-Gym (s)	R							9		Electronic Music*(s)						9	10	11	12
Intro Sports Conditioning - Athletes only								9		Music Theory* (s)						9	10	11	12
										Music History/Appreciation*(s)						9	10	11	12
WORLD LANGUAGES										HAND BELLS									
French I								9	10	Hand Bells I*	P					9	10	11	12
German I								9	10	Introduction to Guitar* (s)						9	10	11	12
Spanish I								9	10										
										BUSINESS									
FAMILY & CONSUMER SCIENCE										Grade Level									
Nutrition & Wellness I (s)	P							9	10	Principles of Business Management	P					9	10	11	12
Adv. Nutrition & Wellness (s)	P							9	10	Digital Apps and Responsibility I (s)	D					9	10	11	12
Adv. Nutrition & Wellness- Baking (s)	P							9	10	Digital Apps and Responsibility II (s)						9	10	11	12
Housing & Interior Design Careers (s)	P							9	10	Principles of Computing w/AP Comp Sci Prin						9	10	11	12
Principles of Teaching								9	10	Principles of Entrepreneurship	D					9	10	11	12
Principles of Human Services								9	10	Preparing for College & Careers	R					9			
										Computer Foundations for Digital Age	R					9			
MISCELLANEOUS										TECHNICAL EDUCATION									
Peer Mentoring	S							9	10	Principles of Digital Design						9	10	11	12
Study Hall (no credit)								9	10	Principles of Precision Machining						9	10	11	12
										Principles of Auto Service	D					9	10	11	12
										Intro to Engineering Design PLTW	D					9	10	11	12

COURSE DESCRIPTIONS

Please keep in mind that these courses are subject to change based on funding, participation of students and teacher licensing.

ENGLISH

ENGLISH *Course Sequencing*



English 9 (E1002A & E1002B)

2 semesters, 2 credits

Usage, composition, vocabulary and literature are integrated into a one-year college prep program. Usage focuses on the grammar and mechanics of writing. Composition involves the writing process as well as an introduction and application of MLA formatting in formal writing. Various types of writing are taught. The literature component has textbook selections, as well as longer works. Vocabulary is taught both as part of the reading selections and as well as additional Latin roots. Students write and deliver grade-appropriate oral and multimedia presentations.

English 9 Honors (E1002H & E1002I)

2 semesters, 2 credits

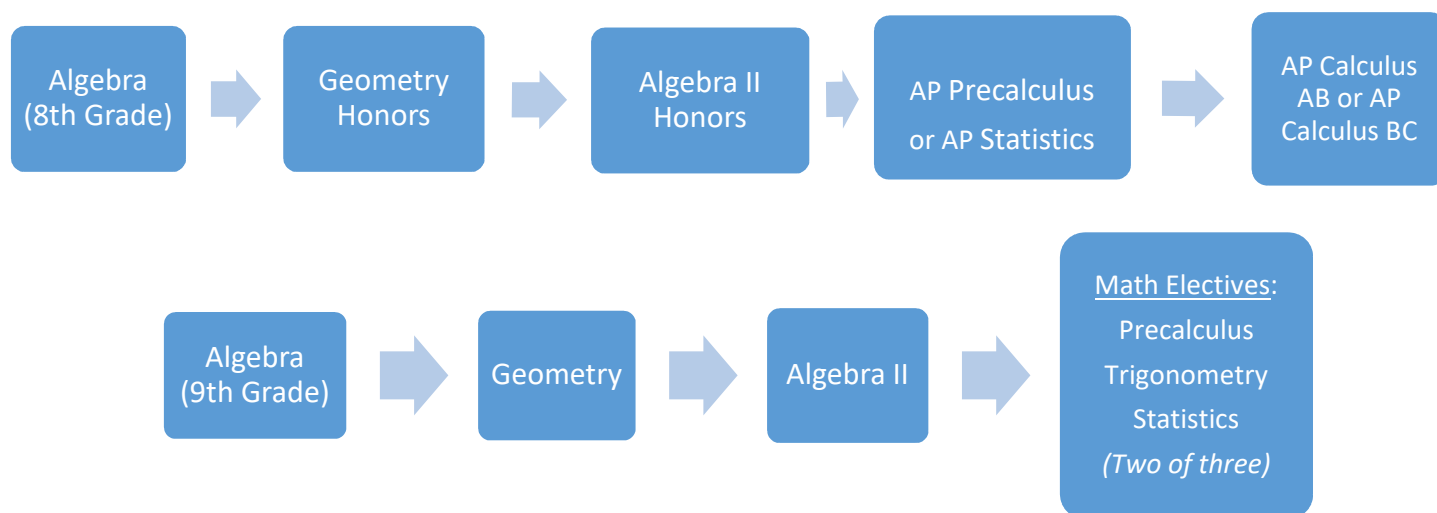
English 9 Honors is an accelerated curriculum. Students read five novels, and the majority of the reading is done outside of class. It involves a more in-depth study of various units than the general curriculum. Grammar study focuses on the grammar and mechanics of writing. Composition involves the writing process. Various types of writing are taught. A thematic approach is used for literature units. Poetry, nonfiction, informational texts and short stories are chosen to compliment and anchor texts in those units. Vocabulary is taught both as part of the reading selections and as a separate entity. Students write and deliver grade-appropriate oral and multimedia presentations. This course has required Summer Reading. Summer reading list can be found on the website before the end of the school year.

English as a New Language (E1012A & E1012B)

2 semesters, 2 credits

This course is designed for students who have been in the U.S. fewer than four years. English as a New Language (ENL) provides ENL students with instruction in English to improve their proficiency in listening, speaking, reading, and writing. Emphasis is placed on helping students function within the regular school setting and within an English-speaking society. Students are placed in this class by recommendation only.

MATH Course Sequencing



Algebra I (M2520A & M2520B)

2 semesters, 2 credits

This class is the foundation course for the development of algebraic skills and concepts necessary to succeed in advanced courses. This course covers computing with real numbers, solving first and second degree equations, factoring, graphing, and solving systems of equations. This course provides for the use of algebraic skills in a wide range of problem solving situations

Geometry (M2532A & M2532B)

2 semesters, 2 credits

Recommended: Algebra I

Geometry should provide students with experiences that help them understand geometric shapes and their properties. Deductive and inductive reasoning, investigative strategies in drawing conclusions, and an understanding of proof and logic will be used. Properties and relationships of lines, angles, planes, congruent and similar triangles, trigonometric ratios, polygons, and circles will be explored.

Geometry Honors (M2532H & M2532I)

2 semesters, 2 credits

Recommended: Grade of A or B in Algebra I

Geometry Honors will provide students with experiences that deepen the understanding of geometric shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions will be stressed. Properties and relationships of lines, angles, planes, congruent and similar triangles, trigonometric ratios, polygons, and circles will be explored. An in-depth understanding of proof and logic will be developed.

Algebra II (M2522A & M2522B)

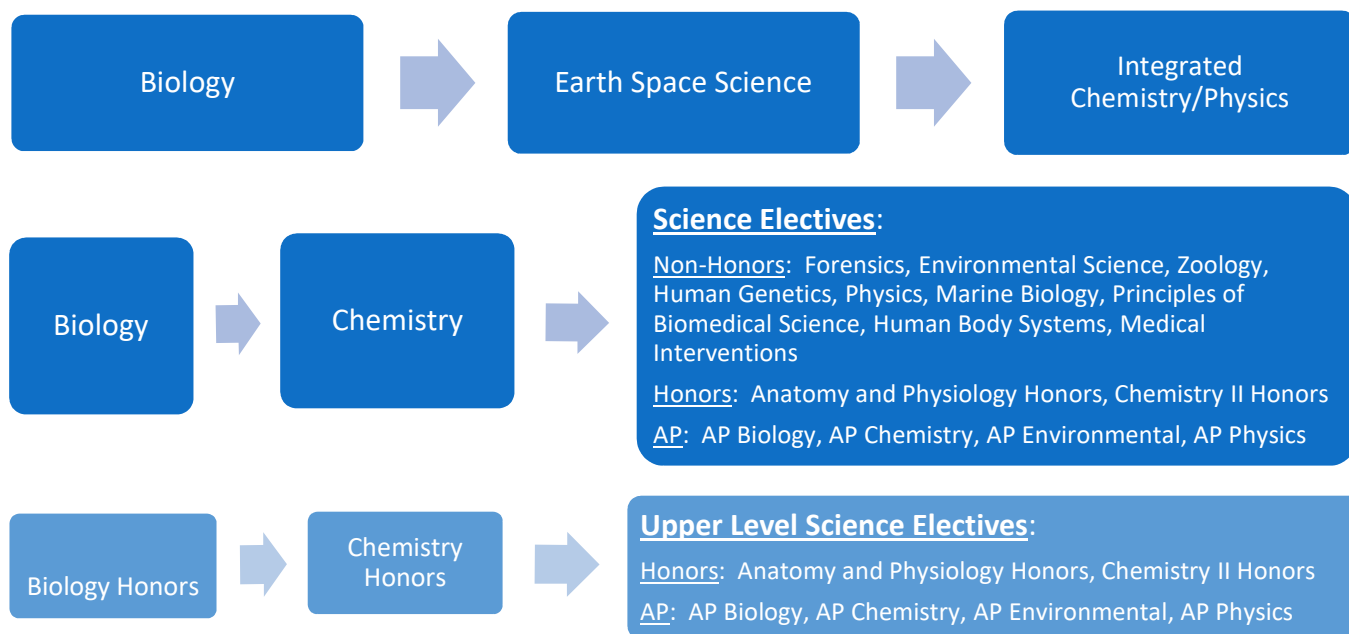
2 semesters, 2 credits

Recommended: Geometry and Algebra I

This course includes a review of Algebra I and an expansion of the topics covered in Algebra I. This course covers relations, functions, polynomials, algebraic fractions, logarithmic and exponential functions, sequences and series, counting principles and probability. Solving higher degree equations and inequalities, and applications of math to science will also be included.

SCIENCE

SCIENCE Course Sequencing



ACP= Advanced College Project

Biology I (S3024A and S3024B)

2 semesters, 2 credits

Biology I is a required Core 40 science course for all Indiana students. The course will explore topics in biochemistry (elements and compounds as they relate to living organisms), cell structure, developmental biology, organism structure and system regulation, genetics, ecology and evolution. Course activities include lecture, lab activities, video presentations, demonstrations and student projects. Students will be required to complete the Core 40 test as prescribed by the state of Indiana as part of the assessment activities.

Biology I Honors (S3024H and S3024I)

2 semesters, 2 credits

Recommended: Grade of A or B in Adv. Science 8

Biology Honors functions as a Biology course in life sciences and is designed to help prepare students to take AP Biology. It is recommended for those who want a more challenging and in depth course than would be offered in Biology I. The course will explore topics in biochemistry (elements and compounds as they relate to living organisms), cell structure, developmental biology, organism structure and system regulation, genetics, ecology and evolution. In addition, there is an in-depth study of selected biological topics, with an emphasis on the molecular aspects of biology throughout the course. Course activities include lecture, inquiry-based lab activities, video presentations, demonstrations and student projects. Students will be required to complete the Core 40 test as prescribed by the state of Indiana as part of the assessment activities.

Principles of Biomedical Science- PLTW (S5218A and S5218B)

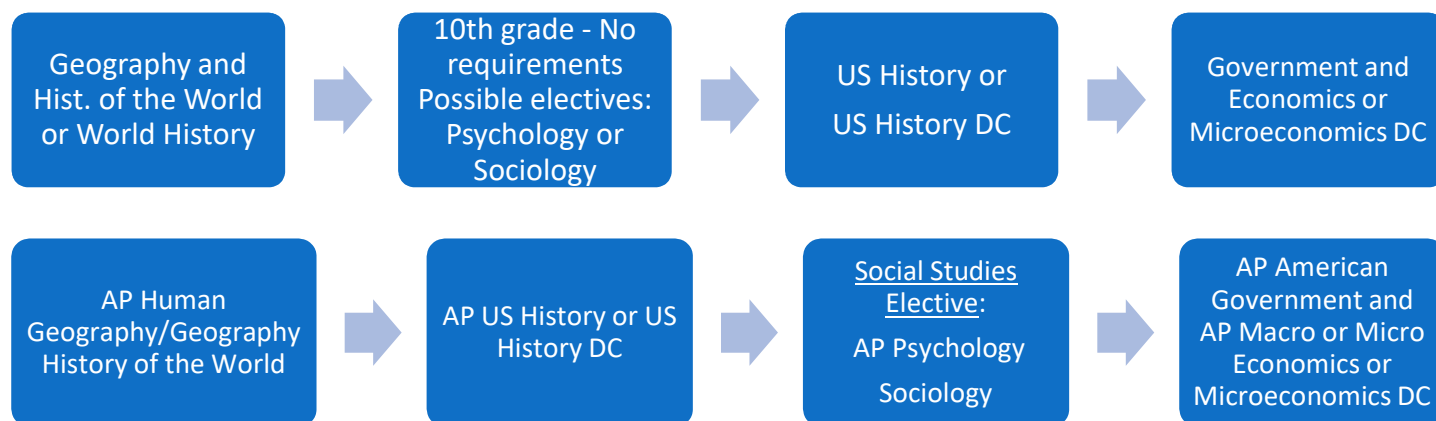
2 semesters, 2 credits

Recommended: Biology I or Concurrent Enrollment

PLTW Principles of Biomedical Sciences provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. **This course is part of the Biomedical Sciences and Technology Pathway. This CTE course will require the student’s social security number.**

SOCIAL STUDIES

SOCIAL STUDIES *Course Sequencing*



Geography History of the World (H1570A and H1570B)

2 semesters, 2 credits

Geography and History of the World is designed to enable students to use the geographical view of looking at the world and to deepen their understanding of major global themes that have manifested themselves over time. Students will learn how geography shaped the history of the world by analyzing how human activities shaped the Earth's surface, gaining knowledge about the people and cultures of the world through a geographic and historical perspective and executing map skills.

AP Human Geography/Geography History of the World (H1572A and H1572B/H1570P and H1570Q)

2 semesters, 4 credits

Recommended: B in English

Advanced Placement Human Geography/Geography & History of the World focuses on the distribution, processes, and effects of human populations on the planet. The course is designed to prepare students for the AP exam and thus focuses on developing their reading, writing, and critical thinking abilities at a college level. Students are expected to engage with this content through the broad themes of physical geography, population, migration, cultural patterns and processes, political geography, economic development, industry, agriculture, and urban geography. Throughout the course of the school year, students will also be covering topics at a basic geography level to expand their knowledge of AP Human Geography. Students taking this course will have the opportunity to earn 4 credits (2 credits for AP Human Geography and 2 for Geography/History of the World).

Ethnic Studies (H15160)

1 semester, 1 credit

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

Indiana Studies (H15180)

1 semester, 1 credit

Indiana Studies in an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their role in a democratic society will be included and student will examine the participation of citizens in a political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

Preparing for College and Careers (H53940)

1 credit, 1 semester

Graduation requirement for the class of 2029 and beyond.

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways., in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences is recommended.

WORLD LANGUAGES

Level 1 World Languages

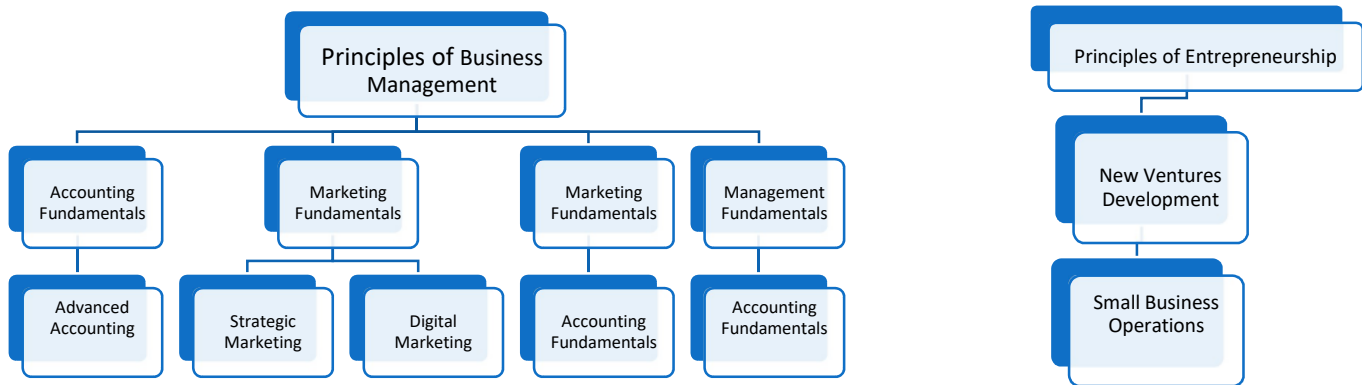
French I (F2020A and F2020B), German I (F2040A and F2040B), Spanish I (F2120A and F2120B)

2 semesters, 2 credits

Recommended Prerequisite: C or better in previous English course

Level 1 World Language courses are based on Indiana's Academic Standards for World Languages. They introduce students to effective strategies for beginning language learning and to various aspects of the target language culture. These courses encourage interpersonal communication through speaking and writing, and emphasize the development of reading and listening comprehension skills. Additionally, students will examine the practices, products, and perspectives of the target culture. These courses further emphasize making connections across content areas and the application of understanding the target language and culture outside of the classroom.

BUSINESS



CTE= Career and Technical Education

Principles of Business Management (B4562A and B4562B)

2 semesters, 2 credits

Recommended: Digital Applications

Principles of Business Management examines business ownership, organizational principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision-making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software. This course is part of Business Administration Pathway, Accounting Pathway, and Marketing and Sales Pathway. Students wishing to take this for Dual Credit should sign up for the Dual Credit course (B24562D). **This is a CTE course, for funding and employment follow-up; the student's social security number will be needed.**

Principles of Business Management Dual Credit (B4562D and B4562E)

2 semesters, 2 credits

Dual Credit: BSN 101 Ivy Tech

Recommended: Digital Applications

Principles of Business Management examines business ownership, organizational principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision-making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software. This course is part of Business Administration Pathway, Accounting Pathway, and Marketing and Sales Pathway. **This is a CTE course, for funding and employment follow-up; the student's social security number will be needed.**

Digital Applications and Responsibility (B45280)

1 semester, 1 credit

Dual Credit: CINS 101 Ivy Tech

In today's technology-driven world, digital literacy is essential for success in any field, especially in business. Whether you aspire to pursue higher education in business or dream of launching your own venture, the Digital Applications course equips you with the skills necessary to navigate the digital landscape with confidence.

This comprehensive course empowers you to develop real-world, outcome-driven skills in digital citizenship, basic computer operations, keyboarding, application software, and career exploration. You'll gain proficiency in word processing, spreadsheets, multimedia applications, and databases – tools that are indispensable for effective communication, data analysis, and creative expression in the business world.

The skills you acquire in Digital Applications extend beyond the classroom, seamlessly integrating with your studies across the curriculum. This course prepares you for the demands of 21st-century education and beyond, ensuring you have the foundation to thrive in a rapidly evolving digital landscape. **This is a CTE course, for funding and employment follow-up; the student's social security number will be needed.**

Computing Foundations for a Digital Age (B45650)

1 Semester, 1 Credit

Graduation Requirement for the class of 2029 and beyond.

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.

Principles of Entrepreneurship (B7154A and B7154B)

2 semesters, 2 credits - Project Based Learning Course

Dual Credit: Ivy Tech

Recommended: None

Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch. This course is part of the Entrepreneurship Pathway. **This is a CTE course, for funding and employment follow-up; the student's social security number will be needed.**

Principles of Computing (B7183A and B7183B) and AP Computer Science Principles (B4575A and B4575B)
2 semesters, 4 credit

Dual Credit: Indiana University, Bloomington

Recommended: None

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics will include operating systems, database technology, cybersecurity, cloud implementation and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting. **AP Computer Science Principles** introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and careers. This course is part of the Computer Science Pathway. **This is a CTE course, for funding and employment follow-up; the student's social security number will be needed.**

***For student registration purposes, students will register for Principles of Computing. The AP Computer Science Principles course will be added before the school year begins. ***

FINE ARTS

Fine Arts CORE 40 Credit Options

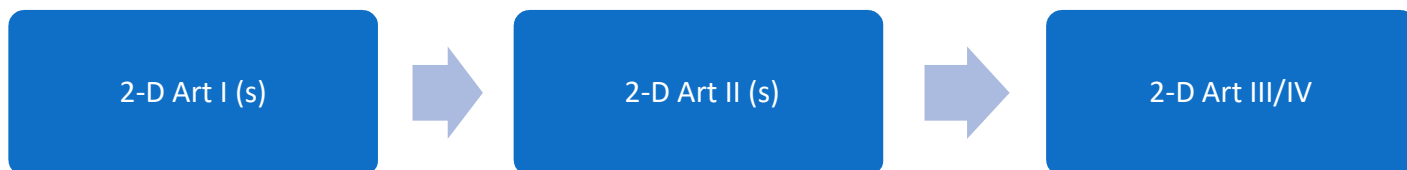
Any course from the following list will satisfy the Fine Arts Course requirement for the Core 40 Diploma.

2-D or 3D Art I(s)
2-D or 3D Art II
2-D or 3D Art III/IV
Ceramics I(s)
Ceramics II(s)
Ceramics III/IV
Student Media
Student Media Honors Theatre Arts
Theatre Arts II
Theatre Production Mgmt.
Photography

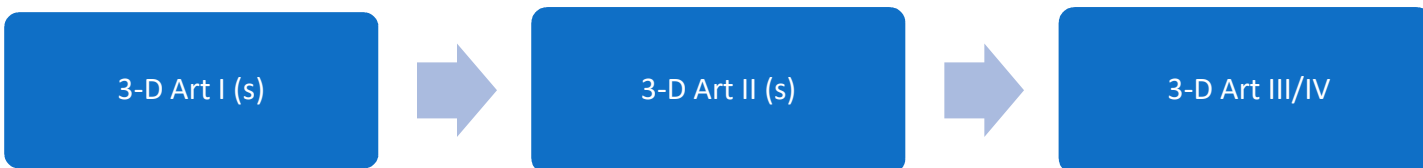
Housing & Interior Design
Junior Treble Choir
Senior Treble Choir
Varsity Choir
Concert Choir
Beginning Concert Band
Symphonic Band
Concert Band
Advanced Concert Band
Wind Ensemble
Instrumental Ensemble I

Instrumental Ensemble II
Jazz I
Jazz II
Electronic Music
Music Theory
AP Music Theory
Music History/Appreciation
Hand Bells I
Hand Bells II
Introduction to Guitar

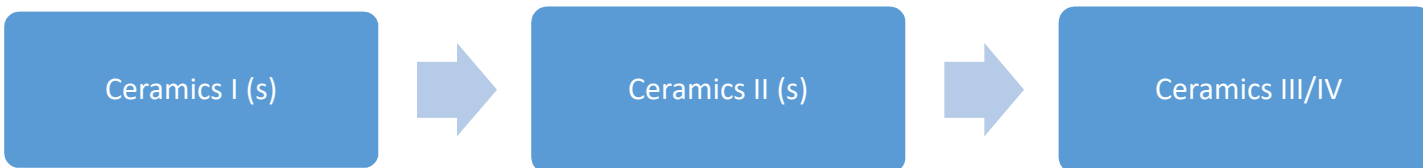
TWO-DIMENSIONAL



THREE-DIMENSIONAL



CERAMICS (3-D)



(s)= Semester Course

2-D Art I (A40000)

1 semester, 1 credit

Art I emphasizes drawing, color theory, and the principles and elements of art. Areas covered are: drawing, painting, printmaking, design, art appreciation, art history, careers, and current trends in art. Students will examine the significance and meaning of their own art, as well as the art done by famous artists. Students will also be taught to think, act and create like an artist. Counts as a Fine Art credit for the AHD.

2-D Art II (A40042)

1 semester, 1 credit

Recommended: 2-D Art I

Students in 2-D Art II build on the sequential learning experiences of 2-D Art I. Areas covered will be based upon student choice as they relate to specific learning targets in fine arts. Students will continue to be introduced to new mediums and concepts but will choose and create based upon the things that interest them. Students will examine the significance and meaning of their own art, as well as the art done by famous artists and current trends in art. Students will engage in learning experiences that explore art history, art criticism, and studio production, as well as art appreciation, art history, and careers. Students will also be taught to think, act and create like an artist. Counts as a Fine Art credit for the AHD.

3-D Art I (A40020)

1 semester, 1 credit

Students taking 3-D Art I engage in learning experiences that encompass the study of historical and current trends in art. This information can then be incorporated into their own art. Students will learn how to use a variety of tools and materials to create their personal projects, which include working in the following mediums: sand, clay, wood, fiber, plaster, plastic, wire, glass, glass-fusing, glass slumping, and jewelry making. Counts as a Fine Art credit for the AHD.

3-D Art II (A40060)

1 semester, 1 credit

Recommended: 3-D Art I

Students taking 3-D Art II build on the sequential learning from 3-D Art I while further enhancing their artistic creativity in more technical design ideas and projects. Further study in art history, art theory, and art criticism are incorporated into the curriculum. Counts as a Fine Arts credit for the AHD.

Ceramics I (A40401)

1 semester, 1 credit

This course is an introduction to clay and its properties. Students learn the fundamentals of pinch, coil, and soft slab hand building techniques. Emphasis will be placed on proper construction, surface design, and glaze options. Students will evaluate and self-critique their own work. Counts as a Fine Arts credit for the AHD.

Ceramics II (A40402)

1 semester, 1 credit

Recommended: Ceramics I

This course further explores hand building with an introduction to sculpture, stiff slab and advanced decorating techniques. Students will also learn the fundamentals of wheel throwing with stress on proper technique and skill for success. Emphasis is placed on design aesthetics, more advanced glazing and staining techniques, visual problem solving, art criticism and self-critique. Counts as a Fine Art credit for the AHD.

COMMUNICATIVE ARTS

Theatre Arts (J4242A and J4242B)

2 semesters, 2 credits – Project Based Learning Course

Theatre Arts I is a year-long course for freshmen, sophomores, juniors, and seniors. Theater Arts I introduces students to the basics of theater. Students do various activities and exercises that introduce and familiarize them with all aspects of theater including tech elements such as lighting and costumes as well as acting. They collaborate on performances of improv and scripted shows as well as designing costumes for children's stories and creating a live music video. Counts as a Fine Art credit for the AHD.

Theatre Production Management (J4248A and J4248B)

2 semesters, 2 credits – Work and Project Based Learning Course

Students enrolled in Theatre Production Management take on the responsibilities associated with the technical rehearsal and presentation of a theater production. Students learn sound, lighting, costume, set, props, and rigging equipment. Students will perform roles in a production such as lighting, spotlight, soundboard, costumes, set, props for Advanced Theatre or other class productions. In addition, students will be staff for the auditorium on productions and events. Therefore, some auditorium events students are required to work are paid events at \$13-\$17 an hour. Counts as a Fine Art credit for the AHD.

Journalism: Publication Design (J1080P)

1 semester, 1 credit

This course will look at fundamental concepts of publication design. Students will learn to communicate visual messages clearly in various media. Basic grid design, typography, color theory and effective use of photography will be discussed. Students will use the Adobe Creative Suite to create magazine spreads, advertisements, news sites and other visual presentations.

Journalism: Writing (J1080W)

1 semester, 1 credit

This course will concentrate on the history of journalism, the basics of news elements, newswriting, journalism law and ethics. Students will learn the importance of the media in our society and the First Amendment, as well as knowing their limits to those rights. Students will also master the basic fundamentals of news writing, feature story and opinion writing.

Journalism: Broadcast (J1080B)

1 semester, 1 credit

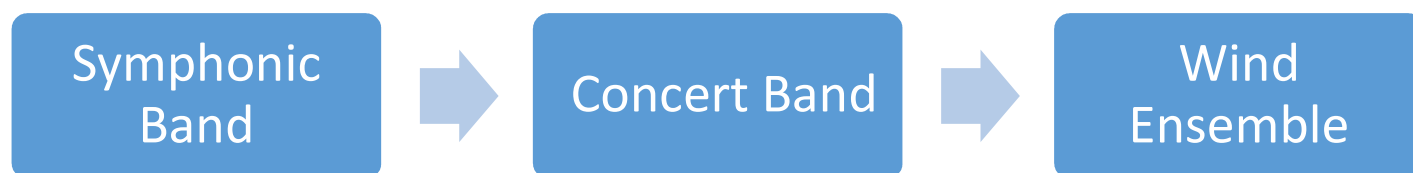
Memory Card 32 or Higher SD card required for this course.

This course will look at fundamental concepts of broadcast media. Students will learn to communicate visual messages clearly in various media formats. This course will help students form skills necessary to create segments and run a news broadcast and it will cover topics such as journalistic laws and ethics, interviewing, broadcast writing, videography, photography and familiarity with U.S. and world news. Students will also become familiar with editing software to create creative videos.

Photography (J40620)**1 semester, 1 credit****Recommended: Must own a digital camera and memory card**

Digital Photography is an introductory course of photojournalism, specifically the type of photography that meets the requirements for publication. People, still life, action, portraits, photo stories as well as digital technology will be discussed and put into practice. Students will be responsible for their own transportation when shooting assignments and also for the purchase of supplies for personal use. Counts as a Fine Art credit for the AHD.

MUSIC (FINE ARTS)



Symphonic Band (U4160A and U4160B)

Symphonic Band Woodwinds (U4160C and U4160D)

2 semesters, 2 credits Grade: 9 Project Based Learning Course

Recommended: Complete formal instruction at the middle school level.

This concert band class is open to all students who play a band instrument at an intermediate level. This is a co-curricular course that involves participation during school and outside school. Emphasis is placed on tone, technique development and sight reading. Participation in the ISSMA Solo/Ensemble contest is encouraged. The band performs several times during the year. Private lessons are highly encouraged. Counts as a Fine Art credit for the AHD.

Concert Band (U4168A and U4168B)

Project Based Learning Course

2 semesters, 2 credits Grades: 10-12

Recommended: Selection by audition or director permission

This concert band class is available by audition to students who play a band instrument at an upper intermediate to advanced level and are enrolled in marching band. This is a co-curricular course that involves participation during school and outside school. Emphasis is placed on tone, technique development and sight reading. Advanced performance techniques are emphasized. Participation in the ISSMA Solo/Ensemble contest is encouraged. Serious band literature is selected from a variety of periods in music history. Private lessons are highly encouraged. Counts as a Fine Art credit for the AHD.

Wind Ensemble (U4170A and U4170B)

Project Based Learning Course

2 semesters, 2 credits Grades: 10-12

Recommended: Selection by audition or director permission

This advanced band is considered the top concert band at Lake Central High School. The band represents Lake Central High School in public performances and competitions. Advanced performance techniques are emphasized. This is a co-curricular course that involves participation during school and outside school. Serious band literature is selected from a variety of periods of music history. Private lessons are highly encouraged. Counts as a Fine Art credit for the AHD. Students who are enrolled in the marching band will be placed in Advanced Concert Band or Intermediate Concert Band as assigned by the Director.

Jazz Ensemble (U4164A and U4164B)**Advanced Jazz Ensemble (U4164C and U4164D)****Project Based Learning Course*****2 semesters, 2 credits Grades: 9-12***

This is a co-curricular course that involves participation during school and outside school. Emphasis is placed on tone and technique development and sight-reading skills. Jazz theory and improvisation are included in the course of study. The group performs several times each year. Open to any current band student or former band student. Exceptions would be made for guitarists, bassists or piano players with director approval.

Advanced Jazz placed by director. Counts as a Fine Art credit for the AHD.

Percussion Ensemble (U4200A and U4200B)***2 semesters, 2 credits Grades: 9-12***

This course is co-curricular and involves participation during school, after school, and on weekends. Percussion Ensemble performs music that is graded medium to advanced. All rehearsals, commencement and concerts are required. Students in this class will perform with multiple groups including Beginning Band, Concert Band, Wind Ensemble, and the Lake Central Marching Band. Students are encouraged but not required to take private instrumental lessons, participate in ISSMA solo and ensemble contests, and participate in auditions for All-State Ensembles.

Electronic Music/Music Production (U42020)***1 semester, 1 credit Grades: 9-12*****Recommended: Some note reading ability**

Students taking this course are provided with a wide variety of activities and experiences to develop skills in the use of electronic media and to incorporate current technology. Instruction is separated into two forms of writing music; composition and music engineering. Students will learn the basic music reading skills while composing their own various music types within a music notation software. Students will create music within an audio workstation and it is automatically entered into the computer where students can manipulate sound and/or create their own compositions. This class may be taken more than once. Counts as a Fine Art credit for the AHD.

Music Theory I (U42080)***1 semester, 1 credit Grades: 9 -12***

This semester class is open to any student in the high school wanting to expand their knowledge of music construction and composition. The materials covered will consist of the following: knowledge of the names of the notes, identification of notes to a piano keyboard, all major and minor key signatures and scales, time signatures, note values, intervals, and understanding of rhythmic figures, aural association to pitch, and the ability to identify the construction of music. Counts as a Fine Art credit for the AHD.

Music History/Appreciation (U42060)***1 semester, 1 credit***

Students taking this course will receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and non-Western history and culture. Activities include, but are not limited to, 1) listening to, analyzing, and describing music, 2) evaluating music and music performances, and 3) understanding relationships between music and the other arts as well as disciplines outside of the arts. Counts as a Fine Art credit for the AHD.

Hand Bells I: Instrumental Ensemble (U4162A and U4162B)

2 semesters, 2 credits Project Based Learning Course

Recommended: Some note reading ability

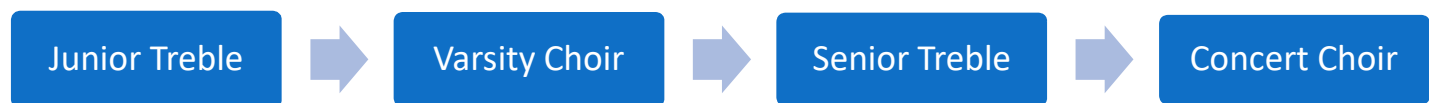
Students will study music reading, bell literature, and techniques. Members must attend all choir concerts. Counts as a Fine Art credit for the AHD.

Introduction to Guitar (U42000)

1 semester, 1 credit Grades: 9-12

This course will introduce students to playing the guitar. The class will stress technique, music theory in regard to note and tablature reading, critical listening skills, improvisation, and performance of beginning guitar literature. Instruments are provided and no prior musical experience is necessary. Counts as a Fine Art credit for the AHD.

CHOIR (FINE ARTS)



Junior Treble: Beginning Chorus (U4182A and U4182B)

2 semesters, 2 credits Project Based Learning Course

Beginning treble choral ensemble. Focus will be on learning the fundamentals of singing and reading music. Sopranos and altos entering choir for the first time should be placed here (unless the director has emailed their guidance counselor saying differently). Counts as a Fine Art credit for the AHD.

Varsity Choir: Intermediate Chorus (U4186A and U4186B)

2 semesters, 2 credits Project Based Learning Course

Beginning mixed choral ensemble. Focus will be on learning the fundamentals of singing and reading music. Basses and tenors entering choir for the first time should be placed here (unless the director has emailed their guidance counselor saying differently). Counts as a Fine Art credit for the AHD.

Senior Treble: Advanced Chorus (U4188A and U4188B)

2 semesters, 2 credits Project Based Learning Course

Selection by Director

Advanced treble choral ensemble. Students entering are expected to be fluent in reading music and sight singing. Counts as a Fine Art credit for the AHD.

Concert Choir: Choral Chamber Ensemble (U4180A and U4180B)

2 semesters, 2 credits Project Based Learning Course

Selection by Director

Advanced mixed choral ensemble. Students entering are expected to be fluent in reading music and sight singing. Counts as a Fine Art credit for the AHD.

FAMILY AND CONSUMER SCIENCES (FACS)

Many courses in Family and Consumer Sciences Are Career-Technical Education (CTE) courses and will require a student's social security number be provided.

Nutrition & Wellness (C53421)

1 semester, 1 credit Project Based Learning Course

This course is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. **Student's social security number is required to receive CTE funding for this class.**

Advanced Nutrition & Wellness (C53400)

1 semester, 1 credit Project Based Learning Course

Recommended: Nutrition & Wellness

This is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. This course builds on the foundation established in Nutrition and Wellness, which is a recommended prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Food preparation experiences are a required component, along with recipe education and journal entries related to nutrition and food preparation. **Student's social security number is required to receive CTE funding for this class.**

Advanced Nutrition & Wellness- Baking (C53401)

1 semester, 1 credit Project Based Learning Course

Recommended: Nutrition & Wellness

This is a course which provides an extensive study of nutrition. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. This course builds on the foundation established in Nutrition and Wellness, which is a recommended prerequisite. This is a project-based course utilizing higher-order thinking, communication, leadership and management processes. Additional topics include extensive study of major nutrients, nutritional standards across the lifespan, and influences on nutrition/food choices, technological and scientific influences and career exploration in this field. Food preparation experiences are a required component, along with recipe education and journal entries related to nutrition and food preparation. **Student's social security number is required to receive CTE funding for this class.**

Introduction to Culinary Arts and Hospitality (C54380)

2 semesters, 2 credits Project Based Learning Course

Recommended: Nutrition and Wellness, Advanced Nutrition and Wellness

Introduction of Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course. **Student's social security number is required to receive CTE funding for this class.**

Housing and Interior Design (C53500)

**1 semester, 1 credit *Fine Art Credit-
Project Based Learning Course**

This course will emphasize the application of art principles in planning and designing aesthetically pleasing living environments for individuals and families. Students will learn to identify architecture styles, decorating periods, and color schemes. Other topics that may be addressed are the elements and principles of design as they apply to interior decorating and furnishing an apartment. Student's social security number is required to receive vocational funding for this class. Counts as a Fine Art credit for the AHD. **Student's social security number is required to receive CTE funding for this class.**

Education Careers Pathway consists of three courses: Principles of Teaching, Child and Adolescent Development and Teaching and Learning.

Principles of Teaching (C7161A and C7161B)

2 semesters, 2 credits

Required Prerequisites: None

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A classroom observation experience is required for successful completion of this course. This course is part of the Education Careers Pathway. Counts as a directed elective or elective for all diplomas. **Student's social security number is required to receive CTE funding for this class.**

Human and Social Services Pathway consists of three courses: Principles of Human Services, Understanding People and Cultures, and Relationships and Emotions.

Principles of Human Services (C7176A and C7176B)

2 semesters, 2 credits

Prerequisites: None

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States. This course is part of the Human and Social Services Pathway. Counts as a directed elective or elective for all diplomas. **Student's social security number is required to receive CTE funding for this class.**

PHYSICAL EDUCATION

PE- Gym (P35420)

GRADUATION REQUIREMENT

Students in the 2029 cohort are required to have 1 semester.

Emphasis is on health-related fitness and on developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), aerobic exercise, team sports, individual and dual sports, gymnastics, outdoor pursuits, self-defense, aquatics, dance, and recreational games. There will be a pool component to this course. Ongoing assessment includes both written and performance-based skill evaluations.

Alternate PE (P35421 or P35422) and Alternate PE Pool (P3544A) *

1 Semester, 1 Credit

The Indiana State Board of Education has granted local school districts the flexibility to award physical education credit through alternate means. Lake Central High School is offering alternative PE/Pool credits. Students who demonstrate mastery of state Academic Standards for PE through a LCHS sponsored qualifying activity may be able to earn a PE credit (see the complete list below).

Physical education credit earned by participation on an athletic team, may not count toward academic eligibility.

Qualifying Activities - Qualifying activities are only those that are sponsored and run by Lake Central High School and are listed below.

<i>Baseball S2</i>	<i>Dance S2</i>	<i>Soccer S1</i>	<i>Volleyball S1</i>
<i>Basketball S2</i>	<i>Football S1</i>	<i>Softball S2</i>	<i>Winter Guard S2</i>
<i>Cheerleading S2</i>	<i>Golf GS1, BS2</i>	<i>Swimming S2</i>	<i>Wrestling S2</i>
<i>Color Guard S1</i>	<i>Gymnastics S2</i>	<i>Tennis BS1 GS2</i>	<i>Unified Track S2</i>
<i>Cross Country S1</i>	<i>Marching Band S1</i>	<i>Track & Field S2</i>	

S1= Semester 1, S2= Semester 2, B=Boys, G=Girls

For the class of 2029 only one Alternate PE credit is required.

Criteria

Students participating in a qualifying activity must participate fully for the entire season as outlined by the governing body (ISSMA or IHSAA). If a student is injured, they may still be able to receive credit as long as the student continues to attend and participate, as they are able. Rehabilitation efforts allow students to remain eligible in good standing.

Students planning to participate in a fall qualifying activity would request ALT PE S1 for the fall. If the student plans to participate in a spring qualifying activity, they would request ALT PE S2 for the spring. Coaches, directors, and sponsors will award credit based on the following criteria:

- 1. Attendance**
- 2. Citizenship**
- 3. Ability**

Intro to Sports Conditioning (P3560H and P3560I)

2 semesters, 2 credits

Recommended: Secondary Physical Education I/II

The Intro to Sports Conditioning class is for student-athletes in good standing who are new to Lake Central. If a student-athlete falls out of good standing, they may be removed from the course at the end of the nearest

semester. The course is designed to allow new athletes to participate in a structured strength and athletic enhancement program. The class is geared toward new athletes who plans to participate in a sport here at Lake Central. The course will incorporate individual and sport-specific strength training programs for Lake Central student athletes. The instructor will work closely with the coaching and athletic training staff allowing the student the opportunity to reach their full potential in the class and in their sport. Students will be given workouts that may include a battery of core lifts for basic strength training. Students will have an opportunity to make use of free weights, medicine balls, agility and plyometric stations. Upon completion of this course, students will understand and be able to facilitate a workout program that will enhance performance in their sport or daily life, as well as, promote proactive habits for lifelong fitness.

Life Saving and Water Safety (P3560B)

1 semester, 1 credit Work Based Learning Course

Recommended: Minimum 15 years of age, able to swim 300 continuous yards Freestyle and/or Breaststroke and recover a 10-pound brick from 8 feet of water.

Emphasis is on the American Red Cross Lifeguard certification. This includes CPR/AED for the Professional Rescuer and First Aid.

This course is designed to provide certification in American Red Cross lifeguarding as well as certification in CPR, AED, and First Aid. This course will help improve swimming skills and train students for jobs at local beaches, pools, and camps

Lifeguarding (P3560D – 1st Semester) (P3560E – 2nd Semester)

1 semester, 1 credit, Students can take both P3560D and P3560E in the same year for a maximum of 2 semesters, 2 credits.

Service Based Learning Course

Recommended: Life Saving and Water Safety, Teacher approval required.

Students will serve as a lifeguard and assist in instruction of the PE Pool classes. Teacher approval is required for admission into this course.

CAREER AND TECHNICAL EDUCATION

The State of Indiana has implemented Next Level of Program Study for many Consumer and Technical Education Pathways. As a result, many of the introductory courses are changing. All of these courses will require the student's social security number.

Digital Design (Graphics)

These are all CTE courses, for funding and employment follow-up; the student's social security number is required.

Principles of Digital Design (V7140A and V7140B)

2 semesters, 2 credits

Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light.

Precision Machine

These are all CTE courses, for funding and employment follow-up; the student's social security number is required. The Precision Machining Pathway consists of three courses: Principles of Precision Machining, Precision Machining Fundamentals, and Advanced Precision Machining.

Principles of Precision Machining (V7109A and V7109B)

2 semesters, 2 credits Project Based Learning Course

Quantitative Reasoning Course

Recommended: None

Principles of Precision Machining will provide students with a basic understanding of the processes used to produce industrial goods. Classroom instruction and labs will focus on shop safety, measurement, layout, blueprint reading, shop math, metallurgy, basic hand tools, milling, turning, grinding, and sawing operations. This course prepares the student for the optional National Institute of Metalworking Skills (NIMS) Measurement, Materials & Safety certification that may be required for dual credit.

Automotive

This is a CTE course, for funding and employment follow-up; the student's social security number is required. The Automotive Services Pathway consists of Principles of Automotive Service and the two of the three courses in Automotive Service Technology (Brake Systems and Steering and Suspension).

Principles of Automotive Services (V7213A and V7213B)

2 semesters, 2 credits Project Based Learning

This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. Also, this course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.

Engineering

Students taking these three courses will qualify for the Engineering Pathway. These courses are taken sequentially.

Introduction to Engineering Design: Project Lead the Way (V48020)

2 semesters, 2 credits

Introduction to Engineering Design (IED) is a high school level course that is appropriate for 9th or 10th grade students who are interested in design and engineering or another technical career. The major focus of the IED course is to expose students to a design process, professional communication and collaboration methods, design ethics, and technical documentation. IED gives students the opportunity to develop skills in research and analysis. Teamwork, technical writing, engineering graphics, and problem solving through activity-, project-, and problem-based (APPB) learning are emphasized. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills and creative abilities while applying math, science, and technology knowledge learned in other courses to solve engineering design problems and communicate their solutions. IED also allows students to develop strategies to enable and direct their own learning, an ultimate goal of education. No previous knowledge is assumed, but students should be concurrently enrolled in college preparatory mathematics and science courses in order to facilitate the use and understanding of appropriate math and science concepts necessary for the successful completion of IED coursework. In addition, students will use industry standard 3D solid modeling software to facilitate the design and documentation of their solutions to design problems and challenges. As the course progresses and the complexity of the design problems increase students will learn more advanced computer modeling skills as they become more independent in their learning, more professional in their collaboration and communication, and more experienced in problem solving. **This is a CTE course, for funding and employment follow-up; the student's social security number will be needed.**

Principles of Engineering: Project Lead the Way (V56440)

2 semesters, 2 credits

Quantitative Reasoning Course

Required: Introduction to Engineering Design

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. **This is a CTE course, for funding and employment follow-up; the student's social security number will be needed.**

MISCELLANEOUS

Peer Mentoring (0502PM)

1 semester, 1 credit Service Based Learning Course

Students serve as peer mentors by assisting in a special needs classroom during a class period. Students assist in instruction of students with various types of disabilities, explore various career options working with people with disabilities, and promote inclusion of individuals with disabilities in the school community.

Qualifications

Peer Mentors are expected to:

- show classroom students and staff respect at all times;
- attend class and have good, consistent attendance in all classes;
- maintain passing grades in all classes;
- be honest;
- show initiative;
- work independently in all areas;
- demonstrate appropriate social and behavior skills in all areas; and
- participate in activities and ask when unsure what to do.

Study Hall (10010)

2 semesters, 0 credits

Students may choose to take a study hall if they have completed all necessary coursework and are on track with their credits. This study hall should be used to work on homework or to study for tests/quizzes. Students receive no credit for taking a study hall.

Pathways Lake Central High School Class of 2025 and beyond

To be a concentrator and earn a Pathway, students must take all three courses in the Pathway. Capstone (Level II) is optional, but requires the completion of the Pathway. Courses must be taken in order to count toward Pathway completion

Cluster: Advanced Manufacturing

Career Pathway: Precision Machining – Lake Central High School

Course Number	Course Name
V7109A & V7109B	Principles of Precision Machining
V7105A & V7105B	Precision Machining Fundamentals
V7107A & V7107B	Advanced Precision Machining

Capstone: V7219A & V7219B Precision Machining Capstone

Cluster: Arts, AV Tech and Communication

Career Pathway: Digital Design – Lake Central High School

Course Number	Course Name
V7140A & V7140B	Principles of Digital Design
V7141A & V7140B	Digital Design Graphics
V5550A & V5550B	Graphic Design and Layout-

Capstone: V7246A & V7246B Digital Design Capstone

Cluster: Finance

Career Pathway: Accounting

Course Number	Course Name
B4562A & B4562B Or B4562D & B4562E	Principles of Business Management Principles of Business Management Dual Credit
B4524A & B4524B	Accounting Fundamentals
B4522A & B4522B	Advanced Accounting

Capstone: Not currently offered.

Cluster: Marketing

Career Pathway: Entrepreneurship

Concentrator A: Course Number	Course Name
B7154A & B7154B	Principles of Entrepreneurship
B7148A & B7148B	New Venture Development
B7147A & B7147B	Small Business Operations

Capstone: Not currently offered.

Cluster: Marketing

Career Pathway: Marketing and Sales

Course Number	Course Name
B4562A & B4562B Or B4562D & B4562E	Principles of Business Management Principles of Business Management Dual Credit
B5914A & B5914B	Marketing Fundamentals
B5918A & B5918B or B7145A & B7145B	Strategic Marketing or Digital Marketing

Capstone: Not currently offered

Cluster: Business Management and Administration**Career Pathway: Business Administration**

Course Number	Course Name
B4562A & B4562B Or B4562D & B4562E	Principles of Business Management Principles of Business Management Dual Credit
B5914A & B5914B Or B7143A & B7143B	Marketing Fundamentals or Management Fundamentals
B4524A & B4524B	Accounting Fundamentals

Capstone: Not currently offered

Cluster: Education Careers**Career Pathway: Education Pathway**

Course Number	Course Name
C5218A & C5218B	Principles of Teaching
C5216A & C5216B	Child and Adolescent Development
C5217A & C5217B	Teaching and Learning

Capstone:

Cluster: Health Sciences**Career Pathway: Biomedical Sciences and Technology**

Course Number	Course Name
S5218A & S5218B	Principles of Biomedical Science
S5216A & S5216B	Human Body Systems
S5217A & S5217B	Medical Interventions

Capstone: Not currently offered.

Cluster: Human and Social Services**Career Pathway: Human Services**

Course Number	Course Name
C7176A & C7176B	Principles of Human Services
C7174A & C7174B	Understanding People and Cultures
C7177A & C7177B	Relationships and Emotions

Capstone: Not currently offered.

Cluster: STEM**Career Pathway: Computer Science**

Course Number	Course Name
B7183A & B7183B	Principles of Computing
B7351A & B7351B	Topics in Computer Science
B7352A & B7352B	Computer Science

Capstone: Not currently offered.

Cluster: STEM**Career Pathway: Engineering**

Course Number	Course Name
V4802A & V4802B	Introduction to Engineering Design
V5644A & V5644B	Principles of Engineering
V5650A & V5650B	Civil Engineering and Architecture

Capstone: Not currently offered.

Cluster: Transportation, Distribution and Logistics
Career Pathway: Automotive Services

Course Number	Course Name
V7213A & V7213B	Principles of Automotive Service
V7205A & V7205B	Brake Systems
V7212A & V7212B	Steering and Suspensions

Capstone: V7375A & V7375B Automotive Service Capstone

Pathways at Hammond Area Career Center Class of 2025 and beyond

To be a concentrator and earn a Pathway, students must take all three courses in the pathway.

Cluster: Advanced Manufacturing **Career Pathway: Welding Technology**

Course Number	Course Name
R71100	Principles of Welding Technology
R71110	Shielded Metal Arc Welding
R71010	Gas Welding Processes

Capstone: V01430 Welding Technology Capstone

Cluster: Architecture and Construction **Career Pathway: Construction Trades- Carpentry**

Course Number	Course Name
R71300	Principles of Construction Trades
R71230	Construction Trades General Carpentry
R71220	Construction Trades: Framing and Finishing

Capstone: V72420 Construction Trades Capstone

Cluster: Arts AV Tech and Communication **Career Pathway: Radio and Television Broadcasting**

Course Number	Course Name
R71390	Principles of Broadcasting
R73060	Audio and Visual Production Essentials
R73070	Mass Media Production

Capstone: R73080 Radio & TV Broadcasting Capstone

Cluster: Education and Training **Career Pathway: Early Childhood**

Course Number	Course Name
R71600	Principles of Early Childhood Education
R71580	Early Childhood Education Curriculum
R71590	Early Childhood Education Guidance

Capstone: V72590 Early Childhood Education Capstone

Cluster: Law, Public Safety, Corrections and Security **Career Pathway: Criminal Justice**

Course Number	Course Name
R71930	Principles of Criminal Justice
R71910	Law Enforcement Fundamentals
R71880	Corrections and Cultural Awareness

Capstone: R72310 Criminal Justice Capstone

Cluster: Transportation, Distribution and Logistics
Career Pathway: Automotive Services

Course Number	Course Name
R72130	Principles of Automotive Service
R72050	Brake Systems
R72120	Steering and Suspensions

Capstone: R73750 Automotive Service Capstone

