

# **Mirabeau B. Lamar Senior High School**

**An International Baccalaureate World School**



**Small School Feel...**  
**Big School Opportunities**

# Welcome Future Texans!

Future Lamar Texans,

Welcome to your guide to our school! This guide was designed to give our students and parents one place to find the information they need the most. We hope this answers the question “How does \_\_\_\_ work?”. We can’t promise that this will answer every question, but we hope this helps you to feel a little more at ease when it comes to deciding on Lamar. We have A LOT of options at Lamar, and this can be confusing at times. In this guide you will find information about admissions, enrollment, IB programs, CTE programs, course descriptions and much more! Of course, staff at Lamar are always available for questions too. Todd Paulus ([tpaulus@houstonisd.org](mailto:tpaulus@houstonisd.org)) is our Admissions Coordinator and he can answer (or find the answer to) all your questions. If you are interested in a specific program, you can contact the coach or sponsor directly. We hope to see you next year!



Principal



## Small School Feel



## Big School Opportunities

# Admissions

## Zoned Students

If you live in the Lamar attendance zone – WELCOME! You are ours and we are yours. There is no need to apply to Lamar via the HISD site. No – not even for the IB program. All our programs are open to our zoned students, and you will select your path and plan during the course selection process in the Spring of 2025.

Rising 9<sup>th</sup> grade students who are zoned to Lamar High School and currently enrolled in an HISD school will not need to complete the enrollment process at Lamar. They will automatically enroll on the Lamar campus unless a transfer to another school is accepted by the student.

Rising 10<sup>th</sup> – 12<sup>th</sup> grade students who are zoned to Lamar and currently enrolled in an HISD high school will need to complete the enrollment process after they withdraw from their current high school.

All zoned students who are **not** currently in HISD schools will need to complete the enrollment process in the Spring of 2025. (Dates TBA)

All parents of zoned students are encouraged to attend a virtual course selection event specifically for zoned students. Students and parents will have an opportunity to learn about the pathways offered at Lamar and begin the process of choosing their course of study. Course selection can be completed before the official enrollment process takes place. (Dates TBA)

## Non-zoned Students

Students who do not reside in the Lamar attendance zone must apply and be approved for a transfer through the HISD Office of School Choice. Phase I applications will open December 10, 2024, and will close on February 12, 2025. All qualified students who apply during Phase I will be placed in a lottery for the individual programs for which they have applied. Qualified Phase I applicants who are not offered a seat will be placed on the waiting list. Students who currently reside in HISD or attend an HISD school must apply during the Phase I window. Out of district students are welcome to apply during the Phase 1 window, however, they will be given a lower priority in the lottery.

**Students interested in Lamar are welcome and encouraged to apply for more than one program.** You should rank the programs in order of interest. Please know that if you are offered a seat at Lamar for a particular program, you will not be able to change your program of study unless you are offered a seat in a higher ranked program.

## Ranking

Students who apply during Phase I will be asked to rank their schools and programs according to their interest. Rankings may be adjusted up until the final day of the Phase 1 deadline. After that date, the ranking cannot be changed. Students will be placed in individual lotteries for each school/program they apply for. If a student receives an offer, all lower ranked choices will be dropped and eliminated. Students will remain on the waitlist for any higher ranked programs that they applied for.

## Programs

Lamar offers a variety of transfer options for students. Each option is outlined below with qualification standards. All students will choose either the IB Career-related Program or the IB Diploma Program as part of their pathway at Lamar.

### **Magnet Program: Business Administration**

The Lamar High School Business Administration Magnet Program is a unique college-preparatory program with courses designed for students with an interest in all areas of business.

Matrix Score: 80

Eligible for transportation: Yes

## Career and Technical Education (CTE)

Lamar is committed to educating the whole student and we understand that students finding their passion is an integral part of their high school experience. CTE programs create an educational environment that combines core academics with real-world applications. These pathways prepare students for success in college and careers by helping them develop the skills, technical knowledge, academic rigor, and real-world experience for high-skill, high-demand, and highly successful careers. Our pathways offer a rigorous course of study which enhance the learning in the student's traditional core subjects. Students who live in the HISD attendance zone are eligible for HISD transportation on a CTE transfer.

### We offer CTE transfers in the following Pathways:

Career Cluster	Pathway	Matrix Score
Agriculture, Food, & Natural Resources	Animal Science	70
Agriculture, Food, & Natural Resources	Plant Science	70
Arts, Audio Visual Tech. and Communication	Broadcast Journalism	70
Arts, Audio Visual Tech. and Communication	Print Journalism	80
Business, Marketing, and Finance	Entrepreneurship	Open
Engineering	Engineering Foundations	80
Health Science	Exercise Science and Wellness	70
Health Science	Health Informatics	Open
Hospitality and Tourism	Culinary Arts	70
Hospitality and Tourism	Hotel Management	70
Human Services	Child Development	70
Information Technology	Networking Systems	Open
Information Technology	Programing & Software Development	80
Transportation, Distributions, and Logistics	Distribution, Logistics, & Warehousing	Open

## International Baccalaureate (IB)

Students on an IB transfer will be placed in advanced core courses in grades 9 and 10 to prepare for the rigor of the IB Diploma Programs.

Matrix Score: 80

Eligible for transportation: Yes

## Boundary Option

This transfer is only available for students who live in the Wisdom High School attendance zone. Students must live in the Wisdom attendance zone while on this transfer. If the student moves out of this attendance zone, they will forfeit their Boundary Option transfer and need to apply for a new transfer. Students on a Boundary Option transfer are eligible for HISD transportation.

Matrix Score: \*\*

Eligible for transportation: Yes

### **Out of District**

Students who live outside of the HISD attendance boundary can apply for an Out of District transfer. Applicants can apply in Phase 1 but will receive a lower priority in the lottery.

Matrix Score: 80

Eligible for transportation: **No**

### **Hardship**

Hardship applications will open in Phase 2 and will be reviewed only if there is space available.

Matrix Score: \*\*

Eligible for transportation: **No**

## **The Lamar Instructional Model**

### **The Building**

The new Lamar campus was approved by voters under the 2012 Bond and planning and design began in 2013. The Project Advisory Team worked closely with the architects and district personnel during the planning and design phase to ensure the building had elements that reflected the needs and desires of the greater school community. No two buildings are exactly alike, and each has unique features that are tailored to the programs in the school. The idea was to consider that we were designing a building for the future that would consider the needs of today and tomorrow's students.

A major focus in the design was to ensure the space was flexible and adaptable to the changing needs of learners. Another critical consideration was to create a design that targeted some of the constant and recurring challenges for large schools. Large comprehensive high schools, like Lamar, offer the benefits of having a variety of programs, clubs, and course offerings. In effect, there is something for everyone. But with that comes the challenges of navigating a large system and finding places where you fit in. With the neighborhood design we create smaller cohorts of students that share a common group of teachers. When students are grouped into smaller communities within the bigger community, teachers can provide more individualized support within the normal function of the school day. The smaller communities also allow for collaboration and experience working with an academic team.

The third and fourth floors of the new building serve as the home base for all students, where a student receives instruction for four of the eight periods over two days. Students also have access to their Language B class through the neighborhood. Within each neighborhood there are up to five flexible work areas - specifically, a fully equipped, enclosed science/maker lab, an enclosed presentation area, and two to four flexible learning areas.

Students leave their neighborhood to access fine arts, athletics, physical education and our Career and Technical Education Programs, housed on the first floor of the new building and in the renovated North Building. The second floor is our student services area, which includes our school store, our College Corner, the Book Balcony, as well as Communities in Schools counselors.

## Curriculum Design

Teams of teachers worked side by side to create a rigorous curriculum within their own content area, using the guiding principles of IB Middle Years Program and IB Diploma Program. This curriculum was implemented in our classrooms in the two years leading up to the opening of the new building and was refined each year to ensure we offer students the opportunity for the best results. These same teachers worked with teams made up of a teacher of English, science, math, and humanities (social studies) to create opportunities for the disciplines to overlap so that students recognize the connectedness between the disciplines. The interdisciplinary curriculum is rooted on the premise that students learn through doing. We also considered that when students work together, they gain “soft” skills, such as communication, collaboration, negotiation, and empathy through working together, and these skills will be critical in jobs of the future.

## Instructional Approaches

Several years ago, the Lamar faculty started shifting their instructional practices. As an IB World school we incorporated strategies such as flipped instruction, Kagan Cooperative Strategies, and Project-based Learning (PBL) into our instruction, in order to ensure all students are maximizing their opportunities to learn while in the classroom. Here is a look at the instructional practices we are using, the ways we continue to support teachers in improving their practice, and how these instructional practices are complemented by the new facility to enhance learning.

### **International Baccalaureate (MYP, CP and DP)**

**What is it?** The IB Middle Years Program, the IB Career-related Program and the IB Diploma Program provide an instructional framework that focuses on the development of characteristics, our learner profile, providing students with the opportunity to learn through inquiry with a focus on the connectedness between disciplines.

**How are teachers supported to continuously grow in this instructional approach?** Each year Lamar teachers attend IB training specific to their discipline that focuses on instructional practices that are in line with the IB philosophy. Through our continued collaboration with Texas IB Schools and other HISD IB schools, we offer training every summer.

**How is this instructional strategy complemented by the new facility?** In our new building, the flexible learning spaces allow our interdisciplinary neighborhood teams to fully embrace the IB philosophy. Teachers work together to seamlessly offer opportunities for inquiry-based, hands-on learning through an interdisciplinary approach. In other words, students have opportunities to develop rich, engaging questions about the world, seek to understand the complexity of the problem from a variety of perspectives and then work to solve that problem.

### **Flipped Learning**

**What is it?** Flipped Learning is an instructional design approach that puts an emphasis on having the teacher available as students begin to practice and gain expertise on curriculum. Teachers utilize technology and online tools to develop short lessons to frontload the basic knowledge students need to make sense of new material. Then, as with any good apprenticeship, the teacher is in class available to facilitate and offer support as the student begins to gain expertise on the material.

**How are teachers supported to continuously grow in this instructional approach?** This instructional approach was launched a few years ago and had several early adopters that have helped drive the development of strong flipped lessons in each content area. Teachers are continuing to receive professional development to improve the quality and appeal of the lessons.

**How is this instructional strategy complemented by the new facility?** Flipped lesson design allows students to use the time in class to engage in exploration and practice with new content, while teachers are readily available to guide them in their learning. Teachers prepare opportunities for students to interact with the new content and get help as they apply the new skill.

### **Kagan Cooperative Strategies**

**What is it?** Kagan Cooperative Strategies provide a framework for working with others. When students work together and have a positive experience, they boost academic understanding as well as emotional intelligence, or in the world of IB, they advance themselves in developing the characteristics of the learner profile. Kagan provides structures and routines for working in pairs, small groups, or even larger groups.

**How are teachers supported to continuously grow in this instructional approach?** Lamar implemented Kagan structures several years ago and continues to provide training as new teachers join the Lamar faculty. New teachers receive continuous support through our new teacher cohort and through our Appraisal and Development system.

**How is this instructional strategy complemented by the new facility?** Cooperative learning requires flexibility in the learning environment. The new facility is designed to offer a variety of flexible learning spaces, allowing teachers to choose the most effective cooperative routine, and allowing students to work in a location that fits their own learning goals.

## **How do the neighborhoods work?**

We organized course options on a matrix so that there are a variety of pathways but have also partnered neighborhoods so that more options are available to students. Some teachers support two neighborhoods, for example those who are expert in physical sciences can focus on delivering that content while teachers who are expert in life sciences can focus on that content. This type of grouping allows more flexibility in scheduling so that students can really make a path that is right for them.

With this idea in mind, we placed students in a neighborhood where the courses they want are offered. While approximately 200 students are assigned to the same neighborhood, they are not all there at the same time throughout the day. We maintain an 8-period blocked schedule. Teachers maintained a student load comparable to years past where approximately 30-35 students are assigned to a course for a specific class period. Using the teaming approach, the teachers have the flexibility to work together to design projects that allow for interdisciplinary teaching. An example might be that during the dedicated 2<sup>nd</sup> period, an English class and a history class may utilize the flexible space and be regrouped to work together on an interdisciplinary project, or a math and science class may be working under the guidance of the math and science teachers to use the tools of mathematics to solve a complex physics problem.

## Safety

- **Clearly Delineated and Fenced School Boundaries**, using vegetation, ornamental fencing, signage, and other measures to discourage trespassers and allow natural surveillance of approaching threats.
- **Electronic Access Control Systems Installed at Parking Garage** to restrict its use to students with permits, school staff, and administrators.
- **Architecturally Distinctive Main Entrance to the School Directing Visitors** through administration check-in and screening area.
- **Security Vestibule with Electronic Access Control Systems** to provide greater control of visitors entering the school. Individuals pass through the Administration area before being granted access to the remainder of the building.
- **Electronic Access Control Systems at Frequently Used Exterior Doors** throughout the campus and **No Re-Entry Hardware at Less Frequently Used Exterior Doors** to limit access to the building by unauthorized individuals.
- **Over 180 High-Definition Closed Circuit Television (CCTV) Cameras** strategically distributed throughout the campus to provide continuous surveillance of corridors, common areas, building entrances, gymnasiums, dining spaces, stairwells, and other areas designated by campus administration.
- Learning centers doors, Cohort entries, and Administrative Offices will have **Doors/Entrances that can be Locked from the Interior** in the event of an emergency lockdown.
- **Offices for Assistant Principals, Counselors, and other Administrators are Carefully Distributed Throughout the Building** to monitor and engage students in each Cohort and provide administrative direction in case of an emergency.
- **Compartmentalization of the Building** will help control visitor movement through the building and facilitate identification of individuals in the wrong areas.
- **Comprehensive Intrusion Detection System** that includes door sensors, motion detectors, alarms, and 24-hour central monitoring

## FAQs

### **Do students have the opportunity to socialize with students in other neighborhoods?**

Of course! Students are assigned to the neighborhood based on their four core courses, but still have opportunities in the schedule to engage with students from other neighborhoods in the fine arts, physical education, and career and technical education classes. Students continue to have opportunities to engage in clubs and other student activities and programs.

### **Do students have the ability to eat lunch outside, or are they kept indoors all day?**

Breakfast and lunch distribution take place throughout the building in the neighborhoods. Students may choose to eat in their neighborhood, in the Grand Hall, on the patio, on the front lawn, or on the athletic fields.

### **Which classes are in the North building?**

The historic north building was completely renovated to contain suites for several of our programs including orchestra, choir, dance, visual arts, JROTC, engineering, and our variety of communications programs. Our clinic is located on the second floor near the Main Office, and our special education suite is located in the same area.



**Are there tutorials before and after school for students?**

We continue to have tutorials available before and after school, as well as during the school lunch hour.

**How many kids are at lunch? How does lunch work?**

We have one lunch period daily with an optional tutorial and club meeting time. Each neighborhood will have food distribution lines during the lunch periods where students can get food from the hot service line or the cold case. Students are able to eat in neighborhoods not holding tutorials and may choose to eat outside of the neighborhood in the Grand Hall, on the patio, on the athletic fields, or on the front lawn.

**Are you with the same kids all day?**

Students have 8 class periods over 2 days. Four of the classes are held in the neighborhood (English, Math, Science, and Social Studies/History). The other four periods of the schedule take place in other areas of the campus.

**How does this model improve student learning?**

How much easier would your life be if your 4 core teachers all worked together? If your English teacher knew what was going on in your other three core classes? Teachers work closely together to make connections between the content areas and offer a more balanced and integrated workload. Utilizing the flipped classroom model, students receive the “lecture” portion of instruction prior to the lesson at home and use the time they have with their teachers to practice the new skill with support and apply it to real world problems.

**How are students grouped in each neighborhood?**

Students are randomly and heterogeneously grouped in each neighborhood. We want to make sure you are not limited in the courses you can take because of the neighborhood in which you are placed. If for instance the math class you need is only offered at the same time you want to take band, we can assign you to a different neighborhood so that there is not conflict. You have access to Recommended and PreIB/IB classes in all neighborhoods.

**How are students grouped into their individual classes?**

Students are assigned to each course during a specific period. Each class section is identified as Recommended or PreIB/IB. Teachers within the neighborhood have the flexibility to use each class period to work on specific course content, or work on integrated projects with other content area teachers/classes in the neighborhood.

**Can students take fine arts classes and be involved in athletics?**

Students continue to have access to all our fine arts and athletics programs. These fields of study continue to be delivered during the school day as one of the courses outside the neighborhood setting.

**What if a student is struggling? How do they get help?**

Lamar offers additional supports such as tutoring and will continue our partnership with Communities in Schools. We utilize the team-teach model to identify and intervene more quickly through our Intervention Assistance Team (IAT) and continue to offer in-class supports for students in Special Education and accommodations for students identified under 504.

### **How is the teacher-student relationship/rapport developed?**

Small learning communities support a “small school feel” and stronger partnerships between teachers for offering support and building rapport with students. The neighborhood model helps teachers and students build a more supportive relationship.

### **Do seniors have off campus periods?**

Seniors who are not deficient in their graduation requirements may be eligible for a 1<sup>st</sup>/5<sup>th</sup> period or 4<sup>th</sup>/8<sup>th</sup> period off campus.

### **What is the noise level in the neighborhoods?**

As with any shared space meant for collaborative and cooperative learning there is a low hum of productivity. Students are expected to maintain a level of respect for others who are working. Each neighborhood has a meeting room that can be fully enclosed with an operable wall. Through team planning this room can be used if a class needs a quiet space (testing) or the ability to be a little louder (presentations).

### **Can students be IBDC + athlete + fine arts?**

Absolutely! There are several options to ensure time within the student’s schedule for a well-rounded high school experience. Students should discuss their learning goals with their Academic Dean.

### **Are there opportunities during the school day for students to meet with their Academic dean, visit the College Corner, Writing Lab, and work with teachers if they need tutorials?**

Yes! We operate one-hour long lunch period each day and students have the opportunity to meet with teachers, their academic deans, the IB coordinators, or participate in club meetings.

## **Academics**

We want every Lamar Texan to feel connected to our campus through academics and extracurricular activities. Our neighborhood concept is designed to give students access to their core teachers throughout the day and direct access to their Academic Dean, Assistant Principal, and clerk. This also ensures that our teacher teams are in constant communication with each other and the leadership team. Our students, parents, and staff are essential in creating the right path and plan for each student. With that being said “Big School Opportunities” means we have lots of options and that can be confusing! This section gives you an overview of your options to graduation at Lamar and beyond. Lamar offers a variety of State Endorsements, CTE pathways, three IB programs, plus fine arts and athletics and making them all work together requires planning from the beginning.

Our students choose a CTE pathway in 9th grade. If students are on a CTE specific transfer, then they will follow that pathway throughout their 4 years. If students are zoned or are not on a pathway specific transfer, then they can choose from any of our CTE pathways. Students and parents are encouraged to reach out to their neighborhood Academic Dean anytime throughout the school year with questions or concerns, but the primary planning meeting for the next school year will take place in the spring during the student-led conference. Students take the lead in this conference discussing their strengths and their areas for growth, featuring prominent pieces of work with their parent and Academic Dean as well as planning their courses for the following year.

Lamar is an International Baccalaureate World School, and all of our students are IB learners. All students in 9th and 10th grades are in the Middle Years Program (MYP) and then choose between the IB Career- related Program (IBCP) and the IB Diploma Program (IBDP) for grades 11 and 12.

While the official decision between IBCP and IBDP does not happen until 10th grade, students who think they're interested in the IB Diploma Program should let their Academic Dean know in 9th grade as course planning is especially key.

Lamar offers two levels of rigor in core courses and several electives. The “recommended” level is considered “on level” for the specific grade. We also offer advanced level courses which increase the depth and pace of the content. In grades 9 and 10 these courses are referred to as Pre DP, Pre IB, or in a few cases, AP/Pre-AP. In 11th and 12th grades the courses are referred to as “DP” or “IB”.

As an IB school we offer AP courses in area of study where there is no IB equivalent. The advanced level of Social Studies courses in grades 9 and 10 are AP courses with a test requirement in the spring. We also offer AP Government in grades 11 or 12 and additional AP courses for students who have more than the typical number of high school credits from middle school.

## Lamar Instructional Cycle

Flipped Lesson	Recorded direct instruction completed by the student prior to the class period
Guided Inquiry	Guided practice and instruction with the teacher. Approximately 30 minutes at the beginning of each class period.
Teacher Support	Small group instruction and support as needed. Additional 30 minutes after guided practice.
Independent Practice	Independent practice with mastery measures for each class period. Last 30 minutes of each designated class period.

## **Student Led Conferences and Course Selection**

Student led conferences come in all forms but are designed for the student to lead the conversation about the work they are proud of and what they need help with. This is not a traditional parent and teacher conference. We need our students to own their wins and their challenges.

Each year, Academic Deans schedule a time to meet with the student, parent, and a teacher to facilitate a Student Led Conference (SLC). During the conference, the student will share a digital portfolio, discuss strengths and areas of growth, and select courses for the next year.

### **Juniors/Seniors**

When: Seniors- Beginning in October Juniors- Beginning in January

What: The Academic Dean/Assistant Principal will review the students' plan and path to graduation, review and finalize course selection, review IB testing plan, and put together a college or career plan.

### **Sophomores**

When: Beginning in February

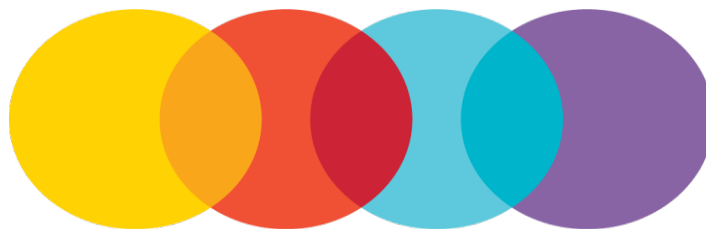
What: The Academic Dean/Assistant Principal will review the students' plan and path to graduation, review IB Programme options (Diploma or Career-Related Programme), and finalize course selection, and set an IB testing plan.

### **Freshmen**

When: Beginning in March

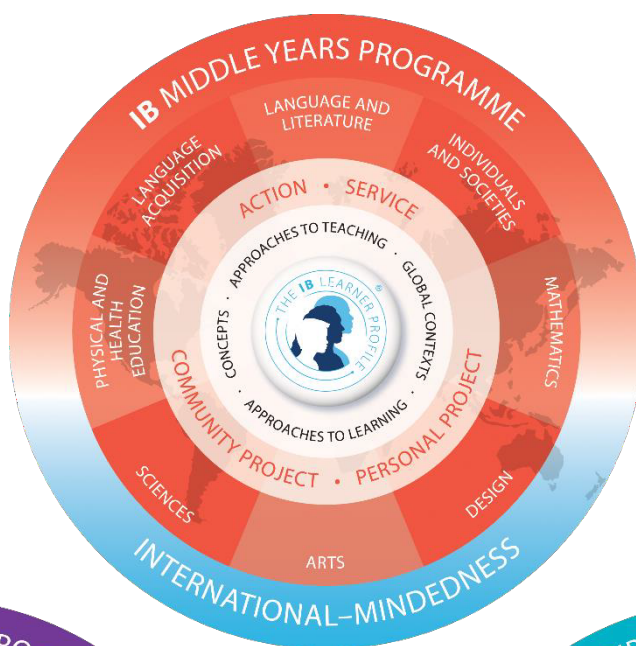
## **Summer School**

What does all of this have to do with Summer School? First, know that there are two different kinds of Summer School: Pre-Diploma Program and Credit Recovery. Pre-Diploma Program Geometry is offered in Summer School for students that decide to be an IB candidate and plan to take IB level math courses in 11th and 12th grades. There is a cost for students to be enrolled in the PDP Geometry Summer School class. Part of the requirement to be an IB Diploma candidate is to complete five years of advanced math. For our students to accomplish this, some will need to complete PDP Geometry during the summer after their freshman year.



# IB CONTINUUM CONTINUUM DE L'IB CONTINUO DEL IB

Lamar offers three of the four IB Programmes. All 9<sup>th</sup> and 10<sup>th</sup> graders participate in the Middle Years Programme (MYP) and all 11<sup>th</sup> and 12<sup>th</sup> graders choose between the IB Career-related Programme and the IB Diploma Programme.





The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical, and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding, and global engagement—essential qualities for young people who are becoming global leaders.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme (DP) and the IB Career-related Programme (CP).

**What the MYP offers students:**

The MYP aims to develop active learners and internationally minded young people who can empathize with others and pursue lives of purpose and meaning. The programme empowers students to inquire into a wide range of issues and ideas of significance locally, nationally, and globally. The result is young people who are creative, critical, and reflective thinkers.

Students will:

- build confidence in managing their own learning
- learn by doing, connecting the classroom to the larger world
- consistently have greater success in IB Diploma Programme examinations
- develop an understanding of global challenges and a commitment to act as responsible citizens

## **PERSONAL PROJECT**

All MYP students in schools with the fifth year of the programme demonstrate consolidation of their learning through completion of a personal project. At Lamar all 10th grade students complete the Personal Project with the help of a staff mentor.



The IB Career-related Program was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.

The Career Program provides students the flexibility to pursue a variety of interests during their junior and senior year, while experiencing the rigor and benefits of an IB education. CP students undertake a minimum of two IB Diploma Program (DP) courses, a core consisting of four components, and career-related study.

IB DP courses provide the theoretical underpinning and academic rigor of the program. CP students take a minimum of two IB DP courses.

Career-related study courses further support the program's academic strength and provide practical, real-world approaches to learning; as well as fulfilling state of Texas course pathway requirements. Students choose from among the 12 pathways Lamar currently offers.

The CP core requirement helps them to develop skills and competencies required for lifelong learning. This is covered in one course taken over two years beginning spring of junior year and ending fall of senior year.

Career Program certification is granted upon successful completion of these requirements. IB Diploma Program courses incorporate both internal and external assessment. In these courses, students take written examinations which are assessed by external IB examiners.

**The CP enables students to:**

- follow their chosen education and career-related pathway
- combine academic subjects with their personal and professional interests and skills
- engage in learning that makes a positive difference to their community
- think critically and creatively
- communicate clearly and effectively in a variety of situations
- work independently and in collaboration with others
- consider new perspectives and other points of view
- develop greater self-confidence and self-awareness
- demonstrate high levels of resilience and flexibility
- be internationally-minded and globally aware
- apply their knowledge to real-world scenarios and situations.

The program leads to further/higher education, internships, or employment.

Sample IB Career Program Pathway				
	9th	10th	11th	12th
<b>English</b>	Pre DP English 1	Pre DP English 2	HL English Year 1	HL English Year 2
<b>Second Language</b>	Pre DP Spanish 2	Pre DP Spanish 3	Additional Elective/Athletics	Additional Elective/Athletics
<b>Social Studies</b>	Geography	World History	US History	Govt/Economics
<b>Science</b>	Pre DP Biology	Pre DP Chemistry	Physics	Anatomy & Physiology
<b>Math</b>	Pre DP Algebra II	Pre DP Geometry	SL Math Year 1	SL Math Year 2
<b>CTE</b>	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts 2	Practicum
<b>Elective/PPS</b>	Fine Art	Fine Art/Elective	Public Speaking/ PPS	PPS /Off campus
<b>Elective</b>	PE/Athletics	Additional Elective/Athletics	Additional Elective/Athletics	Practicum





The International Baccalaureate® (IB) Diploma Program (DP) was established to provide students with a balanced education, facilitate geographic and cultural mobility and to promote international understanding.

The Diploma Program curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups.

### The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.

Students choose courses from the following six subject groups: studies in language and literature; language acquisition; individuals and societies; sciences; mathematics; and the arts.

Students may opt to study an additional course in a different subject instead of a course in the arts.

Students will take some subjects at higher level (HL) and some at standard level (SL). HL and SL courses differ in scope but are measured according to the same grade descriptors, with students expected to demonstrate a greater body of knowledge, understanding and skills at higher level.

Each student takes at least three (but not more than four) subjects at higher level, and the remaining at standard level.

**Sample IB Diploma Program Pathway**

	9th	10th	11th	12th	SL/HL	DP Group
<b>English</b>	Pre DP English 1	Pre DP English 2	HL English Year 1	HL English Year 2	HL	<b>Group 1</b>
<b>Second Language</b>	Pre DP Spanish 2	Pre DP Spanish 3	Spanish SL	Additional Elective/Athletics	SL	<b>Group 2</b>
<b>Social Studies</b>	AP Human Geography	AP World History	Pre DP US History	HL History	HL	<b>Group 3</b>
<b>Science</b>	Pre DP Biology	Pre DP Chemistry	SL Science Year 1	SL Science Year 2	SL	<b>Group 4</b>
<b>Math</b>	Pre DP Algebra II	Pre DP Geometry	SL Math Year 1	SL Math Year 2	SL	<b>Group 5</b>
<b>CTE/Elective</b>	Principles of Business and Marketing	BIM	HL Economics Year 1	HL Economics Year 2	HL	<b>Group 6/Elective</b>
<b>Elective/TOK</b>	Fine Art	Fine Art	AP Govt/ TOK	TOK /Off Campus		<b>TOK</b>
<b>Elective</b>	PE/Athletics	Additional Elective/Athletics	Additional Elective/Athletics	Additional Elective/Athletics		
SL = Standard Level						
HL = Higher Level						
Varsity double block athletes may require summer school						



The IB uses both external and internal assessment in the DP.

External assessment: Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include the following: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, and (rarely) multiple-choice questions.

Internal assessment: Teacher assessment is also used for most courses. This includes the following: oral work in languages, fieldwork in the human sciences, laboratory work in the natural sciences, investigations in mathematics, artistic performances.

Research suggests that the DP is a strong pathway to university – the impact of studying the DP on admission to university and higher education depends on each student's performance.

The DP focuses on rigorous academic study, within a broad and balanced curriculum, which can prepare students well for employment.

Students in the DP also have the opportunity to apply their knowledge and skills to community service, gaining valuable experience outside the academic world.

## Career and Technical Education Programs (CTE)

CTE programs allow students the opportunity to begin exploring their potential careers in high school. These courses are designed to teach problem-solving skills, teamwork, communication, and allow students to apply knowledge from their core courses to real world problems.

Students begin career exploration in 9<sup>th</sup> grade and follow a sequenced pathway through 12<sup>th</sup> grade. This exploration allows students to discover their best skills and what they love. They have the chance from an early age to combine their skills and passions which will help them decide on a career path in their post-secondary work or when they join the work force. A student in the Hospitality and Tourism program might not end up in this career path but they will learn that they are organized, attentive to details, can problem solve quickly, and remain calm under pressure. This knowledge will only help students as they leave Lamar and enter the next phase of their life. CTE courses play a vital role in the overall education and experience of our students at Lamar.

CTE, fine arts, and athletics are where our students apply the knowledge gained from their core curriculum to their real world. All students benefit from CTE coursework and at Lamar all students choose a pathway as part of their 9<sup>th</sup> grade course selection. CTE pathways lead to Endorsements, required for Students to graduate with the Distinguished Level of Achievement in Texas. Students can also gain industry certification in CTE pathways which they can take with them when they begin their post-secondary work.

Students with industry certifications will find it easier to gain employment and internships during college or to immediately enter the workforce. The following pages offer more information about each of the Career Clusters and the individual pathways offered at Lamar.



# Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) career cluster focuses on the essential elements of life, food, water, land, and air. This career cluster includes occupations ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

## Statewide Program of Study: Animal Science

The Animal Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of animals and other living organisms. This program of study includes applying biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students will research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.

### Secondary Courses for High School Credit

- |                |   |
|----------------|---|
| <b>Level 1</b> | <ul style="list-style-type: none"> <li>Principles of Agriculture, Food, and Natural Resources</li> </ul>  |
| <b>Level 2</b> | <ul style="list-style-type: none"> <li>Small Animal Management</li> <li>Equine Science</li> <li>Entrepreneurship I</li> </ul>   |
| <b>Level 3</b> | <ul style="list-style-type: none"> <li>Livestock Production</li> <li>Livestock Production + Agricultural Laboratory and Field Experience</li> </ul>   |
| <b>Level 4</b> | <ul style="list-style-type: none"> <li>Advanced Animal Science</li> <li>Veterinary Medical Applications</li> <li>Veterinary Medical Applications + Agricultural Laboratory and Field Experience</li> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Agriculture, Food, and Natural Resources</li> <li>Practicum in Agriculture, Food, and Natural Resources + Extended Practicum in Agriculture, Food, and Natural Resources</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> <li>Scientific Research and Design</li> </ul> |

### Aligned Advanced Academic Courses

#### AP or IB

AP Biology  
IB Biology SL  
IB Biology HL

#### Dual Credit

Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

#### Work-Based Learning Activities

- Shadow an animal scientist in a biology lab to learn about applying science to understand animals and wildlife
- Intern in a veterinary clinic, caring for animals and wildlife being treated in the clinic

#### Expanded Learning Opportunities

- Participate in an FFA career, leadership, and speaking contest like an agriscience fair
- Attend an agricultural industry seminar

### Aligned Industry-Based Certifications

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Agricultural Biotechnology</li> <li>AgriLife Veterinary Assistant Certificate</li> <li>Certified Veterinary Assistant, Level I</li> <li>Elanco Fundamentals of Animal Science Certification</li> <li>Elanco Veterinary Medical Applications Certification</li> </ul> | <ul style="list-style-type: none"> <li>Equine Management and Evaluation Certification</li> <li>Feedyard Technician in Cattle Care and Handling</li> <li>Licensed Veterinary Technician</li> <li>Production Agriculture - Job Ready</li> <li>Small Animal Science and Technology</li> </ul> |
|---|--|

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement.



### Example Postsecondary Opportunities

#### Apprenticeships

- Reproduction Technician

#### Associate Degrees

- Biological and Physical Sciences
- Entomology

#### Bachelor's Degrees

- Animal Science
- Zoology/Animal Biology

#### Master's, Doctoral, and Professional Degrees

- Marine Sciences
- Biotechnology

#### Additional Stackable IBCs/License

- Veterinarian
- Certified Veterinary Technician



### Example Aligned Occupations

#### Veterinary Assistants and Laboratory Animal Caretakers

Median Wage: \$29,906  
Annual Openings: 1,348  
10-Year Growth: 24%

#### Veterinary Technologists and Technicians

Median Wage: \$33,679  
Annual Openings: 1,217  
10-Year Growth: 24%

#### Veterinarian

Median Wage: \$103,160  
Annual Openings: 347  
10-Year Growth: 26%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



# Agriculture, Food, and Natural Resources Career Cluster

The Agriculture, Food, and Natural Resources (AFNR) career cluster focuses on the essential elements of life, food, water, land, and air. This career cluster includes occupations ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

## Statewide Program of Study: *Plant Science*

The Plant Science program of study focuses on occupational and educational opportunities associated with the science, research, and business of plants and other living organisms. This program of study includes the application of biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.

### Secondary Courses for High School Credit



- |                |   |
|----------------|---|
| <b>Level 1</b> | <ul style="list-style-type: none"> <li>Principles of Agriculture, Food, and Natural Resources</li> </ul>  |
| <b>Level 2</b> | <ul style="list-style-type: none"> <li>Landscape Design and Management</li> <li>Turf Grass Management</li> <li>Greenhouse Operation and Production</li> <li>Greenhouse Operation and Production + Agricultural Laboratory and Field Experience</li> <li>Entrepreneurship I</li> </ul>   |
| <b>Level 3</b> | <ul style="list-style-type: none"> <li>Viticulture</li> <li>Horticultural Science</li> <li>Horticultural Science + Agricultural Laboratory and Field Experience</li> <li>Floral Design</li> <li>Floral Design + Agricultural Laboratory and Field Experience</li> </ul>   |
| <b>Level 4</b> | <ul style="list-style-type: none"> <li>Advanced Plant and Soil Science</li> <li>Advanced Floral Design</li> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Agriculture, Food, and Natural Resources</li> <li>Practicum in Agriculture, Food, and Natural Resources + Extended</li> <li>Practicum in Agriculture, Food, and Natural Resources</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> <li>Scientific Research and Design</li> </ul> |

### Aligned Advanced Academic Courses

<b>AP or IB</b>	AP Biology AP Environmental Science IB Biology SL IB Biology HL	AP Chemistry IB Chemistry SL IB Chemistry HL
<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.	

*Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.*

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Work in a part-time job at a landscaping company to learn about production and management of plants.</li> <li>Intern at an agricultural research company, working alongside a biological technician to learn about application of biology to plant production</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in an FFA career, leadership, and speaking contest like an agriscience fair</li> <li>Participate in an industry-related competition like an agriscience fair</li> </ul>

### Aligned Industry-Based Certifications

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Agricultural Biotechnology</li> <li>BASF Plant Science Certification</li> <li>Commercial/Noncommercial Pesticide Applicator</li> <li>Commercial/Noncommercial Pesticide Applicator "Vegetation Management" License</li> <li>Horticulture - Landscaping - Job Ready</li> <li>Landscape Irrigator</li> <li>Principles of Floral Design Certification</li> </ul> | <ul style="list-style-type: none"> <li>Production Agriculture - Job Ready</li> <li>Texas Certified Landscape Associate (TCLA)</li> <li>Texas Certified Nursery Professional</li> <li>Texas State Florists' Association Knowledge Based Floral Certification</li> <li>Texas State Florists' Association Level I Floral Certification</li> <li>Texas State Florists' Association Level II Floral Certification</li> </ul> |
|--|---|

Successful completion of the Plant Science program of study will fulfill requirements of the Business and Industry endorsement.



### Example Postsecondary Opportunities

#### Apprenticeships

- Horticulturist

#### Associate Degrees

- Biology/Biological Sciences
- Biological and Physical Sciences

#### Bachelor's Degrees

- Horticulture
- Plant Pathology/Phytopathology

#### Master's, Doctoral, and Professional Degrees

- Plant Breeding
- Botany/Plant Biology

#### Additional Stackable IBCs/License

- Nursery Floral License
- Horticulturist Certification



### Example Aligned Occupations

#### *Pesticide Handlers, Sprayers, and Applicators, Vegetation*

Median Wage: \$46,153

Annual Openings: 205

10-Year Growth: 17%

#### *Biological Technicians*

Median Wage: \$45,787

Annual Openings: 879

10-Year Growth: 14%

#### *Farmers, Ranchers, and Other Agricultural Managers*

Median Wage: \$65,490

Annual Openings: 28,020

10-Year Growth: 4%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

# Arts, Audio Visual Technology, and Communication Career Cluster

The Arts, Audio Visual Technology, and Communication (AAVTC) career cluster focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content requiring creative aptitude, fluency in computer and technology applications, and proficiency in oral and written communication. This career cluster includes occupations ranging from camera operator, audio and video technician, director, and producer to graphic designer and web and digital interface designer.

## Statewide Program of Study: Digital Communications

The Digital Communications program of study focuses on occupational and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. The program of study includes operating machines and equipment such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment to record sound and images.



### Secondary Courses for High School Credit

- |                |   |
|----------------|---|
| <b>Level 1</b> | <ul style="list-style-type: none"> <li>Principles of Arts, Audio/Video Technology, and Communications</li> <li>Digital Communications in the 21st Century</li> <li>Professional Communications</li> <li>Web Communications</li> </ul>   |
| <b>Level 2</b> | <ul style="list-style-type: none"> <li>Audio/Video Production I</li> <li>Audio/Video Production I + Audio/Video Production I Lab</li> <li>Digital Audio Technology I</li> <li>Digital Design and Media Production</li> <li>Entrepreneurship I</li> </ul>  |
| <b>Level 3</b> | <ul style="list-style-type: none"> <li>Audio/Video Production II</li> <li>Audio/Video Production II + Audio/Video Production II Lab</li> <li>Digital Audio Technology II</li> </ul>   |
| <b>Level 4</b> | <ul style="list-style-type: none"> <li>AI Video Editing (TBD)</li> <li>Practicum in Audio/Video Production</li> <li>Practicum in Audio/Video Production + Extended Practicum in Audio/Video Production</li> <li>Practicum in Digital Audio Technology</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul> |

### Aligned Advanced Academic Courses

<b>AP or IB</b>	IB Film SL IB Film HL
<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Shadow a sound designer to learn how sound and foley are created for movies or podcasts</li> <li>Intern with a technical director at a sports team, recording studio, or radio station</li> <li>Shadow a technician on a live news broadcast, concert, or other event</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in SkillsUSA or TSA</li> <li>Participate in Student Television Network</li> <li>Capture and edit film and audio for a podcast with a local community organization</li> </ul>

### Aligned Industry-Based Certifications

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Adobe Certified Professional in Digital Video Using Adobe Premiere Pro</li> <li>Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign</li> <li>Adobe Certified Professional in Visual Design</li> </ul> | <ul style="list-style-type: none"> <li>Adobe Certified Professional in Visual Design Using Adobe Photoshop</li> <li>Audio-Visual Communications - Job Ready</li> <li>Broadcasting and Journalism</li> <li>Digital Video Production Foundations</li> </ul> |
|---|---|

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry endorsement.



### Example Postsecondary Opportunities

#### Apprenticeships

- Light Technician

#### Associate Degrees

- Commercial and Advertising Art
- Animation, Interactive Technology, Video Graphics, and Special Effects

#### Bachelor's Degrees

- Cinematography and Film/Video Production
- Recording Arts Technology

#### Master's, Doctoral, and Professional Degrees

- Animation, Interactive Technology, Video Graphics, and Special Effects
- Communications Technology

#### Additional Stackable IBCs/License

- CompTIA Digital Media and Entertainment Professional Certification (DMEP)



### Example Aligned Occupations

#### Camera Operators, Television, Video, and Film

Median Wage: \$48,422  
Annual Openings: 155  
10-Year Growth: 20%

#### Audio and Video Technicians

Median Wage: \$46,319  
Annual Openings: 626  
10-Year Growth: 30%

#### Producers and Directors

Median Wage: \$65,029  
Annual Openings: 522  
10-Year Growth: 12%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>





# Arts, Audio Visual Technology, and Communication Career Cluster

The Arts, Audio Visual Technology, and Communication (AAVTC) career cluster focuses on designing, producing, exhibiting, performing, writing, and publishing multimedia content requiring creative aptitude, fluency in computer and technology applications, and proficiency in oral and written communication. This career cluster includes occupations ranging from camera operator, audio and video technician, director, and producer to graphic designer and web and digital interface designer.

## Statewide Program of Study: *Graphic Design and Interactive Media*

The Graphic Design and Interactive Media program of study focuses on occupational and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. The program of study includes designing clothing and accessories and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media for use in computer games, movies, music videos, and commercials.



### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Arts, Audio/Video Technology, and Communications</li> <li>Video Game Design</li> <li>Digital Media</li> <li>Web Communications</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Graphic Design and Illustration I</li> <li>Graphic Design and Illustration I + Graphic Design and Illustration I Lab</li> <li>Animation I</li> <li>Animation I + Animation I Lab</li> <li>Commercial Photography I</li> <li>Commercial Photography I + Commercial Photography I Lab</li> <li>Fashion Design I</li> <li>Fashion Design I + Fashion Design I Lab</li> <li>Foundations of User Experience (UX)</li> <li>Video Game Programming</li> <li>Game Programming and Design</li> <li>Digital Design and Media Production</li> <li>Entrepreneurship I</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Graphic Design and Illustration II</li> <li>Graphic Design and Illustration II + Graphic Design and Illustration II Lab</li> <li>Animation II</li> <li>Animation II + Animation II Lab</li> <li>Commercial Photography II</li> <li>Commercial Photography II + Commercial Photography II Lab</li> <li>Fashion Design II</li> <li>Fashion Design II + Fashion Design II Lab</li> <li>Advanced User Experience Design</li> <li>Advanced Video Game Programming</li> <li>Digital Art and Animation</li> <li>3-D Modeling and Animation</li> <li>Web Game Development</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Virtual Production (TBD)</li> <li>Independent Study in Technology Applications</li> <li>Independent Study in Evolving/Emerging Technologies</li> <li>Practicum in Graphic Design and Illustration</li> <li>Practicum in Graphic Design and Illustration + Extended Practicum in Graphic Design and Illustration</li> <li>Practicum in Animation</li> <li>Practicum in Animation + Extended Practicum in Animation</li> <li>Practicum in Commercial Photography</li> <li>Practicum in Commercial Photography + Extended Practicum in Commercial Photography</li> <li>Practicum in Fashion Design</li> <li>Practicum in Fashion Design + Extended Practicum in Fashion Design</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

**AP or IB** AP Studio Art: Two-Dimensional Design Portfolio

**Dual Credit** Dual credit offerings will vary by local education agency.

*Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.*

### Work-Based Learning and Expanded Learning Opportunities

#### Work-Based Learning Activities

- Shadow an art director at a branding firm or design agency
- Intern in the marketing and communications department of a technology company

#### Expanded Learning Opportunities

- Participate in SkillsUSA or TSA
- Participate in Student Television Network
- Join a related co-curricular or extracurricular club such as web development or computer coding

### Aligned Industry-Based Certifications

- Adobe Certified Professional in Digital Video Using Adobe Premiere Pro
- Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator
- Adobe Certified Professional in Print and Digital Media Publication Using Adobe InDesign
- Adobe Certified Professional in Visual Design
- Adobe Certified Professional in Visual Design Using Adobe Photoshop
- Adobe Certified Professional in Visual Effects and Motion Graphics Using Adobe After Effects
- Audio-Visual Communications - Job Ready
- Autodesk Associate (Certified User) 3ds MAX
- C++ Certified Associate Programmer
- Certified Entry-Level Python Programmer (PCEP)
- Certified Professional Photographer
- Certified Professional Programmer
- Certified User: Programmer
- CodeHS Python Level I Certification
- Graphic Production Technology - Job Ready
- Oracle Certified Associate Java SE 8 Programmer



### Example Postsecondary Opportunities

#### Associate Degrees

- Graphic Design
- Digital Arts

#### Bachelor's Degrees

- Web Page, Digital/Multimedia and Information Resources Design
- Design and Visual Communications

#### Master's, Doctoral, and Professional Degrees

- Game and Interactive Media Design
- Animation, Interactive Technology, Video Graphics, and Special Effects

#### Additional Stackable IBCs/License

- Certified Textile Designer (CTD)



### Example Aligned Occupations

#### Software Developers

Median Wage: \$111,705  
Annual Openings: 15,324  
10-Year Growth: 36%

#### Graphic Designers

Median Wage: \$50,973  
Annual Openings: 1,766  
10-Year Growth: 10%

#### Art Directors

Median Wage: \$81,926  
Annual Openings: 619  
10-Year Growth: 18%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

# Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance career cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur to accountant, retail manager, and market analyst.

## Statewide Program of Study: **Business Management**

The Business Management program of study focuses on occupational and educational opportunities associated with planning, directing, and coordinating the administrative services and operations of an organization. It includes formulating policies, managing daily operations, and allocating the use of materials and human resources. This program of study also introduces students to mathematical modeling tools and organizational evaluation methods.



### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Business, Marketing, and Finance</li> <li>Business Information Management I</li> <li>Business Information Management I + Business Lab</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Virtual Business</li> <li>Business Law</li> <li>Business Information Management II</li> <li>Business Information Management II + Business Lab</li> <li>Entrepreneurship I</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Business Management</li> <li>Global Business</li> <li>Human Resources Management</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Statistics and Business Decision Making</li> <li>Practicum in Business Management</li> <li>Practicum in Business Management + Extended Practicum in Business Management</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

<b>AP or IB</b>	AP Microeconomics AP Statistics IB Economics SL IB Economics HL
<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Intern at local business in the HR department</li> <li>Shadow the COO of a local business or chamber of commerce</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in BPA, DECA, FBLA, or related UIL events</li> <li>Explore student membership in related professional organizations</li> </ul>

### Aligned Industry-Based Certifications

- Administrative Assistant
- Certified Associate in Project Management (CAPM)
- Entrepreneurship and Small Business
- General Management
- MB-920: Microsoft Dynamics 365 Fundamentals Finance and Operations Apps
- Microsoft Office Specialist 2016 Master
- Microsoft Office Specialist: Microsoft Access Expert (Access 2019)
- Microsoft Office Specialist: Microsoft Excel Expert (Excel 2019)
- Microsoft Office Specialist: Microsoft Word Expert (Word 2019)
- Project Management Institute (PMI) Project Management Ready
- Business of Retail: Certified Specialist
- Customer Service and Sales: Certified Specialist
- Stukent Social Media Marketing Certification

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry endorsement.



### Example Postsecondary Opportunities

#### Associate Degrees

- Business Administration and Management
- Human Resources Management

#### Bachelor's Degrees

- Business Analytics
- Accounting and Business

#### Master's, Doctoral, and Professional Degrees

- Business Administration and Management
- Organizational Leadership

#### Additional Stackable IBCs/License

- Professional Certificate in Team Leadership
- Property Tax Professionals



### Example Aligned Occupations

#### First-Line Supervisors of Administrative Support Workers

Median Wage: \$59,585  
 Annual Openings: 13,885  
 10-Year Growth: 9%

#### Human Resources Specialists

Median Wage: \$61,278  
 Annual Openings: 6,239  
 10-Year Growth: 23%

#### General and Operations Managers

Median Wage: \$83,220  
 Annual Openings: 25,450  
 10-Year Growth: 23%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:  
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>

# Business, Marketing, and Finance Career Cluster

The Business, Marketing, and Finance career cluster focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. This career cluster includes occupations ranging from business owner and entrepreneur, to accountant, retail manager, and market analyst.

## Statewide Program of Study: *Entrepreneurship*

The Entrepreneurship program of study focuses on occupational and educational opportunities associated with planning, launching, directing, and coordinating public or private sector ventures. This program of study includes formulating policies, launching businesses or organizations, managing daily operations, analyzing management structures, and planning for the use of materials and human resources.

### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Business, Marketing, and Finance</li> <li>Business Information Management I</li> <li>Business Information Management I + Business Lab</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Entrepreneurship I</li> <li>Foundations of User Experience (UX)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Entrepreneurship II</li> <li>Mobile Application Development</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Statistics and Business Decision Making</li> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Practicum in Business Management</li> <li>Practicum in Business Management + Extended Practicum in Business Management</li> <li>Practicum in Marketing</li> <li>Practicum in Marketing + Extended Practicum in Marketing</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

<b>AP or IB</b>	AP Statistics IB Mathematics: Analysis and Approaches
<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.

*Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.*

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Intern at a local start-up or a business incubator</li> <li>Participate in the development and launch of a school-based enterprise</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Job shadow an entrepreneur</li> <li>Participate in BPA, DECA, FBLA, or related UIL events</li> </ul>

### Aligned Industry-Based Certifications

- Entrepreneurship and Small Business
- Facebook Digital Marketing Associate Certification
- Stukent Social Media Marketing Certification
- Customer Service and Sales: Certified Specialist
- Business of Retail: Certified Specialist



### Example Postsecondary Opportunities

#### Associate Degrees

- Operations Management and Supervision
- Organizational Leadership

#### Bachelor's Degrees

- Business Administration and Management
- Public Administration

#### Master's, Doctoral, and Professional Degrees

- Business Administration
- Public Administration

#### Additional Stackable IBCs/License

- Salesforce
- Service Contract Providers

### Example Aligned Occupations

#### General and Operations Managers

Median Wage: \$83,220  
Annual Openings: 25,450  
10-Year Growth: 23%

#### Management Analysts

Median Wage: \$93,983  
Annual Openings: 6,030  
10-Year Growth: 25%

#### Chief Executives

Median Wage: \$163,567  
Annual Openings: 648  
10-Year Growth: 3%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:  
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



# Engineering Career Cluster

The Engineering career cluster focuses on planning, designing, testing, building, and maintaining of machines, structures, materials, systems, and processes using empirical evidence and science, technology, and math principles. This career cluster includes occupations ranging from mechanical engineer and drafter to electrical engineer and to mapping technician.

## Statewide Program of Study: Engineering Foundations

The Engineering Foundations program of study focuses on occupational and educational opportunities associated with a wide range of skills applied in the Engineering industry. Students will design, test, and evaluate projects related to engines, machines, and structures. This program of study includes applying scientific, mathematical, and empirical evidence to solve problems through innovation, design, construction, operation, and maintenance of different engineering systems.

### Secondary Courses for High School Credit

	<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Applied Engineering</li> <li>Principles of Technology</li> <li>Introduction to Computer-Aided Design and Drafting</li> <li>Introduction to Engineering Design (PLTW)</li> <li>Engineering Essentials (PLTW)</li> </ul>
	<b>Level 2</b>	<ul style="list-style-type: none"> <li>Intermediate Computer-Aided Design and Drafting</li> <li>Manufacturing Engineering Technology I</li> <li>Robotics I</li> <li>Construction Engineering (TBD)</li> <li>Engineering Design Process (TBD)</li> </ul>
	<b>Level 3</b>	<ul style="list-style-type: none"> <li>Engineering Design and Presentation I</li> <li>Robotics II</li> <li>Engineering Mathematics</li> <li>Engineering Science</li> <li>Digital Electronics</li> <li>Aerospace Engineering (PLTW)</li> <li>Environmental Sustainability (PLTW)</li> <li>Civil Engineering and Architecture (PLTW)</li> <li>Computer Integrated Manufacturing (PLTW)</li> <li>Engineering Design and Development (PLTW)</li> <li>Introduction to Fluids (TBD)</li> <li>Introduction to Mechanics of Materials (TBD)</li> <li>Introduction to Statics (TBD)</li> <li>Programming for Engineers (TBD)</li> </ul>
	<b>Level 4</b>	<ul style="list-style-type: none"> <li>Engineering Design and Presentation II</li> <li>Engineering Design and Problem Solving</li> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Science, Technology, Engineering, and Mathematics</li> <li>Practicum in Science, Technology, Engineering, and Mathematics + Extended Practicum in Science, Technology, Engineering, and Mathematics</li> <li>Practicum in Engineering (TBD)</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> <li>Scientific Research and Design</li> </ul>

### Aligned Advanced Academic Courses

<b>AP or IB</b>	AP Calculus AB AP Computer Science A	AP Physics 1 AP Physics 2 AP Statistics	IB Physics SL IB Physics HL IB Computer Science SL IB Computer Science HL
<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.		

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Intern at an engineering, robotics, or aerospace company.</li> <li>Visit an engineering firm and shadow multiple types of engineers.</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in SkillsUSA or TSA</li> <li>Join a local engineering association and attend meetings.</li> </ul>

### Aligned Industry-Based Certifications

- Autodesk Associate (Certified User) AutoCAD
- Autodesk Associate (Certified User) Fusion 360
- Autodesk Associate (Certified User) Inventor for Mechanical Design
- Autodesk Associate (Certified User) Revit Architecture
- Autodesk Associate (Certified User) Revit for Electrical
- Autodesk Associate (Certified User) Revit for Structural Design
- Autodesk Certified Professional Fusion 360
- Autodesk Certified Professional in AutoCAD for Design and Drafting
- Autodesk Certified Professional in Civil 3D for Infrastructure Design
- Autodesk Certified Professional in Inventor for Mechanical Design
- Autodesk Certified Professional in Revit for Architectural Design
- Autodesk Certified Professional in Revit for Electrical Design
- Autodesk Certified Professional in Revit for Structural Design
- C-103 Certified Industry 4.0 Associate – Robot System Operations
- Certified SOLIDWORKS Associate (CSWA) – Academic
- Certified SOLIDWORKS Associate (CSWA) – Electrical
- Certified SOLIDWORKS Associate (CSWA) – Mechanical Design
- Certified SOLIDWORKS Associate (CSWA) – Simulation
- Certified SOLIDWORKS Associate (CSWA) – Sustainability
- Certified SOLIDWORKS (CSWP) – Academic
- Certified SOLIDWORKS Professional (CSWP) – Mechanical Design
- Certified SOLIDWORKS Professional (CSWP) – Model Based Definition
- Certified SOLIDWORKS Professional (CSWP) – Simulation
- Certified SOLIDWORKS Professional (CSWPA) – Drawing Tools
- Engineering Technology Foundations
- Pre-Engineering/Engineering Technology – Job Ready
- FANUC Robot Operator 1
- Certified Logistics Technician (CLT)
- Certified Production Technician (CPT) 4.0
- Lean Six Sigma Green Belt Certification



### Example Postsecondary Opportunities

#### Apprenticeships

- Industrial Engineering Technician Apprenticeship

#### Associate Degrees

- Manufacturing Engineering Technology/Technician
- Robotics Technology/Technician

#### Bachelor's Degrees

- Electrical and Electronics Engineering
- Engineering, General

#### Master's, Doctoral, and Professional Degrees

- Electrical and Electronics Engineering
- Engineering, General

#### Additional Stackable IBCs/Licensures

- Professional Engineer (PE License)
- Engineer in Training Certification (EIT)



### Example Aligned Occupations

#### Civil Engineering Technologists and Technicians

Median Wage: \$61,138

Annual Openings: 765

10-Year Growth: 11%

#### Aerospace Engineers

Median Wage: \$115,694

Annual Openings: 483

10-Year Growth: 18%

#### Mechanical Engineers

Median Wage: \$99,937

Annual Openings: 1,755

10-Year Growth: 19%







# Health Science Career Cluster

The Health Science career cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapist to forensic science technician and athletic trainer.

## Statewide Program of Study: *Exercise Science, Wellness, and Restoration*

The Exercise Science, Wellness, and Restoration program of study focuses on occupational and educational opportunities associated with assisting patients with maintaining physical, mental, and emotional health. This program of study includes researching diet and exercise needed to maintain a healthy, balanced lifestyle and exploring techniques to help patients recover from injury, illness, or disease.

### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Health Science</li> <li>Principles of Allied Health</li> <li>Principles of Exercise Science and Wellness</li> <li>Principles of Community Service</li> <li>Introduction to Speech Pathology and Audiology</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Interpersonal Studies</li> <li>Lifetime Nutrition and Wellness</li> <li>Medical Terminology</li> <li>Speech and Language Development</li> <li>Kinesiology I</li> <li>Allied Health Therapeutic Services</li> <li>Entrepreneurship I</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Health Science Theory</li> <li>Health Science Theory + Health Science Clinical</li> <li>Anatomy and Physiology</li> <li>Speech and Communication Disorders</li> <li>Kinesiology II</li> <li>Physical Therapy I</li> <li>Occupational Therapy I</li> <li>Applied Nutrition and Dietetics</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Occupational Therapy II</li> <li>Physical Therapy II</li> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Practicum in Health Science</li> <li>Practicum in Health Science + Extended Practicum in Health Science</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

<b>AP or IB</b>	AP Biology	IB Biology SL IB Biology HL
<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.	

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Participate in an internship with a physical therapist, occupational therapist, or speech therapist</li> <li>Shadow an athletic trainer from a local sports team</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in the Texas State Athletic Trainers Association</li> <li>Participate in HOSA or SkillsUSA</li> <li>Volunteer at a hospital or rehabilitation center</li> </ul>

### Aligned Industry-Based Certifications

- Certified Clinical Medical Assistant
- Certified Occupational Therapy Assistant
- Certified Personal Trainer
- Emergency Medical Technician - Basic
- Pre-Professional Certification in Nutrition, Food, and Wellness

Successful completion of the Exercise Science, Wellness, and Restoration program of study will fulfill requirements of the Public Services endorsement.



### Example Postsecondary Opportunities

#### Apprenticeships

- Medical Assistant

#### Associate Degrees

- Associate of Applied Science

#### Bachelor's Degrees

- Nutrition Sciences
- Exercise Physiology and Kinesiology

#### Master's, Doctoral, and Professional Degrees

- Exercise Science and Kinesiology
- Physical Therapy

#### Additional Stackable IBCs/License

- Physical Therapy Technician/Aide Certification



### Example Aligned Occupations

#### Exercise Trainers and Group Fitness Instructors

Median Wage: \$44,916  
Annual Openings: 5,022  
10-Year Growth: 41%

#### Physical Therapist Assistants

Median Wage: \$74,866  
Annual Openings: 1,218  
10-Year Growth: 44%

#### Athletic Trainers

Median Wage: \$54,447  
Annual Openings: 295  
10-Year Growth: 13%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:  
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



# Health Science Career Cluster

The Health Science career cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. This career cluster includes occupations ranging from medical assistant, registered nurse, and physical therapist to forensic science technician and athletic trainer.

## Statewide Program of Study: **Health Informatics**

The Health Informatics program of study focuses on occupational and educational opportunities associated with the management and use of patient information in the healthcare field. This program of study includes exploration of computerized healthcare systems and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students will also practice writing and interpreting medical reports.

### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Health Science</li> <li>Principles of Health Informatics</li> <li>Business Information Management I</li> <li>Business Information Management I + Business Lab</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Medical Terminology</li> <li>Medical Intervention Evaluation and Research</li> <li>Public Health (TBD)</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Health Informatics</li> <li>Healthcare Administration and Management</li> <li>Health Science Theory</li> <li>Health Science Theory + Health Science Clinical</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>World Health and Emerging Technologies</li> <li>Mathematics for Medical Professionals</li> <li>Medical Billing and Coding</li> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Health Science</li> <li>Practicum in Health Science + Extended Practicum in Health Science</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

**AP or IB** AP Statistics

**Dual Credit** Dual credit offerings will vary by local education agency.

*Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.*

### Work-Based Learning and Expanded Learning Opportunities

#### Work-Based Learning Activities

- Intern with a medical records specialist or health services manager
- Job shadow a medical services manager to understand how services and facilities are managed

#### Expanded Learning Opportunities

- Participate in HOSA, DECA, SkillsUSA, or BPA

### Aligned Industry-Based Certifications

- Certified Billing and Coding Specialist (CBCS)
- Certified Coding Associate
- Insurance and Coding Specialist
- Nationally Certified Medical Coding and Billing Specialist



### Example Postsecondary Opportunities

#### Apprenticeships

- Medical Coder

#### Associate Degrees

- Health Information/Medical Records Technology
- Medical Assisting

#### Bachelor's Degrees

- Nursing Administration
- Medical Insurance Coding

#### Master's, Doctoral, and Professional Degrees

- Nursing Administration
- Hospital and Health Care Facilities Administration

#### Additional Stackable IBCs/License

- Consumer Health Information Specialization – Level I



### Example Aligned Occupations

#### Medical Secretaries/ Administrative Assistants

Median Wage: \$36,994  
Annual Openings: 10,505  
10-Year Growth: 21%

#### Medical Records Specialists

Median Wage: \$39,408  
Annual Openings: 2,763  
10-Year Growth: 18%

#### Medical and Health Services Managers

Median Wage: \$102,937  
Annual Openings: 4,787  
10-Year Growth: 43%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



# Hospitality and Tourism Career Cluster

The Hospitality and Tourism career cluster focuses on the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel-related services. This career cluster includes occupations ranging from reservation and transportation ticket agent to event planner and general manager.

## Statewide Program of Study: Culinary Arts

The Culinary Arts program of study focuses on occupational and educational opportunities associated with the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study includes opportunities involved in directing and participating in the preparation of food.



### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Hospitality and Tourism</li> <li>Introduction to Culinary Arts</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Culinary Arts</li> <li>Entrepreneurship I</li> <li>Food Technology and Safety</li> <li>Foundations of Restaurant Management</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Advanced Culinary Arts</li> <li>Introduction to Event and Meeting Planning</li> <li>Tourism Marketing Concepts and Applications</li> <li>Food Processing</li> <li>Food Processing + Agricultural Laboratory and Field Experience</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Food Science</li> <li>Practicum in Culinary Arts</li> <li>Practicum in Culinary Arts + Extended Practicum in Culinary Arts</li> <li>Practicum in Event and Meeting Planning</li> <li>Practicum in Hospitality Services</li> <li>Practicum in Hospitality Services + Extended Practicum in Hospitality Services</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

<b>AP or IB</b>	AP Chemistry IB Chemistry SL
<b>Dual Credit</b>	Dual credit offerings will vary by local educational agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Shadow a director of a non-profit that produces and delivers food for communities in need</li> <li>Intern at a catering company and learn about food production for large-scale events</li> <li>Work part-time in a restaurant as a line cook or chef</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in FCCLA</li> <li>Participate in SkillsUSA</li> <li>Participate in American Culinary Association or the Texas Restaurant Association</li> </ul>

### Aligned Industry-Based Certifications

- Certified Fundamentals Cook
- Certified Fundamentals Pastry Cook
- Certified Hospitality and Tourism Management Professional
- Commercial Foods
- Culinary Meat Selection and Cookery Certification
- Food Protection Manager Certification
- Food Safety and Science Certification
- ManageFirst Professional
- Pre-Professional Certification in Culinary Arts
- Pre-Professional Certification in Food Science Fundamentals
- ServSafe Manager

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry endorsement.



### Example Postsecondary Opportunities

#### Associate Degrees

- Culinary Arts
- Baking and Pastry Arts

#### Bachelor's Degrees

- Hotel/Motel Administration/Management
- Culinary Science

#### Master's, Doctoral, and Professional Degrees

- Organizational Leadership
- Foodservice Systems Administration/Management

#### Additional Stackable IBCs/License

- Food Manager License



### Example Aligned Occupations

#### Bakers

Median Wage: \$29,466  
Annual Openings: 2,942  
10-Year Growth: 26%

#### Chefs and Head Cooks

Median Wage: \$44,761  
Annual Openings: 950  
10-Year Growth: 37%

#### General and Operations Managers

Median Wage: \$83,220  
Annual Openings: 25,450  
10-Year Growth: 23%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:  
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



# Hospitality and Tourism Career Cluster

The Hospitality and Tourism career cluster focuses on the management, marketing, and operations of restaurants, lodging, attractions, recreation events, and travel-related services. This career cluster includes occupations ranging from reservation and transportation ticket agent to event planner and general manager.

## Statewide Program of Study: Lodging and Resort Management

The Lodging and Resort Management program of study focuses on occupational and educational opportunities associated with the logistical and operational management of lodging and resorts. This program of study addresses human resources, financial analysis, and marketing.



### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Hospitality and Tourism</li> <li>Principles of Business, Marketing, and Finance</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Hotel Management</li> <li>Travel and Tourism Management</li> <li>Entrepreneurship I</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Introduction to Event and Meeting Planning</li> <li>Business Management</li> <li>Tourism Marketing Concepts and Applications</li> <li>Hospitality Services</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Practicum in Event and Meeting Planning</li> <li>Practicum in Hospitality Services</li> <li>Practicum in Hospitality Services + Extended Practicum in Hospitality Services</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship/Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>



### Example Postsecondary Opportunities

#### Associate Degrees

- Culinary Arts
- Tourism and Travel Services Management

#### Bachelor's Degrees

- Hospitality Administration/Management
- Parks, Recreation, and Leisure Facilities Management

#### Master's, Doctoral, and Professional Degrees

- Organizational Leadership
- Tourism and Travel Services Management

#### Additional Stackable IBCs/License

- Hospitality and Food Service Management



### Aligned Advanced Academic Courses

<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Intern at a resort to learn about customer service and lodging management</li> <li>Work part-time at a theme park or hotel</li> <li>Shadow an event planner at a local convention center</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in FCCLA</li> <li>Participate in SkillsUSA</li> <li>Participate in DECA</li> </ul>

### Aligned Industry-Based Certifications

- Certified Hospitality and Tourism Management Professional
- General Management
- ManageFirst Professional
- Hospitality Management - Lodging – Job Ready



### Example Aligned Occupations

#### Reservation and Transportation Ticket Agents and Travel Clerks

Median Wage: \$48,000  
Annual Openings: 2,031  
10-Year Growth: 17%

#### Meeting, Convention, and Event Planners

Median Wage: \$49,428  
Annual Openings: 1,070  
10-Year Growth: 25%

#### General Operations Managers

Median Wage: \$83,220  
Annual Openings: 25,450  
10-Year Growth: 23%

Data Source: TexasWages, Texas Workforce Commission. Retrived 3/8/2024.



For more information visit:  
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>





# Human Services Career Cluster

The Human Services career cluster focuses on preparing individuals for employment in career pathways that relate to families and human needs, such as counseling and mental health services, family and community services, personal care services, and consumer services. This career cluster includes occupations ranging from community health workers to cosmetologists and nutritionists.

## Statewide Program of Study: *Family and Community Services*

The Family and Community Services program of study focuses on occupational and educational opportunities associated with social services, including child and human development and consumer sciences. This program of study includes managing social and community services, managing family and consumer sciences, and understanding career paths in social work or therapy for children, families, or school communities.



### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Human Services</li> <li>Principles of Community Services</li> <li>Professional Communications</li> <li>Dollars and Sense</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Human Growth and Development</li> <li>Child Development</li> <li>Child Development Associate (CDA) Foundations</li> <li>Lifetime Nutrition and Wellness</li> <li>Interpersonal Studies</li> <li>Social and Community Services</li> <li>Entrepreneurship I</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Family and Community Services</li> <li>Counseling and Mental Health</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Human Services</li> <li>Practicum in Human Services + Extended Practicum in Human Services</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

<b>Dual Credit</b>	Dual credit offerings will vary by local educational agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Participate in a community health worker apprenticeship at a community health center</li> <li>Shadow a social worker in a community non-profit organization to learn about providing social and community services</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in FCCLA</li> </ul>

### Aligned Industry-Based Certifications

- Child Development Associate (CDA)
- Community Health Worker



### Example Postsecondary Opportunities

#### Apprenticeships

- Community Health Worker Apprentice

#### Associate Degrees

- Social Work
- Human Development and Family Studies

#### Bachelor's Degrees

- Social Work
- Human Development and Family Studies

#### Master's, Doctoral, and Professional Degrees

- Mental Health Counseling
- Marriage and Family Therapy

#### Additional Stackable IBCs/License

- Certified Diabetes Educator



### Example Aligned Occupations

#### Community Health Workers

Median Wage: \$39,520  
Annual Openings: 501  
10-Year Growth: 25%

#### Social and Human Service Assistants

Median Wage: \$38,442  
Annual Openings: 3,298  
10-Year Growth: 21%

#### Child, Family, and School Social Workers

Median Wage: \$49,398  
Annual Openings: 2,342  
10-Year Growth: 14%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:  
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



# Information Technology Career Cluster

The Information Technology (IT) career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from Software Developer and Programmer to Cybersecurity Specialists and Network Analysts.

## Statewide Program of Study: Networking Systems

The Networking Systems program of study focuses on occupations and educational opportunities associated with designing and implementing computer and information networks, such as local area networks (LAN), wide area networks (WAN), intranets, extranets, and other data communications networks. This program of study includes analysis of data processing challenges to implementing and improving computer systems.



### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Information Technology</li> <li>Fundamentals of Computer Science</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Computer Science I</li> <li>Internetworking Technologies I (Cisco)</li> <li>Computer Maintenance</li> <li>Computer Maintenance + Computer Maintenance Lab</li> <li>AP Computer Science Principles</li> <li>Entrepreneurship I</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Internetworking Technologies II (Cisco)</li> <li>Advanced Cloud Computing</li> <li>Networking</li> <li>Networking + Networking Lab</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Independent Study in Technology Applications</li> <li>Independent Study in Evolving/Emerging Technologies</li> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Information Technology</li> <li>Practicum in Information Technology + Extended Practicum in Information Technology</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

**Dual Credit** Dual credit offerings will vary by local education agency.

*Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.*

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Intern at a local education, public service, or technology organization to develop skills in installing hardware and software</li> <li>Interview a network administrator to learn about their career path and what credentials they earned to be successful in their role</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Participate in a Hackathon</li> <li>Participate in SkillsUSA or TSA</li> </ul>

### Aligned Industry-Based Certifications

- Cisco 100-490 RSTech Supporting Cisco Routing and Switching Network Devices
- Cisco CCNA (200-301) Implementing and Administering Cisco Solutions
- CompTIA A+ Certification
- CompTIA IT Fundamentals+
- CompTIA Network+
- CompTIA Server+
- Computer Networking Fundamentals - Job Ready
- Google Cloud Certified Professional - Cloud Architect
- Information Technology Specialist: Networking
- Microsoft 365 Fundamentals
- Microsoft Azure Data Fundamentals
- Microsoft Security, Compliance, and Identity Fundamentals
- Cloud Essentials+
- CompTIA Linux+
- Cybersecurity Fundamentals

Successful completion of the Networking Systems program of study will fulfill requirements of the Business and Industry endorsement.



### Example Postsecondary Opportunities

#### Apprenticeships

- Network Engineer Apprenticeship

#### Associate Degrees

- Computer Systems Networking and Telecommunications
- Network and System Administration

#### Bachelor's Degrees

- Computer and Information Sciences
- Information Technology

#### Master's, Doctoral, and Professional Degrees

- Computer Science
- Information Technology

#### Additional Stackable IBCs/License

- Aruba Certified Mobility Associate (ACMA)



### Example Aligned Occupations

#### Computer Network Support Specialists

Median Wage: \$65,646  
Annual Openings: 1,634  
10-Year Growth: 19%

#### Computer Systems Analysts

Median Wage: \$101,716  
Annual Openings: 4,985  
10-Year Growth: 19%

#### Network and Computer Systems Administrators

Median Wage: \$85,375  
Annual Openings: 2,900  
10-Year Growth: 20%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:

<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



# Information Technology Career Cluster

The Information Technology (IT) career cluster focuses on the design, development, support, and management of hardware, software, multimedia, and systems integration services. This career cluster includes occupations ranging from Software Developer and Programmer to Cybersecurity Specialists and Network Analysts.

## Statewide Program of Study: Programming and Software Development

The Programming and Software Development program of study focuses on occupational and educational opportunities associated with researching, designing, developing, testing, and operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study includes creating, modifying, and testing the codes, forms, and script that allow computer applications to run.



### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Information Technology</li> <li>Fundamentals of Computer Science</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Computer Science I</li> <li>Game Programming and Design</li> <li>AP Computer Science Principles</li> <li>Entrepreneurship I</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Introduction to C# Programming Applications</li> <li>Computer Science II</li> <li>Advanced Cloud Computing</li> <li>Discrete Mathematics for Computer Science</li> <li>Mobile Application Development</li> <li>AP Computer Science A</li> <li>IB Computer Science Standard Level</li> <li>IB Computer Science Higher Level</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Computer Science III</li> <li>Independent Study in Technology Applications</li> <li>Independent Study in Evolving/Emerging Technologies</li> <li>Career and Technical Education Project-Based Capstone</li> <li>Practicum in Audio/Video Production</li> <li>Practicum in Audio/Video Production + Extended Practicum in Audio/Video Production</li> <li>Practicum in Information Technology</li> <li>Practicum in Information Technology + Extended Practicum in Information Technology</li> <li>Practicum in Science, Technology, Engineering, and Mathematics</li> <li>Practicum in Science, Technology, Engineering, and Mathematics + Extended Practicum in Science, Technology, Engineering, and Mathematics</li> <li>Practicum in Entrepreneurship</li> <li>Practicum in Entrepreneurship + Extended Practicum in Entrepreneurship</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> <li>Scientific Research and Design</li> </ul>

### Aligned Advanced Academic Courses

<b>AP or IB</b>	AP Calculus AB AP Statistics IB Mathematics Applications and Interpretation SL
<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.

Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Intern at a local IT company to develop skills in programming and coding</li> <li>Shadow a software developer to learn how they create and improve software to support efficient processes at their company</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Program and create a game</li> <li>Participate in SkillsUSA or TSA</li> </ul>

### Aligned Industry-Based Certifications

- Apple App Development with Swift
- C++ Certified Associate Programmer
- Certified Entry-Level Python Programmer (PCEP)
- Certified Professional Programmer
- Certified User: Programmer
- CodeHS Python Level 1 Certification
- CompTIA IT Fundamentals+
- CompTIA Linux+
- Information Technology Specialist: Java
- Information Technology Specialist: JavaScript
- Microsoft Azure AI Fundamentals
- Microsoft Azure Data Fundamentals
- Oracle Certified Associate Java SE 8 Programmer
- Oracle Database SQL Certified Associate
- CompTIA A+ Certification
- CompTIA Server+

Successful completion of the Programming and Software Development program of study will fulfill requirements of the Business and Industry endorsement or the STEM endorsement if the math and science requirements are met.



### Example Postsecondary Opportunities

#### Apprenticeships

- Computer Programmer Apprenticeship

#### Associate Degrees

- Computer Programming
- Web Page, Digital/Multimedia and Information Resources Design

#### Bachelor's Degrees

- Data Science
- Computer Engineering

#### Master's, Doctoral, and Professional Degrees

- Management Science
- Computer Software Engineering

#### Additional Stackable IBCs/License

- AWS Certified Developer Associate



### Example Aligned Occupations

#### Computer User Support Specialists

Median Wage: \$51,411  
 Annual Openings: 5,757  
 10-Year Growth: 21%

#### Software Developers

Median Wage: \$111,705  
 Annual Openings: 15,324  
 10-Year Growth: 36%

#### Computer Programmers

Median Wage: \$87,997  
 Annual Openings: 1,176  
 10-Year Growth: 4%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:  
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>





# Transportation, Distribution, and Logistics Career Cluster

The Transportation, Distribution, and Logistics career cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water. It also includes transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance. This career cluster includes occupations ranging from automotive mechanic, avionics technician, and automotive entrepreneur to pilots and logistics planning professionals.

## Statewide Program of Study: Distribution, Logistics, and Warehousing

The Distribution, Logistics and Warehousing program of study focuses on educational and occupational opportunities associated with business planning and management aspects of distribution, logistics and warehousing. This program of study includes exploration of the history, laws, regulations, and common practices used in the logistics of warehousing and distribution systems.

### Secondary Courses for High School Credit

<b>Level 1</b>	<ul style="list-style-type: none"> <li>Principles of Transportation Systems</li> <li>Principles of Distribution and Logistics</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>Concepts of Distribution and Logistics Technology</li> <li>Management of Transportation Systems</li> <li>Raster Based Geographic Information Systems</li> <li>Occupational Safety and Environmental Technology I</li> </ul>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>Distribution and Logistics</li> <li>Logistics Engineering</li> <li>Advanced Transportation Systems + Advanced Transportation Systems Laboratory (TBD)</li> </ul>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>Practicum in Transportation Systems</li> <li>Practicum in Transportation Systems + Extended Practicum in Transportation Systems</li> <li>Practicum in Distribution and Logistics</li> <li>Practicum in Distribution and Logistics + Extended Practicum in Distribution and Logistics</li> <li>Career Preparation for Programs of Study</li> <li>Career Preparation for Programs of Study + Extended Career Preparation</li> </ul>

### Aligned Advanced Academic Courses

<b>Dual Credit</b>	Dual credit offerings will vary by local education agency.
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Students should be advised to consider these course opportunities to enrich their preparation. AP or IB courses not listed under the Secondary Courses for High School Credit section of this framework document do not count towards concentrator/completer status for this program of study.

### Work-Based Learning and Expanded Learning Opportunities

<b>Work-Based Learning Activities</b>	<ul style="list-style-type: none"> <li>Intern at a fulfillment center to learn about planning and distribution of goods</li> <li>Shadow an operations manager at a local company's warehouse to learn about the people and technology resources necessary to implement an operations plan</li> </ul>
<b>Expanded Learning Opportunities</b>	<ul style="list-style-type: none"> <li>Attend transportation, distribution and logistics expos</li> <li>Join the Transportation Association, Supply Chain Association, or Freight Forwarder and attend events with students</li> </ul>

### Aligned Industry-Based Certifications

- Industrial Technology Maintenance (ITM) - Process Control Systems
- Certified Logistics Technician (CLT)



### Example Postsecondary Opportunities

#### Apprenticeships

- Motor Transport Operator Apprenticeship

#### Associate Degrees

- Logistics, Materials, and Supply Chain Management
- Transportation and Mobility Management

#### Bachelor's Degrees

- Transportation and Mobility Management
- Logistics and Supply Chain Management

#### Master's, Doctoral, and Professional Degrees

- Supply Chain Management
- Transportation and Mobility Management

#### Additional Stackable IBCs/License

- Commercial Driver's License
- Certified Supply Chain Professional



### Example Aligned Occupations

#### Shipping, Receiving, and Inventory Clerks

Median Wage: \$36,363  
Annual Openings: 7,293  
10-Year Growth: 7%

#### Production, Planning, and Expediting Clerks

Median Wage: \$48,887  
Annual Openings: 4,415  
10-Year Growth: 21%

#### Transportation, Storage, and Distribution Managers

Median Wage: \$97,989  
Annual Openings: 1,377  
10-Year Growth: 22%

Data Source: TexasWages, Texas Workforce Commission. Retrieved 3/8/2024.



For more information visit:  
<https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/programs-of-study-additional-resources>



# Lamar High School Course Sequences

## 2024 - 2025

Subject	IB Group	8th Grade	9th Grade	10th	11th	And/Or	12th
English	MYP Language & Literature	8th Grade English	English 1	English 2	English 3	And	English 4
	DP Group 1	8th Grade English	Pre IB English 1	Pre IB English 2	SL/HL English Language and Literature 1	And	SL/HL English Language and Literature 2

Subject	IB Group	8th Grade	9th Grade	10th	11th	And/Or	12th
LOTE Language Other Than English	MYP Language Acquisition		LOTE 1	LOTE 2	LOTE 3	And	LOTE 4
	DP Group 2		LOTE 1	Pre IB LOTE 2	SL LOTE Yr 1	And	SL LOTE Yr 2
	DP Group 2	LOTE 1	Pre IB LOTE 2	Pre IB LOTE 3	SL LOTE		
	DP Group 2	LOTE 1	Pre IB LOTE 2	Pre IB LOTE 3	HL LOTE Yr 1	And	HL LOTE Yr 2
	DP Group 2	Spanish 2	Pre IB Spanish 3	Spanish Seminar	HL LOTE Yr 1	And	HL LOTE Yr 2
Languages: Spanish, French, Chinese, and Arabic							

Subject	IB Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Social Studies	MYP Individuals & Society	8th Grade US History	Geography	World History	US History	And	Govt/Econ
	DP Group 3	8th Grade US History	AP Human Geography	AP World History	Pre DP US History (HOA Yr 1)	And	HL History of the Americas (HOA Yr 2)
	DP Group 3				HL Economics Yr 1	And	HL Economics Yr 2
	DP Group 3				SL Economics	OR	SL Economics
	DP Group 3				SL Art History	OR	SL Art History
	DP Group 3				SL Psychology	OR	SL Psychology
	DP Group 3				SL World Religions	OR	SL World Religions
	N/A				AP Government	OR	AP Government

Subject	IB Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Science	MYP Sciences	8th Grade IPC	Biology	Chemistry	Physics	And	A&P or Aquatic Science
	DP Group 4	8th Grade IPC	Pre IB Biology	Pre IB Chemistry	SL/HL Science Yr 1	AND	SL/HL Science Yr 2
	DP Group 4	Pre IB Biology	Pre IB Chemistry	Pre IB Physics	SL/HL Science Yr 1	AND	SL/HL Science Yr 2
					DP Sciences: Biology, Physics, Chemistry, Computer Science, and Environmental Systems (SL only)		

Subject	IB Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Math	MYP Mathematics	8th Grade Math	Algebra 1	Algebra II	Geometry	And	Advanced Quantitative Reasoning
	DP Group 5	Algebra 1	Pre IB Algebra 2	Pre IB Geometry	SL/HL Math Yr 1	And	SL/HL Math Yr 2
	DP Group 5	Geometry	Pre IB Algebra 2	AP Statistics	SL/HL Math Yr 1	And	SL/HL Math Yr 2
If student wish to pursue the IB Diploma but did not take Algebra 1 in 8th grade they can take Algebra II between 9th and 10th grade or Geometry between 10th and 11th grade.							

Subject	IB Group	8th Grade	9th Grade	10th	11th	And/Or	12th
IB Core					Diploma Program Theory of Knowledge (Spring Semester)	And	DP TOK (Fall Semester)
					Career-related Program Personal & Professional Skills (Spring Semester)	And	CP PPS (Fall Semester)

Subject	IB Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Fine Arts	DP Group 6				SL/HL Film	And	SL/HL Film
	DP Group 6		Theater Arts 1	Theater Arts 2	SL/HL Theater Yr 1	And	SL/HL Theater Yr 2
	MYP Arts *		Theater Arts 1	Theater Arts 2	Theater Arts 3	N/A	Theater Arts 4
	DP Group 6		Visual Art 1	Pre IB Visual Art 2	SL/HL Visual Art Yr1	And	SL/HL Visual Art Yr 2
	MYP Arts		Visual Art 1	Sculpture/3D Art 2 or Mixed Media 2D Art 2	Sculpture/3D Art 3 or Mixed Media 2D Art 3	N/A	Sculpture/3D Art 4 or Mixed Media 2D Art 4
	MYP Arts		Band 1	Band 2	Band 3	N/A	Band 4
			Jazz Band 1	Jazz Band 2	Jazz Band 3	N/A	Jazz Band 4
	MYP Arts		Choir 1	Choir 2	Choir 3	N/A	Choir 4
	DP Group 6		Dance 1	Rangerettes/ Adv Modern/ Adv Hip Hop	SL/HL Dance Yr 1	And	SL/HL Dance Yr 2
	MYP Arts		Dance 1	Rangerettes/ Adv Modern/ Adv Hip Hop	Rangerettes/ Adv Modern/ Adv Hip Hop	N/A	Rangerettes/ Adv Modern/ Adv Hip Hop
	MYP Arts		Orchestra 1	Orchestra 2	Orchestra 3	N/A	Orchestra 4
	MYP Arts		Guitar Multilevel	Guitar Multilevel	Guitar Multilevel		Guitar Multilevel
	MYP Arts		Piano 1	Piano 2	Piano 3		Piano 4
Fine Arts courses are not necessarily grade specific. i.e. 11th grader can take Year 1. offerings. See course descriptions for more information. *Theater Arts has several							

IBDC = All PDP/IB Cores + 4 yrs LOTE + 3SL/HL IB Exams + TOK, CAS, & EE

IBCP = 2 PDP/IB Cores + 2 yrs LOTE + 2 IB Exams + PPS + Reflective Project

### Important Notes

- If you enroll in an IB/AP course, you must pay for, and take, that IB Exam
- Depending on which, if any, High School credit(s) you bring with you from middle school, you may need to attend Summer School between 9<sup>th</sup> and 10<sup>th</sup> grade or 10<sup>th</sup> and 11<sup>th</sup> grades to make room in your schedule for IBDP courses and/or 2 period CTE courses and/or 2 period athletic courses. You will be required to pay for Summer School. Plan to attend Summer School the entire month of June. Dates, times, and details will be published in May. Registration is in May.
- If you do not earn credit for a course, you are required to recover that credit in Summer School before being promoted to the next grade level.
- Students must earn credit for Algebra 1 before being promoted to the next math. Students must earn credit for Algebra 1, Algebra 2, and Geometry before being promoted to the 4<sup>th</sup> year of math.
- Students may not double up in core subjects.

CTE Cluster	Strand	Year 1	Year 2	Year 3	Year 4	Certification	Endorsement	Eligibility
AGRICULTURE, FOOD, & NATURAL RESOURCES	Veterinary Science	Principles of Agriculture	Livestock Production	Veterinary Medical Applications	Practicum	Certified Veterinary Assistant	Business & Industry	IB CP or DP
	Animal Science	Principles of Agriculture	Livestock Production	Equine Sciences/Small Animal Management	Advanced Animal Sciences	OSHA 30	Business & Industry	IB CP or DP
	Plant Science	Principles of Agriculture	Floral Design	Landscape Design & Management / Turf Grass Management	Practicum Horticulture Science	TSFA Tx Floral Design L1	Business & Industry	IB CP or DP
AUDIO VISUAL TECHNOLOGY & COMMUNICATION	Broadcast Journalism	Principles of Arts Audio Visual Technology & Communication	Audio Visual Production 1	Audio Visual Production 2	Digital Audio Technology	Adobe Certified Associate Premiere Pro	Business & Industry	IB CP or DP
	Print Journalism	Principles of Arts Audio Visual Technology & Communication	Graphic Design & Illustration 1	Graphic Design & Illustration 2	Commercial Photography 1	Adobe Certified Associate InDesign	Business & Industry	IB CP or DP
BUSINESS ADMINISTRATION MAGNET PROGRAM	Business Administration	Principles of Business, Marketing, & Finance	Business Information Management 1	Business Management	Practicum	Microsoft Office	Business & Industry	IB CP or DP
					Global Business/ Human Resource Management			
		Principles of Business, Marketing, & Finance	Business Information Management 1	DP Business	DP Business	Microsoft Office	Multidisciplinary	IB DP Only
			DP Economics	DP Economics	Microsoft Office	Multidisciplinary	IB DP Only	
Health Science	Exercise Science and Wellness	Principles of Exercise Science and Wellness	Kinesiology 1	Kinesiology 2	Practicum	Certified Personal Trainer	Public Service	IB CP or DP
HOSPITALITY & TOURISM	Culinary Arts	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts 2	Practicum Food Science	Serve Safe Manager	Business & Industry	IB CP or DP
	Hotel Management	Principles of Hospitality & Tourism	Hotel Management	Travel & Tourism Management	Hospitality Services	OSHA 30	Business & Industry	IB CP or DP
HUMAN SERVICES	Child Development	Principles of Human Services	Human Growth and Development	Child Development	Family and Community Services/Practicum	Child Development Associate	Public Service	IB CP or DP
STEM	Computer Science	AP Principles of Computer Science	PrelB Computer Science	DP Computer Science SL Yr 1	DP Computer Science SL Yr 2	Java	STEM	IB DP Only
	Engineering	Principles of Applied Engineering	Engineering Design & Presentation	Engineering Science	Engineering Design & Presentation 2	Auto Desk	STEM	IB CP or DP
					Practicum			
Courses and Industry Certifications are subject to change based on State and District offerings and requirements.								

# Extra-Curricular Activities

## Clubs and Organizations

Getting involved in clubs and organizations, allows students to explore and develop interests that students may wish to pursue in college and beyond.

So, what do you do when you have an interest in a specific activity or club that's not currently offered here at Lamar? Rather than accept its absence, create it! Many high school clubs and organizations across the country were started by students who recognized a need and wanted to fill it.

## Clubs, Fine Arts, and Athletic Organizations

Abeir Toril	Art Club	Badminton	Band
Banned Book Club	Baseball	Basketball, Boys' & Girls'	Best Buddies
Big Brother Big Sister	Black Heritage	Black Student Club	Board Games
Book Club	Car	Cheerleading	Chess Club
Choir, Boys' & Girls'	Color Guard	Computer Science National Honor Society	Cross Country, Boys' & Girls'
Culture	Cybersecurity	Debate	DECA
Deeds Not Words	Disco Bots	FABL	FCA
Field Hockey	Film Appreciation]	Film/Movie	Football
Football GALS	Gardening	Girls in Medicine	Girls Who Code
Golf, Boys' & Girls'	Good Guide	Hispanic Culture	Jewish Student Club
JROTC	K-Pop	Key Club	Lamar Asian American Association
Lamar Astronomical Society	Lamar Lacrosse, Boys' & Girls'	Lamar Dance Theatre Company	Lamar Environmental
Lamar InterAct	Lamar International	Lamar Law Club	Lamar Life - Magazine
Lamar Rock Climbing	Lamar Texan's Theatre Company	Lamar Student Council	Latin Dance
LHS Forensics	Meditation and Mindfulness	Mind of Minorities	Mountain Biking
Mu Alpha Theta (Math Honor Society)	Music Appreciation	Music as Medicine	Musical Theater
NAQT	National FFA Organization	National Honor Society	Operation Paperback
Orchestra	Philosophy	Photography	Pickle Club
Ping Pong	Poetry	Pre-Med	Psychology
Rangerettes	Rock the Street Wall Street	Rugby	Sewing
Smart Financial Credit Union	Soccer, Boy's & Girls	Softball	So Much Fun
STEM Research Club	Student Council	Students for Refugees	Swifties
T-Dolls	Tennis	The Mandarin Club	The Music movement
Toros	Volleyball	Water Polo, Boy's & Girl's	Women in STEM
Women's Empowerment Group	Wrestling, Boy's & Girl's	Yoga	Young Life

## Fine Arts

All Fine Arts programs offer beginner level courses, so no experience is required! Students interested in a program should speak with their Academic Dean and request the course for the following year. If you have experience in the course and would like to be placed in an advanced section, you should speak with the program director about the audition process and look for information in the weekly newsletter.

Choir  
Marching Band  
Jazz Band  
Modern Dance  
Hip Hop

Lamar Dance Theater  
Orchestra  
Guitar  
Piano  
Visual Art

## ATHLETICS

### **lamarathletics@houstonisd.org**

**Athletics Coordinator Michael Lindsey** [Philip.Lindsey@houstonisd.org](mailto:Philip.Lindsey@houstonisd.org)

**Athletics Clerk Karen Vessels** [kvessels@houstonisd.org](mailto:kvessels@houstonisd.org)

**Baseball Head Coach David Munoz** [dmunoz@houstonisd.org](mailto:dmunoz@houstonisd.org)

Please contact Coach Munoz if you are interested in playing baseball before the school year begins. There will be tryouts at all levels in January. Follow Lamar Baseball on twitter - [@BaseballLamar](#)

**Boys' Basketball Head Coach Jerry Van Dusen** [jvanduse@houstonisd.org](mailto:jvanduse@houstonisd.org)

All players need Coach Van Dusen's permission to be in basketball 3<sup>rd</sup> and 7<sup>th</sup> period. Incoming 9<sup>th</sup> graders will practice before school, not after and they will not be put in the basketball class period. There will be open gym this summer, times TBA so please check with Coach Van Dusen. Try-outs will be held in October and there will be cuts at all levels. Follow Lamar Boys' Basketball on twitter - [@lamartexansbas1](#)

**Girls Basketball Head Coach Bronson Beauchamp** [Bronson.Beauchamp@houstonisd.org](mailto:Bronson.Beauchamp@houstonisd.org)

There will be open gyms all summer long and try-outs before school starts. Please be sure to check the school calendar and the Girls basketball website for more information. Follow Lamar Girls' Basketball on twitter - [@LadyTexansHoops](#)

**Boys Cross Country Head Coach Stephen Wright** [Stephen.Wright@houstonisd.org](mailto:Stephen.Wright@houstonisd.org)

Cross Country starts in the summer. Any new cross-country members must contact Coach Wright for approval at 281-660-6687. No exceptions.

**Track and Field Head Coach Gerrick Green** [Gerrick.Green@houstonisd.org](mailto:Gerrick.Green@houstonisd.org)

Track and Field is a Spring Sport. Students must want to participate and be a part of the team here even if they run for a club outside of school. The Lamar team comes first. Follow Lamar Boys' Track & Field [@Lamar\\_BoysTrack](#) on twitter.

**Girls Cross Country Coach Stephen Wright** [Stephen.Wright@houstonisd.org](mailto:Stephen.Wright@houstonisd.org)

Cross Country starts in the summer. Please contact Coach Green if you are interested in girls' cross country or girls' track. Follow Lamar Girls' Track & Field [@lamar\\_track](#) on twitter.

**Girls Track and Field Head Coach Gerrick Green** [Gerrick.green@houstonisd.org](mailto:Gerrick.green@houstonisd.org)

Track & Field is a Spring Sport, but practice for the girls track program begins before the spring semester begins. One of the top goals of the Lamar High School track program is to build on an already strong tradition that can be continued well on into the future, with that in mind we do not cut athletes but want parents and students to know that this is a sport that requires your full commitment and participation. Please email Coach Green and follow Lamar Girls' Track & Field [@lamar\\_track](#) on twitter.

**Football Head Coach Michael Lindsey** [Philip.Lindsey@houstonisd.org](mailto:Philip.Lindsey@houstonisd.org)

All **Freshmen** and newcomers to Lamar are accepted on the team pending paperwork being submitted and attending the first day of practice, August 3. All Lamar students who are not new to Lamar but want to play football must receive permission from Coach Lindsey to join the team. Please check the Lamar Football website at [www.lamarfootball.net](http://www.lamarfootball.net) and our twitter page [@LamarTexansFB](#) for more information.

**Golf Head Coach Jared Sarabia** [jsarabia2@houstonisd.org](mailto:jsarabia2@houstonisd.org)

There are try-outs in August. No one will be put into the class without permission from Coach Sarabia. Please email him to let him know your skill set and to set up your try-out. Check the golf website for more information.

**Boys Soccer Head Coach Jeremy Davison** [jdavison@houstonisd.org](mailto:jdavison@houstonisd.org)

You must have the coach's permission to participate in soccer. Please e-mail the coach with your information and level of experience. Class times are 3<sup>rd</sup> (Advanced) and 7<sup>th</sup> period (FR/tryout/PE), there will be try-outs all year in class

only. Soccer is a competitive sport that needs your full commitment and participation during all classes, training sessions, practices, and games.

**Girls Soccer Head Coach Azeez Shifatu** [Azeez.Shifatu@houstonisd.org](mailto:Azeez.Shifatu@houstonisd.org)

You must have permission to participate in soccer. Try-outs are in October. Please e-mail the coach with your information and level of experience. Soccer is a competitive sport that needs your full commitment and participation at practice and games.

**Softball Head Coach Meah Maddox** [Meah.Maddox@houstonisd.org](mailto:Meah.Maddox@houstonisd.org)

New softball players are encouraged to attend the summer strength and conditioning program at Lamar as well as softball skill sessions. Any student interested in softball must fill out the Athletic Packet Prior to admittance into the class. Contact Coach Mardis if you have any questions.

**Swim Head Coach Stuart Webb** [Stuart.Webb@houstonisd.org](mailto:Stuart.Webb@houstonisd.org)

You must have Coach Webb's permission to participate in swim. Please e-mail him and let him know your level of experience. Follow Lamar Swim, Water Polo, and Diving on twitter - @LamarAquatics

**Water Polo Sally Woolweaver** [Sally.Woolweaver@houstonisd.org](mailto:Sally.Woolweaver@houstonisd.org)

You must have the coach's permission to participate in water polo. Please note – the season starts before school starts. E-mail the coach with your information and level of experience for practice/game times. Class times are 8th period. Water polo is a competitive sport that needs your full commitment and participation during all classes, training sessions, practices, and games. Follow us on Instagram @lamarwater\_polo

**Diving Coordinator Andrew Couty** [Andrew.Couty@houstonisd.org](mailto:Andrew.Couty@houstonisd.org)

You must have Coach Couty's permission to participate in diving. No experience needed! Must have basic swimming ability. Email him with your interest and questions. Follow us on Twitter- @LamarAquatics

**Tennis Head Coach Amelia Anders** [Amelia.Anders@houstonisd.org](mailto:Amelia.Anders@houstonisd.org)

You must have the coach's permission to participate in tennis. Please e-mail the coach with your information and level of experience. Class times are 4th (Advanced) and 8th period (FR/tryout/PE), there will be try-outs Aug 1st. Tennis is a competitive sport that needs your full commitment and participation during all classes, training sessions, practices, and games.

**Volleyball Head Coach Tirra Miller** – [Tirra.Miller@houstonisd.org](mailto:Tirra.Miller@houstonisd.org)

There will be open gym during the summer and early try-outs for Volleyball. Please check the Lamar Calendar and the volleyball website for exact times and more information. Follow Lamar Volleyball on twitter @VolleyballLamar

**Girls and Boys Wrestling Head Coach Patrick Swoyer** [Patrick.Swoyer@houstonisd.org](mailto:Patrick.Swoyer@houstonisd.org)

If you would like to wrestle, contact the athletic office for more information.

## **Club Sports**

**Field Hockey**

Coach, Jenny Lounsbury, [Forensicg33k@gmail.com](mailto:Forensicg33k@gmail.com)

PE Credit Coordinator, Paige Fajkus, [cpfajkus@gmail.com](mailto:cpfajkus@gmail.com)

**Boys Lacrosse**

Dave Vollmer [dmvollmer2@gmail.com](mailto:dmvollmer2@gmail.com)

**Girls Lacrosse**

Erin Fox is the parent contact [erinfox@gmail.com](mailto:erinfox@gmail.com)

**Boys and Girls Rugby**

Spencer Wheat parent contact and coach [rugbylamar@yahoo.com](mailto:rugbylamar@yahoo.com)

# Student Support

## College Corner

It's never too early to think about your path after high school graduation. For some that means 4-year colleges and universities. For others it may be a 2-year school that will lead to a 4-year college or university. Some of you want to jump into the workforce with certifications in specific trades or medical programs. Whatever and wherever you see yourself we are here to help you along the way! Making a plan is the first place to start. College Corner is located on the second floor by the elevators. We are open during lunch for drop ins. For off periods students will need to make appointments and will be given a pass for their session. Our College Access Coordinator hosts parent meetings throughout the year and is available for meetings with parents and students during the school day.

## Social and Emotional Support

Ensuring student health, safety and well-being is of utmost importance to all of us at Lamar High School. While academics are at the heart of our district, we cannot understate the significance of providing a safe and comfortable space for all of our students. Through our partnership with Communities in Schools, we can offer students emotional, social and academic support.

Located on the second floor behind the school store, the Student Support Center is open for drop-ins or a student can schedule support in advance. Within the SSC, we have Certified School Counselors, Licensed Therapists and other support staff. We work closely with all school administrators, parents and staff to provide a setting where students may come if they are struggling in any area of their lives, that is keeping them from being successful in the classroom or life in general.

For students who need more structured support, students may be assigned to the Lamar Success Center (LSC) for a short period. While students are in the LSC, their teachers will visit them and provide one on one assistance. They will also have easy access to our counselors/therapists if they so choose.

## The Student Support Center provides:

- Tutors
- Mentors
- Group counseling
- School Uniform assistance
- Access to social service agencies such as food banks, temporary housing, and outside counseling agencies

## Tutorials

A tutorial period is built into the school day during the second half of the lunch hour. Students should review the tutorial schedule published by each teacher.

Individual teachers provide special help for their students upon request. Student must receive a permit from the teacher to report to the third or fourth floors of the Academic Building or to enter the North Building before 8:15 AM.

# Lamar Policies at a Glance

## Dress Code

### Dress and Grooming

The health and safety of everyone on campus is at the heart of our dress code guidelines. Lamar will not tolerate gang-related behavior and/or the wearing of gang-identified articles of clothing and/or other gang symbols. Any articles of clothing, symbols, or emblems thought to signify gang membership will be banned.

The Lamar faculty and administration will enforce the Lamar dress code in a uniform manner. They also will determine the appropriateness of attire for school occasions and activities. All students have the responsibility to wear clothing that contributes both to their own health and safety as well as that of others. The student dress code applies to students on campus, whether during the school day or after hours, including those serving detention.

### The Uniform Policy

All Lamar students are required to adhere to the uniform policy. The policy includes extra-curricular uniforms which may require additional clothing to be in compliance.

### Tops

- Students must wear a uniform white or navy blue polo shirt with “LAMAR IB” embroidery. These may be purchased in the school store or online through School Pay.
- Lamar spirit shirts may be worn on Fridays.
- All cold-weather clothing such as jackets, sweaters, hoodies, and sweatshirts must have the Lamar logo.

### Pants, Shorts and Skirts

- Students may wear khaki uniform slacks, khaki shorts, khaki uniform skirts (unrolled, mid-thigh) or blue jean pants with no skin visible through the material. A plaid skirt option will be available for purchase from Academic Outfitters. Note: These items may be purchased at any nearby uniform store or department store that sells standard school uniforms. Leggings may be worn only under the uniform skirt.
- All pants, shorts, and skirts must be worn at the natural waist and be of proper length. All must fit properly and may not be excessively tight, loose or baggy.

### Shoes

- Students must wear flat, closed-toe shoes with a secure back at all times, for safety.
- No slippers, house shoes, or shower shoes are allowed.

### The following items are prohibited:

- head coverings of any kind, with the exception of coverings related to religious or medical requirements;
- accessories depicting or making references to drugs, alcohol, tobacco, vulgar or obscene language, sexual promiscuity, the occult, death, violence or gang-related activities may not be worn;
- spiked dog collars, spiked bracelets, linked chains (for wallets or necklaces);
- rosaries;
- metal rakes and combs are not allowed on campus;
- tattoos and henna markings with inappropriate or vulgar messages must be covered and not visible;
- expensive or irreplaceable jewelry should not be worn to school;
- any other clothing or accessory that causes a distraction to the school environment;
- alteration of the school uniform is not acceptable including, but not limited to hemming, writing/painting on, or any alteration of the school uniform.



*Please note: Violations of the Lamar dress code will result in disciplinary action. Depending on the number of dress code offenses and the gravity of the offense, discipline may range from Level I to a Level III offense within the Student Code of Conduct.*

*Courts at both the state and federal levels have recognized the rights of school officials to regulate standards of student dress and grooming.*

### **The Clear Bag Policy**

In an effort to improve the safety measures currently in place, Lamar will require all students to use clear backpacks. Students participating in an extracurricular activity are permitted to carry non-transparent bags to store items pertaining to their particular activity (i.e. band, athletics, etc.). Upon entry into the school, all extracurricular activity bags must be stored in lockers or designated areas. All bags are subject to search. A small non-transparent bag no larger than 4"x4" will be allowed for personal items inside the backpack. Additionally, the maximum size for non-transparent bags that are permitted to carry during the school day, such as lunch kits, and purses, will be 6" x 9"x5".

## **Assessment and Grading Policy**

### **Assessment in the IB**

#### ***Assessment in the MYP***

Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria. Below is an example of the assessment criteria for one subject-group objective:

#### **DP/CP Assessment Components**

External Assessment (EA) components are assessed by trained IB examiners from around the world. External assessments include the written IB exams taken by the student at the end of a DP course, normally in their second year of the program. In some courses, EAs are performance-based products, such as written assignments and creative portfolios. IB examiners employ specific assessment criteria to measure each piece of work submitted by students.

Internal Assessment (IA) components are evaluated by the subject teacher using a list of criteria developed by IB. IA projects are focused on subject-related work. They take the form of oral work in languages, fieldwork in the human sciences, laboratory work in the natural sciences, investigations in mathematics and artistic performances. Alongside the criteria, samples of student work (oral performances, portfolios, lab reports, and essays) are submitted to the IB for moderation.

Moderation is the process of evaluation of the subject teachers' interpretation and application of the IB assessment criteria for the internal assessment component used by an appointed IB assessor from around the world. Moderation ensures that the IB's reliable global standards are maintained at all IB World Schools. Annual IA feedback is provided to the subject teachers to guide their teaching and evaluation of the IA component.

The IB provides task-specific assessment rubrics for all internally-assessed components. Teachers use the IB IA rubrics to determine the total marks awarded for the component. Total marks awarded from the rubrics is reported to IB.



The most recent *Subject Report* for the course provides IA marks conversion to a scale of 1 to 7. The 1 to 7 score is converted to an appropriate HISD grade on a 100-point scale for purposes of state graduation requirements.

## **Grading Categories**

### **Preparation Assessments 20%**

In flipped learning, students are asked to take responsibility for their learning outside of the classroom prior to the class period. These assignments may include watching videos or tutorials, reading a passage or researching a topic. Students are held accountable for the preparation with a graded assignment.

Examples: Cornell Notes, open ended responses, short quizzes, online accountability checks such as Blend Space etc.

### **Formative Assessments 40%**

Formative Assessments provide both students and teachers with the information they need to improve the learning process while it's happening. The goal of a formative assessment is to monitor progress toward a goal or objective, providing information in an expedient manner which allows both teachers and students to respond to the academic needs of the students.

Examples: common assessments, practice problems, quizzes, rough drafts, lab reports, in class assignments, notebook checks.

### **Summative Assessments 40%**

Summative assessments assess the mastery of course concepts. Unlike formative assessments, which may occur several times during a course or unit, summative assessments occur only a few times over the course of the academic year. A common goal of this type of evaluation is to measure the mastery of learning standards.

Examples: projects, cumulative tasks, chapter tests, final draft essays, MYP Unit Tasks

## **Communications**

Parents are encouraged to read the weekly newsletter, which is sent to the parent email on file, the student's HISD email, and posted on the Lamar website. Lamar also utilizes the district call out and text message system for more urgent matters. Phone numbers on file will receive the calls and text messages. Parents are also encouraged to log into their student's Canvas page to view assigned work and due dates.

### ***PowerSchool Parent Portal***

PowerSchool Parent Portal is an online service that gives parents access to information about the student. After registering for an account, you will have the ability to view period and daily attendance, class schedules and assignments, progress reports, report cards, as well as other resources for parents and students. Parents are encouraged to check this site on a regular basis.

## Credits and Grade Level Classification

The Registrar will assign each student a grade level based on the number of credits earned at the end of the previous school year. Only students who are eligible to graduate at the end of the school year will be reclassified before the end of the school year.

Grade Level Classifications		
Grade		Credits Earned
9	Freshman	0.0 - 5.5
10	Sophomore	6.0 - 11.5
11	Junior	12.0 - 17.5
12	Senior	18.0+

### Course Credit

- Students must maintain a grade average of 70 or above on a scale of 100 in order to receive credit for a course.
- Students may not be given credit for a class if they have attended fewer than the required number of days/ class period. (90% of the semester)
- Students must comply with all attendance requirements for each course taken. Students may be assigned to Credit Appeal to recover the time and curriculum missed due to excessive absences.
- Appeals will only be considered when the student has passed the course with a final semester average of 70% or better and meets qualifying attendance guidelines.

### Alternate ways to earn credit

- Middle school - Students may earn high school credit in middle school. For students enrolled in Texas public schools this credit will automatically be added to their high school transcript. Students entering Lamar from a non-Texas public school will have their credit assessed to ensure it aligns with Texas Education Agency guidelines on content and rigor.
- Summer school - Students who did not earn full credit for a course during the regular academic year will be required to enroll in summer school to recover their lost credit. Summer school dates and requirements will be announced in May and registration will also take place in May. Students will be enrolled by their Academic Dean and students should contact their Academic Dean or the Dean of Students with questions.
- Students who are pursuing the IB Diploma may need to enroll in summer school if they did not receive Algebra 1 credit in middle school. Students can enroll in Geometry between 9<sup>th</sup> and 10<sup>th</sup> grade. A fee will be assessed for accelerated summer school. Summer school dates and requirements will be announced in May and registration will also take place in May. Students will be enrolled by their Academic Dean and students should contact their Academic Dean or the Dean of Students with questions.

## Physical Education Requirements

Students are required to complete one credit of physical education. Students have two options to satisfy this requirement.

1. By taking a Physical Education course on the Lamar campus
2. By participating in a physical education equivalent activity. Several courses, including all athletic classes, will provide the equivalent credit of the physical education course. These courses include:
  - On campus Lamar athletics (club sports do not qualify)
  - Marching Band (Fall)
  - Drill Team (Fall)
  - Cheerleading (Fall)
  - JROTC (full year)

Most of these activities require an audition/coach approval to enroll in the course. Your Academic Dean can assist you in selecting an appropriate option to fulfill your physical education requirement.

# Home of the Texans

## Fight Song

Fight Lamar forever.  
We will see you through.  
We'll defend your honor  
All brave and so true.  
FIGHT! FIGHT! FIGHT!  
Hail, Hail the gang's all here  
Sound your colors true.  
We'll fight forever for the  
Crimson and Blue  
L-L-L-A-M M-M-M-A-R  
L-A-M M-A-R  
GOOOOOOO LAMAR!  
Fight! Fight! Fight!

## I'm So Glad

I'm so glad I go to LHS  
*(because I'm a Freshman/Sophomore/Junior/Senior)*  
I'm so glad I go to LHS  
I'm so glad I go to LHS  
Sing Glory Hallelujah  
I go to LHS!

## Alma Mater

Hail to Lamar, Alma Mater dear  
Sing her joyful Praise  
Sound it far and near  
Rally around her banner.  
WE WILL NEVER FAIL  
So to Lamar, Alma Mater  
Sing Hail ...Hail ...HAIL

