

**LAMAR HIGH SCHOOL
COURSE DESCRIPTIONS
(a work in progress September 15, 2016)**

ENGLISH

ESOL 1 – The student is expected to meet the Texas Essential Knowledge and Skills for vocabulary, reading, writing, media literacy, research, listening and speaking as outlined by the Texas Education Agency with appropriate accommodations for English Language Learners. Vocabulary skills include dictionary usage as well as learning words from context and root study. Reading will include selections from all nine genres identified by the TEA. Planning, drafting, revising and editing skills will be taught and practiced. Listening and speaking will be supported by Cornell note taking practice and project based learning and presentation.

ESOL 2 – The student is expected to meet the Texas Essential Knowledge and Skills for vocabulary, reading, writing, media literacy, research, listening and speaking as outlined by the Texas Education Agency with appropriate accommodations for English Language Learners. Vocabulary skills include dictionary usage as well as learning words from context and root study. Reading will include selections from all nine genres identified by the TEA. Planning, drafting, revising and editing skills will be taught and practiced. Listening and speaking will be supported by Cornell note taking practice and project based learning and presentation.

English 3 Transitional ESL- Students learn English 3 content and strategies as outlined by the Texas Education Agency, with appropriate ESL accommodations, to increase understanding and comprehension. Students grow language acquisition as well as literary acumen.

English 4 Transitional ESL- Students learn English 4 content and strategies as outlined by the Texas Education Agency, with appropriate ESL accommodations, to increase understanding and comprehension. Students grow language acquisition as well as literary acumen.

ESL Reading- Students of varying language levels extend their learning and knowledge of language acquisition strategies and skills and apply these to various texts and projects.

Reading – This intervention course can enrich struggling readers with the necessary tools students need to cement reading, writing, and comprehension skills. The differentiated instruction and multi-layered lessons will increase student success in content area learning.

STAAR Review English- Students who have struggled to pass STAAR in previous years learn how to tackle the state assessment and apply literary skills to various genres. Students will also master revision and writing for the written portion of the exam.

English 1 – The student is expected to meet the Texas Essential Knowledge and Skills for vocabulary, reading, writing, media literacy, research, listening and speaking as outlined by the Texas Education Agency. Vocabulary skills include dictionary usage as well as learning words from context and root study. Reading will include selections from all nine genres identified by the TEA. Planning, drafting, revising and editing skills will be taught and practiced. Listening and

speaking will be supported by Cornell note taking practice and project based learning and presentation.

English III Recommended - Students will pick up on their summer reading objective, *The Hitchhiker's Guide to the Galaxy*, by Douglas Adams, in August. This course includes adherence to the TEKs, including, but not limited to, a formal academic research paper, persuasive essay writing, open-ended essay responses, and technical instruction with regard to MLA format (the 7th edition) and turnitin.com.

MYP Year 4 – Within the scope of the MYP, which is designed for students to outperform non-IB students, lies English 1 expectations. The six skill areas are listening, speaking, reading, writing, viewing and presenting. Inquiry is at the heart of MYP language learning, and aims to support students' understanding by providing them with opportunities to independently and collaboratively investigate, take action and reflect on their learning.

MATH

Algebra 1 - This course is designed to develop the abstract study of numbers and the ability to reason symbolically. The key content involves identifying the critical attributes of linear, quadratic, and exponential equations; and using these attributes in writing equations, graphing, interpreting, and apply in real-world scenarios. Algebraic skills are applied in a wide variety of problem-solving situations. The course also includes polynomial expressions, inequalities (one- and two-dimensional), laws of exponents, and evaluating rational expressions. The skills developed in Algebra are critical and foundational to the study of Geometry and Intermediate Algebra, as well as the quantitative aspects of other fields or professions.

Algebra 2 - students will build on the knowledge and skills for mathematics in Kindergarten-Grade 8 and Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will study logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

Geometry Recommended - is an Algebra based geometry course. The course takes Algebraic Principles and integrates them into the parameters of Euclidean Geometry. Students adapt these principles working with proofs, two-dimensional figures, and three-dimensional figures. Students adapt these principles working with proofs, two-dimensional figures, and three-dimensional figures.

Advanced Quantitative Reasoning (AQR) - is a fourth year mathematics course that equips students with a mathematical process to arrive at real- world decisions. In AQR, students will continue to build on the K-8, Algebra I, Algebra II, and Geometry foundations as well as expanding the understanding through other mathematical experiences. The primary focal points of AQR include the analysis of information using statistical methods and probability, modeling change and mathematical relationships, mathematical decision making in finance, and spatial and geometric modeling for decision making.

IB DP/MYP Precalculus - IB MYP Precalculus combines the trigonometric, geometric, and algebraic techniques required to prepare students for the study of calculus, as well as strengthen the students' conceptual understanding of problems and mathematical reasoning in solving problems. An understanding of the topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college.

IB DP Math Studies - The IB DP mathematical studies standard level (SL) course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

IB DP Math SL - The IB DP mathematics standard level (SL) course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for mathematics HL. Students should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. The internally assessed exploration offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

IB DP Higher Level Mathematics - The IB DP higher level mathematics course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way, achieved by a carefully balanced approach. Students are encouraged to apply their mathematical knowledge to solve problems set in a variety of meaningful contexts. Concepts include Algebra, Functions and equation, Circular functions and trigonometry, Vectors, Statistics and probability, and Calculus.

SCIENCE

IB Environmental Systems and Societies - This course analyses the world as a System with several components that work together to keep the whole System in balance. The structure and the function of each component is discussed so that the students understand the interdependence of all components. The impact that Man activity has on the System is evaluated. Alternative ways are introduced, so that the students discover that we, the Human species, can have a prosperous future, as long as we are willing to change the way we do things, and change our life styles so that we can raise the life standards for all.

SOCIAL STUDIES/HISTORY

AP World History - The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

History of the Americas - History of the Americas is an HL IB course covering the Western Hemisphere. There is both a focus on 20th century topics as well as the role of the Americas from the pre-Columbian period through the beginning of the 21st century.

US History - covers the time frame from The Settlement of American West through the present day. It aims at promoting the ongoing development of students' knowledge and skills in the areas of historical analysis, evaluation, and synthesis. This goal will be accomplished through various learning experiences throughout each six weeks."

AP Art History - The goal of the AP/I.B. Art History School Based Syllabus is to initiate the development of the students' connoisseurship in the visual arts. The Art History SBS option should be particularly attractive to students who are interested in art but whose strengths do not lie in practical studio work.

FOREIGN LANGUAGE/LOTE

Chinese 1 - In Chinese 1, you will learn basic Chinese vocabulary and how to make simple sentences in Chinese. You will learn how to pronounce Chinese using the Pinyin romanization system and you will learn how to write the characters and pronounce the 4 tones of the Chinese language.

We will spend time learning about the Chinese culture, some important events in Chinese history, social behaviors, cultural norms, and Chinese festivals. We will have a special celebration for Chinese New Year. We will also have a Chinese calligrapher visit our class and show us how to write Chinese characters with the traditional maobi (writing brush) and ink stone.

Chinese 2 PIB - In Chinese 2, you will continue your study of basic Chinese. Students will learn vocabulary and how to build sentences for shopping, days of the week, how to tell time, colors, how to count money, make phone calls to friends, and many basic daily routine vocabularies. Students will continue learning correct stroke order for writing the characters and

will learn the correct tones for each word. Each semester the class will read one outside reading book about China. This book will be provided by the teacher. We will have a special celebration for Chinese New Year. We will also have a Chinese calligrapher visit our class and show us how to write Chinese characters with the traditional maobi (writing brush) and ink stone.

Chinese 3 PIB - In Chinese 3, you will continue your study of basic Chinese. Students will learn vocabulary and how to build sentences for a more extensive study of Chinese than that of Chinese II. Units cover a variety of topics. Students will begin writing longer essays in Chinese and practicing IB oral presentations in advance of the IB Exam which is taken in Chinese 4.

Chinese 4 IB – Students will learn vocabulary and how to write stories and read more extensively. Students are expected to know the vocabulary from Chinese 1-3. A list of these review vocabularies will be given to students on the first day of class.

Chinese 4 and 5 – Years 4 and 5 are the years students sit for the Chinese IB Standard Level of High Level exam. This course will be more rigorous than previous Chinese classes. There will be continuous additions of new vocabulary outside the textbook. There will also be opportunities to write and read higher level assignments in preparation for the IB Chinese exam.

French 3 - The course begins with a review of the material covered in phases 3 and 4. Other objectives of this course include **1.** Improve communicative proficiency in the four skills of listening, speaking, reading, and writing. **2.** Expand vocabulary and grammar. **3.** Increase awareness and curiosity of French Speaking cultures and encourage a life-long love of language acquisition and exploration of new cultures.

French 4/5 - is designed to prepare the student to take the Standard Level French International Baccalaureate Exam this school year or to continue on to French V IB next year and take the Higher Level Exam. Students continue to develop vocabulary and perfect fluency in contextual, conversational situations. Theory of Knowledge discussions and course readings focus on the following: Customs and Traditions, Cultural Diversity, Leisure Activities, Health, Science and Technology. The course also includes a thorough grammar review combined with various written and oral exercises.

Italian Three - The course begins with a review of the material covered in phases 3 and 4. Other objectives of this course include **1.** Improve communicative proficiency in the four skills of listening, speaking, reading, and writing. **2.** Expand vocabulary and grammar. **3.** Increase awareness and curiosity of Italian culture and encourage a life-long love of language acquisition and exploration of new cultures.

Italian 4 - is designed to prepare the student to take the Standard Level Italian International Baccalaureate Exam this school year or to continue on to Italian 5 IB next year and take the Higher Level Exam. Students continue to develop vocabulary and perfect fluency in contextual, conversational situations. Theory of Knowledge discussions and course readings focus on the following: Customs and Traditions, Cultural Diversity, Leisure Activities, Health, Science and Technology. The course also includes a thorough grammar review combined with various written and oral exercises.

Spanish 1 - will provide the student with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and limited writing. There are two main objectives to the course. Foremost is to give the students the ability to carry on a simple conversation. The second is to provide the students with instruction that teaches a basic understanding of Spanish culture, vocabulary, and grammatical concepts.

Spanish 2 Recommended – This course is designed to continue the introduction to the Spanish language and culture of Spanish-speaking countries. We will be utilizing real world experiences to practice for the globalized community. The linguistic abilities necessary to achieve the specific objective of the MYP (Middle Years Program) are: speaking and listening, writing, and reading comprehension.

Spanish 2 Pre-IB – Spanish, Level 2 focuses on the development of novice language skills that can be immediately used and built on in future language courses, most specifically advanced levels of Spanish. The course seeks to help students develop knowledge of basic language skills through a variety of classroom and outside activities. The linguistic abilities necessary to achieve the specific objective of the MYP (Middle Years Program) are: speaking and listening, writing, and reading comprehension.

Spanish 3 Recommended – This course builds upon knowledge gained in Spanish 1 & 2. The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish 2, as well as an introduction to new vocabulary, structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts.

Spanish 3 pre-IB – Spanish 3 pre-IB will be a proficiency-oriented curriculum in which students will learn to use the language as accurately as possible in simulated real-life situations. Grammar and vocabulary will be taught at an accelerated pace with advanced constructions. Vocabulary will also include elements most frequently used in daily life. The four skills of reading, writing, listening, and speaking will be taught in context along with culture.

Spanish 4 DP - This is a college level course designed to enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes. Students will be encouraged, through the study of texts and through social interaction, to develop an awareness and appreciation of the different perspectives of people from other cultures. The primary focus at this level is to review prior and obtain new grammatical structures in addition to amplifying vocabulary, thereby increasing the reading comprehension, speaking/listening, and writing skills necessary to be successful on the IB Standard Level Spanish Exam.

Spanish 5DP - This is a college level course designed to advance students' abilities to use the language they have studied as a basis for further study, work and leisure. Students will continue to perfect their grammar skills and increase vocabulary while reading, reflecting about, and specifying their own personal opinion about a variety of texts relating to controversial topics. The primary focus at this level is to become precise in the use of the language, with a particular focus on spoken language. The class is designed to develop the reading comprehension,

speaking/listening and writing skills necessary to be successful on the IB Higher Level Spanish Exam.

Spanish 6DP - This is an intermediate level college level course designed to introduce students to Spanish and Hispanic literature. Short stories, testimonials, plays and novels are used to evaluate culturally thematic content while perfecting vocabulary, enhancing writing skills, and cementing reading comprehension skills. The primary focus at this level is to provide the opportunity for enjoyment, creativity and intellectual stimulation through the knowledge of an additional language while maintaining the necessary skills to be successful on the IB Higher Level Spanish Exam

CAREER AND TECHNOLOGY

JOURNALISM

Principles of Arts A/V - Careers in the Arts, Audio/Video Technology, and Communications career cluster require, in addition to creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Digital Media - The Digital Media classes produce Lamar's daily live newscast. The classes are almost entirely student-centered and production-oriented. Student assessment and grades are based on a myriad of projects they produce.

Animation - Careers in animation span all aspects of motion graphics. Within this context, in addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications career cluster, students will be expected to develop an understanding of the history and techniques of the animation industry.

Audio Video Production - Audio Video Production students need to be critical viewers, consumers and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. Students enrolled in these courses will apply and use journalistic skills for a variety of purposes.