

Mirabeau B. Lamar Senior High School

An International Baccalaureate World School



Student Resource Guide

2020 – 2021

Lamar Texans,

Welcome to your guide to our school! This 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 selecting your path and plan at Lamar and who to turn to when you do have questions. We have A LOT of options at Lamar and this can be confusing at times. In this guide you will find information about graduation requirements, IB programs, GPA, class rank, CTE programs, endorsements, course descriptions and much more! Whether you are thinking about which courses you want to take next year or wondering if you are doing everything you need to get ready for college applications this guide should help. Of course, the faculty and staff at Lamar are always available for questions too! You can stop by your Neighborhood Assistant Principal or Academic Dean's office and they can answer your question or point you in the right direction for something specific. Remember the College Corner, School Store, and Lamar Success Center are located on the second floor of the new building. The IB Coordinators, Magnet Coordinator, Testing Coordinator, 504 Coordinator, Special Education Coordinator, Business Office, and, of course Principal are located on the second floor of the North Building.

Administration & Staff

Principal	Mrs. Graves	rgraves1@houstonisd.org
9 A/B Academic Dean	Mr. Jefferson	pjeffer2@houstonisd.org
9 A/B Assistant Principal	Dr. Cain	rcain@houstonisd.org
9 A/B Clerk	Ms. Guzman	mguzman5@houstonisd.org
9 C/D Academic Dean	Ms. Lawrence	dlawren1@houstonisd.org
9 C/D Assistant Principal	Ms. King	kking8@houstonisd.org
9 C/D Clerk	Ms. Chavez	ichavez7@houstonisd.org
10 A/B Academic Dean	Ms. Kamla	ikamla@houstonisd.org
10 A/B Assistant Principal	Dr. Mosby	gmosby@houstonisd.org
10 A/B Clerk	Ms. Lewis	sheila.lewis@houstonisd.org
10 C/D Academic Dean	Ms. Ballard	jballard@houstonisd.org
10 C/D Assistant Principal	Ms. Fernandez	mfernand7@houstonisd.org
10 C/D Clerk	Ms. Forbes	sforbes1@houstonisd.org
11 A/B Academic Dean	Ms. Brooks	fbrooks1@houstonisd.org
11 A/B Assistant Principal	Ms. Mann	dmann1@houstonisd.org
11 A/B Clerk	Ms. McCourt	melissa.mccourt@houstonisd.org
11 C/D Academic Dean	Mr. Mahone	erron.mahone@houstonisd.org
11 C/D Assistant Principal	Mr. Thompson	kthompso@houstonisd.org
11 C/D Clerk	Ms. Ramirez	pramirez@houstonisd.org
12 A/B Academic Dean	Ms. Pruitt	cp Pruitt1@houstonisd.org
12 A/B Assistant Principal	Ms. Pizana	mpizana@houstonisd.org
12 A/B Clerk	Ms. O'Banner	tobanner@houstonisd.org
12 C/D Academic Dean	Ms. Quintero	monica.quintero@houstonisd.org
12 C/D Assistant Principal	Mr. Alaniz	jalanz1@houstonisd.org
12 C/D Clerk	Mr. Osborne	sosborne@houstonisd.org
Address Change	Mr. Lozano/Mr. Chenier	rlozano3@houstonisd.org / achenier@houstonisd.org
Athletics	Coach Lindsey	philip.lindsey@houstonisd.org
Attendance	Ms. VanRavenswaay	rvan@houstonisd.org
Business Office	Ms. Wesley	bwesley@houstonisd.org
Class Rank	Mr. Guinther	bguinthe@houstonisd.org
College Applications	Mrs. Trendell	mtrendel@houstonisd.org
Counseling Services	Ms. Tello	atello@houstonisd.org
CTE Programs	Mr. Munoz	dmunoz@houstonisd.org
Dean of Students	Mr. Jackson	jjackso9@houstonisd.org
Enrollment	Mr. Guinther	bguinthe@houstonisd.org
Gifted and Talented	Ms. Ballard	jballard@houstonisd.org
IB Career-related Program	Mr. Munoz	dmunoz@houstonisd.org
IB Diploma Program	Mr. Brahm	abrahm@houstonisd.org
IB Middle Years Program	Mr. Gillespie	dgilles1@houstonisd.org
Lamar Success Center	Ms. Tello	atello@houstonisd.org
Magnet Program	Ms. Titus	ctitus@houstonisd.org
Nurse	Ms. Johnson	rjohns43@houstonisd.org
Personal Projects	Mr. Gillespie	dgilles1@houstonisd.org
PSAT/SAT/ACT	Ms. Walton	swalton@houstonisd.org
School Store	Ms. Wesley	bwesley@houstonisd.org

Senior Dues and Activities
Special Education
STAAR Test
Transcripts
Transfers
Transportation
Uniforms
Yearbook Pictures

Fine Arts

Band
Choir
Dance
Debate
Guitar
Orchestra
Piano
Theater
Theater
Visual Art
Visual Art

Career and Technical Education (CTE)

Accounting
Animal Science
Business Administration
Broadcast Journalism
Child Development
Computer Science
Engineering
Hospitality & Tourism
JROTC
Plant Science
Print Journalism

Athletics

Athletic Director
Athletic Secretary
Baseball
Girls Basketball
Boys Basketball
Girls Cross Country
Boys Cross Country
Football
Golf
Girls Soccer
Boys Soccer
Softball
Swimming/Diving
Tennis
Girls Track and Field
Boys Track and Field
Volleyball
Water Polo
Wrestling

Club Sports

Field Hockey
Girls Lacrosse
Boys Lacrosse
Rugby

Mrs. Jones
Mrs. Rivers
Mrs. Walton
Mr. Guinther
Ms. Titus
Neighborhood Clerk
Ms. Wesley
Ms. Harper

Mr. Olson
Ms. Moritz
Mr. Ayala
Mr. Mayo
Mr. Olson
Mr. Olson
Mr. Craven
Ms. Small
Mr. Hill
Mr. Stiles
Ms. Attar

Ms. Davis
Ms. Infante
Mr. Chambers
Mr. Gayle
Ms. Scholz
Ms. Woolweaver
Mr. Cemer
Mr. Crayton
LTC Fredericks
Ms. K Lawrence
Ms. Harper

Coach Lindsey
Ms. Allred
Coach Munoz
Coach Hopkins
Coach VanDusen
Coach Coslor
Coach Martinez
Coach Lindsey
Coach Myers
Coach Goolsbee
Coach Davison
Coach Crockett
Coach McDonald
Coach Anduiza
Coach Coslor
Coach Coslor
Coach Brents
Coach MacDonald
Coach Wingard

Kyrsten Crawford
Erin Fox
Coach Vollmer
Spencer Wheat

djones13@houstonisd.org
criversi@houstonisd.org
swalton@houstonisd.org
bguinthe@houstonisd.org
ctitus@houstonisd.org
Neighborhood Clerk
bwesley@houstonisd.org
kadee.harper@houstonisd.org

tab.olson@houstonisd.org
pmoritz@houstonisd.org
andy.ayala@houstonisd.org
tmayo@houstonisd.org
tab.olson@houstonisd.org
tab.olson@houstonisd.org
bcraven@houstonisd.org
aimee.small@houstonisd.org
joshua.hill@houstonisd.org
robert.stiles@houstonisd.org
dina.attar@houstonisd.org

elicia.davis@houstonisd.org
einfante@houstonisd.org
tchambe4@houstonisd.org
rgayle@houstonisd.org
jscholz@houstonisd.org
sally.woolweaver@houstonisd.org
dcemer@houstonisd.org
tristan.crayton@houstonisd.org
pfrederi@houstonisd.org
kkrause1@houstonisd.org
kadee.harper@houstonisd.org

philip.lindsey@houstonisd.org
lallred@houstonisd.org
dmunoz@houstonisd.org
damion.hopkins@houstonisd.org
jvanduse@houstonisd.org
brandon.coslor@houstonisd.org
lallred@houstonisd.org
philip.lindsey@houstonisd.org
allan.myers@houstonisd.org
jgoolsbe@houstonisd.org
jdavison@houstonisd.org
dcrocke3@houstonisd.org
smcdona3@houstonisd.org
remus.anduiza@houstonisd.org
brandon.coslor@houstonisd.org
brandon.coslor@houstonisd.org
lbrents@houstonisd.org
smcdona3@houstonisd.org
justin.wingard@houstonisd.org

kyrsten.crawford@gmail.com
erinfox@gmail.com
dmvollmer2@gmail.com
rugbylamar@yahoo.com

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

SEPTEMBER

2020

1	1 2 3
2 3 4 5 6 7 8	4 5 6 7 8 9 10
9 10 11 12 13 14 15	11 12 13 14 15 16 17
16 17 18 19 20 21 22	18 19 20 21 22 23 24
23 24 25 26 27 28 29	25 26 27 28 29 30 31
30 31	

AUGUST 2020

OCTOBER 2020

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER

2020

1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

SEPTEMBER 2020

NOVEMBER 2020

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER

2020

1 2 3	1 2 3 4 5
4 5 6 7 8 9 10	6 7 8 9 10 11 12
11 12 13 14 15 16 17	13 14 15 16 17 18 19
18 19 20 21 22 23 24	20 21 22 23 24 25 26
25 26 27 28 29 30 31	27 28 29 30 31

OCTOBER 2020

DECEMBER 2020

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER

2020

1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

NOVEMBER 2020

JANUARY 2021

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY

2021

1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28

DECEMBER 2020

FEBRUARY 2021

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

FEBRUARY

2021

1 2
 3 4 5 6 7 8 9
 10 11 12 13 14 15 16
 17 18 19 20 21 22 23
 24 25 26 27 28 29 30
 31

1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 17 18 19 20
 21 22 23 24 25 26 27
 28 29 30 31

JANUARY 2021

MARCH 2021

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH

2021

1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 17 18 19 20
 21 22 23 24 25 26 27
 28

1 2 3
 4 5 6 7 8 9 10
 11 12 13 14 15 16 17
 18 19 20 21 22 23 24
 25 26 27 28 29 30

FEBRUARY 2021

APRIL 2021

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

APRIL

2021

1 2 3 4 5 6
 7 8 9 10 11 12 13
 14 15 16 17 18 19 20
 21 22 23 24 25 26 27
 28 29 30 31

1
 2 3 4 5 6 7 8
 9 10 11 12 13 14 15
 16 17 18 19 20 21 22
 23 24 25 26 27 28 29
 30 31

MARCH 2021

MAY 2021

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

2021

1 2 3	1 2 3 4 5
4 5 6 7 8 9 10	6 7 8 9 10 11 12
11 12 13 14 15 16 17	13 14 15 16 17 18 19
18 19 20 21 22 23 24	20 21 22 23 24 25 26
25 26 27 28 29 30	27 28 29 30

APRIL 2021

JUNE 2021

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE

2021

1	1 2 3
2 3 4 5 6 7 8	4 5 6 7 8 9 10
9 10 11 12 13 14 15	11 12 13 14 15 16 17
16 17 18 19 20 21 22	18 19 20 21 22 23 24
23 24 25 26 27 28 29	25 26 27 28 29 30 31
30 31	

MAY 2021

JULY 2021

NOTES:

Student Resources

How to get involved and make the most of your time at Lamar

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 is 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.

To create a new club/organization,

Go to the school website at Lamarhs.org

Under the Activities Section, click on Clubs

Click on the New Club/Organization Proposal Form Link <https://bit.ly/ClubProposalForm>

To update an existing club/organization,

Go to the school website at Lamarhs.org

Under the Activities Section, click on Clubs

Click on the Update Existing Club/Organization Link <https://bit.ly/OrganizationUpdate>

Lamar High School will have an online club fair this school year. Please follow the school newsletter and twitter for a date and time.

Clubs

African American Heritage Student Association
American Field Service
Artist Club
Band
Best Buddies
Book Club
Break-Dance Club
Cheerleading
Chess Team
Choir
Christian Athletes Club
Computer Science Club
Debate/National Speech and Debate Association
Drama Club
Ecology/Environmental Club
ESL Club
FCCLA Family, Career and Community Leaders of America
Fifty-One Rising
Foster Future
Freedom Society
French Club
Gay/Straight Alliance
Get Up and Go Club
Girl Code
Global Awareness Club
Industrial Technology Club

Interact
Italian Club
Japanese Club
JROTC
JROTC Color Guard
Key Club
Know Thyself
Lamar Cable Television
Lamar Dance Theatre
Lamar Elite Engineering Team
Lamar for Healthy Living
Lamar Life - Magazine
Lamar Robotics
Lamar Student Advisory Board
Lamar Student Council
Loading Dock Pro-ductions
Magic Club
Math Interest and Competition Club
Mind Masters
Model UN
National FFA Organization
National Honor Society
Npmi Human Trafficking Club
Odyssey of the Mind
One Love
Operation Smile
Orchestra
Orenda – Yearbook

PAWS – Protection Animal Welfare Society
Photography & Film Club
Pilates and Yoga Club
Pre-Med HOSA
Rangerettes Drill Team
Rangers
Reading Aces
Red Cross
Robotics-Science Club
Rubik's Cube Club
Smart Financial Credit Union
Student Advisory Board
Spanish Club
Spanish Poetry Club
Technology Student Association
Tennis
The American Israel Friendship League
The DA
Track & Field, Boys'
UIL (University Interscholastic League) Academics
Ultimate Frisbee
Vietnam War History Club
Wakonda – Freshman Club
Young Democrats
Young Engineer's Club
Young Republican Club of America

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 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
Theater
Visual Art

ATHLETICS

Athletics Coordinator Michael Lindsey philip.lindsey@houstonisd.org

Athletics Clerk Liza Allred lallred@houstonisd.org

Baseball Head Coach David Munoz 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

All players need Coach Van Dusen's permission to be in basketball 3rd and 7th period. Incoming 9th 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 Damion Hopkins Damion.Hopkins@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 Jerry Martinez lallred@houstonisd.org

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

Track and Field Head Coach Patrick Jefferson 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 (interim head coach) Brandon Coslor Brandon.coslor@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 Brandon Coslor Brandon.coslor@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 Coslor and follow Lamar Girls' Track & Field @lamar_track on twitter.

Football Head Coach Michael Lindsey 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 and our twitter page @LamarTexansFB for more information.

Golf Head Coach Allan Myers allan.myers@houstonisd.org

There are try-outs in August. No one will be put into the class without permission from Coach Myers. 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

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 3rd (Advanced) and 7th 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 Zach Goolsbee jgoolsbe@houstonisd.org

You must have Coach Goolsbees' permission to participate in soccer. Try-outs are in October. Please email Coach Goolsbee with your information and level of experience. Soccer is a competitive sport that needs your full commitment and participation at practice and games. Please check the Lamar Girls' Soccer website for updates - <https://houstonlamarsocket.weebly.com/>

Softball Head Coach Debra Crockett dcrock3@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 Crockett if you have any questions. Please go to the softball website for updates. <https://sites.google.com/houstonisd.org/lamarsoftball/> Follow Lamar Softball on twitter @_lamarsoftball

Swim, Water Polo and Diving Coordinator Mac McDonald smcdona3@houstonisd.org

You must have Coach McDonald'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

Tennis Head Coach Remus Anduiza remus.anduiza@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 Leisa Brents lbrents@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 Justin Wingard Justin.Wingard@houstonisd.org

If you would like to wrestle, Coach Wingard will be happy to have you contact him for entry into the program.

Club Sports

Field Hockey

Field Hockey Team Mom, Kyrsten Crawford, Kyrsten.crawford@gmail.com

PE Credit Coordinator, Paige Fajkus, cpfajkus@gmail.com

Boys Lacrosse

Dave Vollmer dmvollmer2@gmail.com

Girls Lacrosse

Erin Fox is the parent contact erinfox@gmail.com

Boys and Girls Rugby

Spencer Wheat parent contact and coach rugbylamar@yahoo.com

For more information Contact the Lamar athletic secretary, Liza Allred lallred@houstonisd.org

LAMAR STUDENT SERVICE CENTER

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:

- a. Tutors
- b. Mentors
- c. Group counseling
- d. School Uniform assistance
- e. Access to social service agencies such as food banks, temporary housing and outside counseling agencies
- f. LSC (Lamar Success Center) – A classroom with a teacher where a student that may need to slowly transition back to their schedule, due to medical or personal reasons. A referral may also be made by a staff member, parent or student. Approval must be made through Ms. Tello (SSC Coordinator/Asst. Principal) or Mr. Jackson (Dean of Students).
- g. The Bridge – A classroom with a teacher for students that have violated the Student Code of Conduct and have been found in possession of drugs or drug paraphernalia. Time required: 45 successful days. Approval must be made through Mr. Jackson.

College Corner

Welcome to Lamar's College Corner! We are so excited to have you at Lamar and help you plan your next steps after you graduate. 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 lunches for drop ins using socially distant practices this year. For off periods students will need to make appointments and will be given a pass for their session. To schedule a virtual session, you and your family can do that using the Lamar College Corner Bookings website:

<https://outlook.office365.com/owa/calendar/LamarHighSchoolAdvising@houstonisd.onmicrosoft.com/bookings/>

Please check your HISD email regularly as College Corner will send many emails about college visits, scholarship opportunities, internship opportunities, and student study abroad opportunities. Naviance is a great tool to build your college list, look up scholarships, request transcripts, and track your progress and GPA. You can find this through the HUB under digital resources. You will login using the Clever tool.

Business Office

Whether you need to pay for prom or need assistance with purchasing uniforms the Lamar Business Office is here to help. Students will use SchoolPay to make purchases on campus. Most activities require that you have your SchoolPay receipt to pick up your items (yearbook, uniforms in the school store, tickets to events, etc.). At the beginning of the year students are asked to complete a socioeconomic survey which will help us help you! If you need assistance making any payments or purchases through Lamar email lamarhstexansisd@gmail.com.

Student Handbook

HISD@HOME

Technology Systems to Support Continuity of Learning

	Office 365	Microsoft Teams	HUB	GSuite	Digital Resources	OnTrack & Renaissance	HISD Connect
Students	Access HISD Email & Communicate with Teachers Access Online Office Suite Access & Save Documents to One Drive	Attend Live Class Meetings Communicate with Teachers	Access & Turn In Class Assignments Access Instructional & Content Resources Access Digital Resources	Access & Save Documents to Google Drive Collaborate with Classmates for Team Projects	Access Digital Textbooks & Ancillary Resources	Access Classroom & District Assignments Access Report & TEKS Performance for Instant Feedback	Access School Calendars & Class Schedules Monitor Grades
Teachers	Access HISD Email & Communicate with Campus Administration Access Online Office Suite Access & Save Documents to One Drive	Create Teams Classes Conduct Live Class Meetings Communicate with Students	Share Instructional Resources with Students Create Assignments Monitor Student Progress	Access & Save Documents to Google Drive Create Shared Drives for Department Collaboration	Create & Assign Assignments from Digital Textbooks Create Flipped Lessons w/ Resources EdPuzzle, Screencastify, Loom, Blendspace	Create or Assign Assignments from Campus or District Level Analyze Reports for Data Driven Instruction & Monitor Student Progress	Input Grades & Attendance
Parents	Ability to Provide Students with Support	Participate in Team Meetings & Teams Live Events	Ability to Provide Students with Support	Ability to Provide Students with Support	Ability to Provide Students with Support	Access Data to Provide Students with Support	Access Students Grades & Attendance

Office 365

HISD teachers and students have access to Office 365 for Education. It is an online, cloud-based suite that offers communication and productivity tools such as Outlook, Word, Excel, PowerPoint, OneNote, and OneDrive.

Use: Office 365 applications can be used for accessing email through Outlook and using the online versions of Microsoft products (Word, Excel, PowerPoint, OneNote & OneDrive). You can also access Microsoft Teams online for online meetings and classes.

Microsoft Teams

Microsoft Teams is a digital platform that offers virtual communication and collaboration between students and teachers. Students can be provided with continued support and enhanced learning experience through conversations, video and audio meetings, and live events.

Use: Microsoft Teams will be used as the District's platform for student communication. By Microsoft Teams, teachers will be able to provide virtual instruction, continued student support, and other communicative needs of students.

The HUB (it'sLearning)

The HUB, also known as itslearning, is the district's learning management system. The platform provides access to multiple digital resources to personalize instruction through digital lesson plans created by teachers and the curriculum department. Teachers can use the platform to create and grade assignments and share resources with colleagues and students.

Use: The HUB allows students 24-7 access to instructional material, coursework, and digital textbooks from any device and demonstrates mastery of a subject. Students can submit their assignments and projects, collaborate, and communicate with their classmates, and create blogs, discussion boards, and ePortfolios.

GSuite

GSuite is a cloud-based application that makes learning accessible anywhere with internet access. All HISD personnel and students have Google accounts that are managed by Houston ISD and accessed by using their district credentials and network password. Teachers and students have the GSuite for education which gives them access to Google Slides, Google Docs, Google Sheets, Google Forms, Google Sites, Chrome Sync, Google Drive, and Google Drawings.

Use: G-Suite can be used to collaborate, create, and edit files in real-time. It provides students with collaborative workspaces and access to an online storage system that can be shared and accessed across multiple devices.

Digital Resources Page

HISD provides a variety of educational resources for students to access. The collection of resources is district approved tools and applications that include textbooks, content-specific applications, online reading libraries, and formative and summative assessment tools. Refer to Appendix A for digital resources available.

Use: Students and teachers can gain access to the education material needed for their specific class. Students can also access assessment tools such as Ontrack and Renaissance as well as check out books from MackinVia and MyOn.

HISD Connect Parent Portal

HISD Connect Parent Portal is an online service that allows registered users (i.e., parents & students) to log in to access a variety of student information, see class assignments and school calendars, and even communicate electronically with teachers.

Use: Users can also choose to have an e-mail or text message sent if a child's grades drop below a selected average or is absent or tardy to class.

Information that HISD Connect Parent Portal provides access to includes:

- Period and Daily Attendance
- Class Schedules and Assignments
- Progress Reports
- Report Cards

Parent and Student Resources

Where to get support: HISD Technology Service Desk

Phone: 713-892-7378 Email: servicedesk@houstonisd.org

Content Delivery

Asynchronous Instructional Model

During the time that schools are closed, the District will make every effort to ensure that student education continues uninterrupted. Houston ISD has fully adopted the Texas Essential Knowledge and Skills (TEKS) standards as the foundation for curriculum and instruction and will be implementing an asynchronous instructional model. Although the asynchronous model is the preeminent form of instruction to be delivered to students, short time increments of synchronous instruction will happen regularly as a part of the asynchronous plan.

- Students engage in daily, recorded flipped lessons created by the teacher.
- Students attend short, live guided practice on Microsoft Teams with the teacher and classmates.
- Students can get additional support by attending small group instruction.
- Students complete independent assigned learning activities on a daily basis.
- Students will engage in the instructional model, correlating with our regular two-day blocked bell schedule, and turn in assignments daily to serve not only as a measure of mastery, but also to be awarded attendance credit.

Design of Instructional Materials and Content

Teachers will deliver asynchronous instruction via the district adopted LMS, the HUB, while using Microsoft Teams to facilitate short synchronous, direct and small group instruction via Teams. Instructional materials will be designed and adapted for asynchronous instruction through various modalities of the LMS. To ensure instructional materials and content are coherent and logically sequenced to reinforce continuity of learning remotely, TEKS- aligned HUB courses will be organized in a logical format using the

built-in Plans tool to allow students ease of navigation to support self-guidance of course materials. In addition, instructional materials will consistently reinforce concepts to ensure retention of knowledge for an asynchronous learning experience. Therefore, instructional materials and assignments will be broken up into weekly plans containing daily student expectations.

Daily Schedule

Students will have the opportunity to work with the teacher, with classmates and independently within the daily learning schedule. Students who may need more flexibility may arrange that in advance with their neighborhood Assistant Principal.

Daily Class Schedule	
8:30 – 10:03	1 st / 5 th Period
10:10 – 11:45	2 nd / 6 th Period
11:45 – 12:15	Lunch
12:15 – 12:48	Tutorials / Club Meetings / Neighborhood Meetings
12:55 – 2:28	3 rd / 7 th Period
2:28 – 4:10	4 th / 8 th Period

90 – Minute Instructional Cycle			
Asynchronous	Flipped Lesson - Recorded Direct Instruction Prior to Class Period posted on the HUB	20 Minutes/class	<= 80 minutes per day
Live Synchronous Instruction	Guided Inquiry/Guided Practice Instruction live with teacher and classmates on Microsoft Teams	30 minutes at the beginning of each class period	180 minutes per day
Teacher Support	Small group instruction and tutorials on Microsoft Teams	Additional 30 minutes after live, synchronous instruction during each designated class period	180 minutes per day designated
Asynchronous Instruction	Independent practice with mastery measure for each class period submitted through HUB, On-track, or Turnitin.com, etc.	Last 30 minutes of each designated class period	180 minutes per day

Social Emotional Learning

Communities in Schools, Lamar Student Support Center, Aida Tello – atello@houstonisd.org Social Emotional Learning Department promotes the process for helping children and adults develop fundamental skills for life effectiveness. SEL teaches social competencies and interpersonal skills we need to be successful citizens, have positive relationships, and function effectively in society. These skills are designed to foster positive student academic outcomes and to help adults understand, develop, and model SEL skills such as:

- recognizing and managing our emotions
- developing caring and concern for others
- establishing positive relationships
- making responsible decisions, and
- managing challenging situations constructively and ethically.

Students, Parents and Guardians

At home:

- Establish routines to help the student be more successful.
- Monitor use of social media platforms and limit viewing of news broadcasts.
- Students may develop symptoms of anxiety, depression, and post-traumatic stress. Understand the role mental health plays in the development of the whole child in physical health, school performance, and behavior.
- For counseling, mental health education, and to obtain mental health referrals contact 24/7 Mental Health Let's Stay Connected Hotline @ 713-556-1340
- Submit secure and anonymous safety concerns using the Sandy Hook Hotline 1(844)572-9669 <http://www.saysomething.net/>
- Utilize resources and tools via <https://www.houstonisd.org/sel#>

SEL supports include resources and trainings on various topics such as:

- Weekly Webinars based on current SEL and Mental Health topics
- How to effectively utilize SEL resources at home to provide hands on tools to support scholars
- Understanding the reasons that may cause a scholar to display challenging behaviors, adjustment problems,
- and offer various options and solutions to effectively respond to the behavior
- Mindfulness – relaxation techniques, calmly accepting feelings, noticing your reactions, feelings in the body, and helpful versus harmful thoughts

Effective parenting for scholars experiencing trauma:

- Identifying patterns of behavior and reactions that do not seem to “fit” the situation (triggers)
- What distracts your scholar, makes him or her anxious, or results in negative behavior?
- Help your scholar avoid situations that trigger trauma
- COVID19 may be a shared (collective) trauma for scholars and parents
- Visit <https://www.houstonisd.org/sel#> for SEL parent resources

Wraparound Services

- The Wraparound Services Department connects students and their families with community resources that address the non-academic challenges that students face which ultimately impact their ability to learn.
- For the 2020-2021 school year, the Wraparound Resource Specialist role will be added to 70 additional campuses; meaning that this position will exist full-time at 210 of the district's 280 campuses. By the 2021- 2022 school year, every HISD campus should have a full-time Wraparound Specialist.
- Wraparound Resource Specialists will use a data-based approach to identify students in need, and to connect them to the appropriate non-academic supports that address critical issues such as mental health and physical needs, food insecurity, lack of stable housing, violence, incarceration of a parent, legal and crisis support and many other challenges that can have adverse effects on a student's readiness and ability to learn.
- Wraparound Resource Specialists will build partnerships between their campuses and resources available in their local communities, helping to leverage partnerships to meet the unique needs of HISD campuses.
- Wraparound Resources Specialists will work collaboratively with school leadership, counselors, nurses and teachers to ensure that students and families with the greatest needs are being properly connected to resources that will enhance their academic outcomes.
- Wraparound specialists will also assist students and families that campuses are having difficulty locating
- Wraparound specialists will collaborate with the Student Assistance department (homeless/foster care/residential) to provide additional layered support to such student groups.
- Wraparound specialists will work closely with the Strategic Partnerships department to ensure that additional community resources are made available.
- Additional information and a directory of all wraparound specialist can be found at www.houstonisd.org/wraparound Academic & College/Career Counseling Lamar College Corner, Maggie Trendell – mtrendell@houstonisd.org
- Virtual webinars on various topics related to academic and college/career counseling will be offered throughout the year. Dates and information will be accessible at www.houstonisd.org/collegereadiness
- College & Career counselors will continue to reach out directly to students and families to assist them through postsecondary plans, including financial aid and postsecondary transition.
- Virtual college tours will take place to provide students with exposure to postsecondary options.
- For questions or additional support please contact djohnsto@houstonisd.org

Athletics

Athletic Coordinator, Michael Lindsey – Philip.Lindsey@houstonisd.org

Remote Learning Guidelines for Athletes:

- Houston Independent School District (HISD) Athletes will be allowed to participate in University Interscholastic League (UIL) Athletics and Activities if they decide to participate in remote learning for the Fall 2020 semester.

Students Expectations

- Must have a 2020 physical examination
- Payment of HISD Insurance or completed Insurance Waiver Form
- Parent Approval and Medical Authorization Form
- UIL Acknowledgement of Rules Form
- Concussion Acknowledgement Parent Signature Form
- Sudden Cardiac Arrest Awareness Form

- Media Release Form
- Must have a Previous Athletic Participation Form (PAPF) – for incoming 9th graders or students new to an athletic program only
- Meet all TEA UIL Eligibility Requirements
- Must attend practices set by the coach of their sport or activity
- Parent Expectations
- To ensure all required paperwork is completed and turned in for their student athlete(s)
- Ensure student athletes are eligible to compete in UIL athletics and/or activities
- Parents will be required to transport student athlete(s) to and from practices

Grading Policy

Students enrolled in remote instruction follow the same grading guidelines as in-person instruction. Teachers receive support and guidance on effective grading practices to ensure that grading guidelines are followed in both instructional models. At Lamar there are three grading categories – Preparation (25%), Formative Assessment (50%) and Summative Assessment (25%).

All daily assignments must be turned in on the day they are assigned. Class time is set aside for independent work, and students should turn in assignments before the end of the class period, or no later than 11:59 p.m. No late work can be accepted.

Grades will be taken during each grading cycle of the 2020-2021 school year. All cycle grades will be used in the calculation of the final average for any class. Final exams will be administered for all high school credit courses.

Attendance

Students who engage in learning activities via the HUB, participate in a Teams meeting with teachers, and submit assignments via the HUB are considered “present” and will not be marked absent. State law TEC §25.092 and Houston ISD Policy still require students to attend at least 90% of their classes to earn credit for the course. Remote attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement.

Students can engage with their teacher through the following:

- Daily participation in the HUB, the HISD Learning Management System (LMS), completion of flipped assignments before class, independent reading and work assignments, use of assigned digital tools, and/or group interactions.
- Interaction with teacher via Teams as part of daily guided practice and small group instruction.
- Students submit assignments via the HUB for each scheduled class. When unable to submit via the HUB students can submit assignments via emails, photos, phone conferences or other forms of documentation.

Parents and students will receive absence notifications via School Messenger after 6:00 p.m. each day. This absence notification is for Average Daily Attendance purposes and does not resolve individual absences from classes. High School students are required to be in attendance for synchronous, live classes on Teams for every period. Students who have extraordinary situations should work with their Assistant Principal to determine whether a modified learning plan is necessary.

School Attendance

Texas Compulsory Attendance Law

School attendance is required by state law. Students with excessive absences will be placed on an Attendance Contract and may be referred to the district attendance officer for further action. The Houston Independent School District expects all students to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self discipline, and responsibility.

Daily Attendance Reporting

State law requires Lamar High School to record accurately the number of students in attendance daily and report that figure to the state. That official state attendance, known as ADA or “Average Daily Attendance”, is taken every school day at Lamar during 2nd period on “A” day and 6th period on “B” day at 10:25 a.m. Lamar’s student attendance affects HISD’s state funding.

Absences & Course Credit

The Texas Education Code requires that a student be in attendance for 90% of the days a class is offered during a semester in order to be awarded credit for that class (TEC 25.092). Students with four or more unexcused absences in the fall semester in any credit course will have their credit withheld and an asterisk (*) will appear on the student’s report card. A student may be passing the course, but if they have excessive unexcused absences and a resulting asterisk, credit will be withheld. When a student exceeds the unexcused absence limit for any credit class during a semester, an NG will appear in place of the Semester average on the report

card. This indicates the student has had credit denied due to the accumulation of an excessive number of unexcused absences. The NG will appear if the student's unexcused absences exceed 10% of the class meetings. The only way a student can pass if s/he has met the other promotion standards but has unexcused absences exceeding 10% but less than 25% of class meetings is to complete credit appeal as defined and approved by the Principal. Students with absences in excess of 25% of class meetings must retake the course in-person or online through APEX.

Excused absences do not apply toward any district policies regarding grading or promotion standards.

Field Trip Absences

Students participating in a field trip will not be counted as absent from the class taking the field trip. Other classes missed, however, are to be counted as part of the **five-day semester allowance for approved extracurricular absences**. Work missed for such activities is eligible for make-up, as are days missed for competitions. **Prior** approval must be secured for all students participating in a field trip. Students should request work from their teachers prior to missing a class for an extracurricular activity, if such work is available.

Students who are failing any class or who have poor or unsatisfactory conduct may not participate in a field trip that will cause them to miss a class in which they are having difficulty. It will be the responsibility of the teacher sponsoring the field trip to respond to notices of student failure or difficulty from any teacher reviewing the field trip list.

UIL and Extracurricular Absences

A student is allowed five absences per class period during each semester for participation in school extracurricular and co-curricular activities. These are excused absences and will be documented in each teacher's attendance records as well as on the school's master attendance database (SIS). Extracurricular absences will not appear on the student's report card as absences.

College Visits

Lamar allows juniors and seniors to take two (2) college-visit days per school year prior to May 1st and count them as extracurricular absences. All college visits must be approved by the assigned Neighborhood Assistant Principal prior to the date of the absence. If entered as an extracurricular absence, the absence will be excused on the student's report card and will not count against any final exam exemptions that may be offered. Additional college-visit days will be counted as regular excused absences, if proper documentation of the visit is presented to the Neighborhood Office.

Excused Absences

Acceptable Reasons for Excused Absences:

- **Personal Illness** Under certain circumstances (such as during lengthy illnesses, or for illnesses that occur during final examinations), the Assistant Principal may require a parent/guardian to secure documentation from a physician for 3 to 5 consecutive days of absences prior to excusing absences.
- **Death of a Family Member**
- **Student Health Services and/or Family or Student's Counseling Therapy Appointments** Students should return from any such appointments with official documentation of the visit from the service or office consulted.
- **Religious Days and Major Activities** Any child of an established religious faith will be excused if his absence is for the expressed purpose of observing a religious holy day identified in the Interfaith Calendar.
- **Authorized School-Sponsored Activities.** A student may be excused for absences resulting from participation in off-campus school related activities. Absences of this nature will be marked as extra-curricular activity absences. However, HISD may not permit students to participate in activities that would result in the student's absence from any class more than five (5) times a semester.
- **Required Court Appearance** The Principal shall require the presentation of appropriate court documentation, such as a subpoena, indicating that a student is legally required to appear in court.
- **Armed Services Recruitment** A student may be excused for armed services recruitment but is required to submit the proper documentation. Students are permitted to participate in these activities up to four (4) times during the school year.
- Any other request for an excused absence must be submitted to the Principal in writing. These must be provided at least 2 days in advance so that the request can be given proper consideration, in light of state law and HISD board policy.

Note: Any excused notes submitted to the neighborhood office are subject to approval per the school administration.

Notes for Absences

Students returning from an absence must submit the absence excuse note to their Neighborhood Office within three (3) school days. The note from the parent/guardian must specify the exact reason for the absence. Email notes must come from the parent email on file and included the information below.

Parent/guardian notes should be clearly written and include the following:

- Absent student's name and grade level;
- Date(s) of the absence;
- Exact reason(s) for the absence;
- Parent's name;
- Parent's phone number(s);
- Advocacy teacher;
- Student ID Number

Unexcused Absences

An absence for any reason other than those listed above shall be classified as **UNEXCUSED**. Absences will be considered unexcused if the parent does not send an excuse note within three school days of the absence.

A student will be denied credit for a class if the student accumulates four or more *unexcused* absences in a "block" class within a semester. Students are allowed to make up work missed due to any absence.

Truancy

Any unauthorized absence from school will be considered truancy and will be unexcused. Disciplinary action will be taken. This includes any class that is "skipped" during the course of the school day. Truancy may result in loss of credit and may not be appealed.

Closed Campus Policy

Once a student arrives on campus for the school day, he or she will not be permitted to leave the campus without administrative approval. Students leaving with parent permission must be signed out by the parent in the Welcome Center. Also, students are not allowed to leave campus during lunch periods. Leaving campus without permission and without following procedure for being checked out will result in disciplinary consequences.

Make-Up Work

Opportunities for Make-up Work

A student will be given the opportunity to make up work missed due to an absence. However, it is the responsibility of the student, immediately upon his or her return to class from an absence, to request and complete any assignments or tests missed because of an absence.

HISD board policy says that teachers will provide a reasonable amount of time for students to make-up work. A rough standard is one day of make-up time for every school day missed. Even so, the district generally allows the teacher to determine what is reasonable given the particular circumstances of a student's absence and the activities missed. For example, in determining when a student should make up a missed test, the teacher might legitimately consider such factors as the amount of time the student was absent, whether new material was covered during the absence, whether there was notice of the date and nature of the test available to the student prior to his or her absence, and so on. HISD board policy says that missed tests and quizzes may be made up outside of class time, usually before or after school.

Remember that make-up work is the responsibility of the student. Also, the teacher schedules the time to complete make-up work, not the student. If a student is going to be absent for five or more days in a row, a parent or guardian may contact their Academic Dean to request collection of the assignments. Students who miss class for an approved school activity are to notify the teacher in advance concerning the possibility of completing any tests or assignments before the class is missed.

Leaving School Early

Off-Campus Permits

"Off-campus" is a privilege. The only students who have permission to leave campus early are those participating in a business internship, a co-op work program, or scheduled off-campus. Early release permits must be carried by "off-campus" students at all times and must be available for review by police officers and Lamar faculty and staff.

Students who have off-campus permits are expected to leave school grounds by the beginning of the last period. Repeated offenses by students who linger on campus may result in the loss of "off campus" privileges.

Parents Picking up Students Early

The parent/legal guardian must report to the Welcome Center and present legal I.D. or proof of guardianship before being permitted to pick up a student. If a parent plans to request early release of their child, they must:

- 1) Submit a note to the appropriate office by 10:00 AM with the reason for the release, time, phone number, copy of ID and a parent signature. The note will be confirmed by the office staff.
- 2) Parent must sign the student out in the attendance office at the requested time.

Students may not be checked out after 3:30 PM.

To Leave School Early Due to Illness

If a student becomes ill while at school, he or she should get a permit from the classroom teacher to go to the clinic. If the nurse is absent, the student is to report to his or her Assistant Principal's office. Under no circumstance are students to contact his or her parent to pick him or her up and then leave school. No student is allowed to leave without proper administrative authorization.

Please Note —

A student leaving school early for any reason (other than on a regular off-campus permit) must be signed out by a parent/ guardian in the Welcome Center and have the approval of an Assistant Principal (or his or her designee). Failure to follow this procedure will warrant disciplinary action and will be considered an unexcused absence.

Returning to school after leaving early the previous day

When returning to classes you have missed due to leaving school early, report to your neighborhood office by 8:15 AM. Present to the clerk the permit issued by the attendance office or the clinic.

Tardies

Tardiness is defined as arriving late to class without an approved permit after the tardy bell rings. It is imperative that students be prompt and prepared for each class.

The following rules apply:

- Students riding HISD school buses are excused if the late arrival of their bus makes them late for class. Students should go to their neighborhood office to sign in on the late bus roster. Students will then be given a late bus pass. This does not apply to Metro buses.

Penalties for Tardiness (per semester)

A tardy is defined as NOT being in your assigned seat prepared for instruction when the tardy bell rings. All students tardy to class will report to their neighborhood office for a tardy slip before being admitted to class.

The following applies to unexcused tardies per semester:

- 1st and 2nd = warning / pass to class
- 3rd = lunch detention (30 min.) and parent contact
- 4th = after-school detention (1 hr.) and parent contact
- 5th = after-school detention (2 hr.) and parent contact
- 6th = mandatory parent conference and Support Plan

College and Career Access/Admissions

Class Rank and Grade Point Average (GPA)

Lamar twelfth-grade students are ranked three times: (1) late June after completion of Junior year; (2) early October of Senior year; and (3) mid-February of Senior year. The registrar calculates class ranks based on the students' numeric grades from all transcript courses. Beginning with the Class of 2021, however, only transcript courses taken during the high school years will be part of the GPA calculation. After the close of the twelfth-grade fall semester, the registrar then calculates final class ranks based on all eligible, numeric grades on the transcript. Class rank is not determined for grades 9-11 in Houston ISD.

Honors Classifications

After the senior class's final ranking in February, there are several honors classifications.

The senior(s) with the highest-grade point average (GPA) will be the **Valedictorian(s)**.

The senior(s) with the second-highest GPA will be the **Salutatorian(s)**.

Students whose GPA is in the top 5% of the senior class are classified as **Highest Honors**.

Seniors whose GPA is outside the top 5% but in the top 15% are classified as **Honors**.

Seniors whose weighted GPA is at least 4.0 become members of **Lone Star**.

College Corner

The Lamar College Corner is located on the second floor of the Academic Building. Our College Access Coordinators can help you plan for your path after Lamar. The College Corner is open during lunch for drop ins. Students who have off campus 1st/5th or 4th/8th will need to make an appointment and will be given a pass for their session. Students and parents can also schedule a virtual session here:

<https://outlook.office365.com/owa/calendar/LamarHighSchoolAdvising@houstonisd.onmicrosoft.com/bookings/>

Please check your HISD email regularly as College Corner will send many emails about college visits, scholarship opportunities, internship opportunities, and student study abroad opportunities. Naviance is a great tool to build your college list, look up scholarships, request transcripts, and track your progress and GPA. You can find this through the HUB under digital resources. You will login using the Clever tool.

Requesting Transcripts

Students who desire an official transcript of their academic record must complete a transcript request form via Naviance, which may be accessed via the Lamar website, Information menu. Paper copies can be requested through Naviance or the Registrar's Office. If requesting a transcript from the Registrar, please allow two business days to process your request.

Getting Registered

1. Go to the Lamar website at www.lamarhs.org
2. Select Information
3. Select Transcript
4. Select "How to use Naviance to order a Transcript"

Any senior who needs the Registrar to send his or her final transcript to a college or university must request that final transcript before the end of the school year in May.

College visits and attendance

Lamar allows **juniors and seniors** to take **two (2)** college-visit days per school year prior to May 1st and count them as extracurricular absences. All college visits **must be approved by the assigned Neighborhood Assistant Principal prior to the date of the absence**. If entered as an extracurricular absence, the absence will be excused on the student's report card and will not count against any final exam exemptions that may be offered. **Additional college-visit days will be counted as regular excused absences, if proper documentation of the visit is presented to the Neighborhood Office.**

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 Hub page to view assigned work and due dates.

Report cards and progress reports are distributed at the end of each grading period. A reporting cycle is established on the HISD website. Modifications to grade reporting dates will be communicated by HISD and Lamar.

Lamar High School encourages parents to contact the school concerning the education of their children. A healthy partnership between parents, students and staff members benefits all involved. Our Neighborhood system allows for parents to meet with all four of their child's core teachers at the same time.

Parents requesting a telephone conference, especially with their son or daughter's teachers, should provide both a day and an evening telephone number with their message. Please give teachers at least 48 hours to respond to your message. As a rule, teachers cannot be called to the phone (or to a conference) while they are teaching. Should you not receive a return call from the staff member you called within a reasonable amount of time, please call the assigned neighborhood clerk and note that you are making a second call.

Email is an effective form of communication between a student's parent/guardian and the student's teacher. Email addresses can be found on the Lamar website.

Should parents wish to arrange a conference, they may call the school office at (713) 522-5960 to make an appointment or request a return call. Given the various duties and commitments of school personnel during the school day, teachers and other school officials may not be able to meet with parents who arrive at the school without an appointment. Parents can leave their names and phone numbers with the Welcome Center. Please note, there may be periods of time in which no visitors are allowed on campus to ensure the health and safety of faculty and staff.

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.

Updating Contact Information

If your family moves during the school year, you must report that address change (and/or new telephone number) immediately to the Registrar's Office. Also, if your parent or guardian has a change in work or personal telephone numbers or email addresses, that information should be updated in the Registrar's Office. To ensure the safety of our students — especially in an emergency — and to allow for timely parent and student contact, it is critical that the school have accurate addresses and phone numbers.

In addition, students who are not on valid HISD transfers or do not live in the Lamar attendance zone are generally not eligible to attend Lamar High School and may be withdrawn from school. If students are planning a move or have any questions about their school zone residency or transfer status, they should consult with the Lamar Admissions Coordinator BEFORE moving.

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 th Freshman	0.0 – 5.5
10 th Sophomore	6.0 – 11.5
11 th Junior	12.0 – 17.5
12 th 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 Algebra 2 between 9th and 10th grade or Geometry between 10th and 11th 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.

- Credit Appeals & Recovery - A student who has credit denied for a class may appeal for the credit if:
 - o the student has earned a passing semester grade in the class; and
 - o attends assigned credit appeal sessions;

Regular attendance and punctuality are the responsibilities of student and parent.

- **Composite Grading**

Whole course credit applies to all HISD two-semester sequential courses (designated “A” and “B” including distance learning, original credit, credit recovery and summer school) and not to one semester courses. Should a student fail one semester and pass the other semester of a two-semester course, the student will earn one whole credit if the sum of points between the two semester averages is at least 139 AND attendance is satisfactory (i.e., no excessive, unexcused absences). These rules apply to courses taken and completed in HISD only and may not be combined with courses taken out of district. Students moved from a Pre IB, AP, or IB course into a corresponding regular course for the second semester will not receive quality points for either semester.

- **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.

Conduct and Discipline

Students and Parents should Refer to the HISD Code of Student Conduct at the beginning of the year for comprehensive district guidelines.

Campus Distributions

No materials, circulars, advertisements, notices, or similar materials may be sold or distributed on the campus or at school-sponsored activities unless approved by the Principal or her designee.

Cell phone usage is not permitted during class time

Unless permission has been granted by a teacher or an administrator and is being used for instructional purposes only. Students that fail to comply with the cell phone policy are subject to disciplinary actions. **Confiscated cell phones will be placed in the Business Office (N211) and will not be available for pick up until after 4:00 PM.** HISD policy requires a fee for the return of cell phones. Texas Education Code 37.082 allows a \$15.00 retrieval fee for cell phones.

Confiscated items

Unauthorized selling or solicitation of items, such as snacks, is prohibited on campus or at Lamar functions. **Prohibited items will be confiscated by school administration.**

Fundraising

Students may sell items as fundraisers which have been approved by the Principal or her designee.

Use of skateboards

Skates, skateboards and roller blades are strictly prohibited on campus.

Damage to School Property

Anyone who accidentally or intentionally destroys or damages anything on campus must pay the cost for repair and/or replacement. Students who are caught in the act of vandalizing the school in any way will be prosecuted to the fullest extent of the law, and they and their parents will be billed for the cost of repairs.

Hall Passes

During instructional time, a hall pass is required of any student outside the classroom. Staff will ensure that all the information requested on the hall pass (including student name, destination, and date and time) is included in ink.

Students in the halls without permits are in violation of school rules and may be taken to the Assistant Principal's office for disciplinary action. Students leaving a classroom for any reason during class time should be certain to get a permit from the teacher before entering the hallway. Students will not be permitted to leave the classroom in the first and last fifteen minutes of the period.

No Smoking

Smoking and the use or possession of any tobacco products, including vaping paraphernalia and electronic cigarettes, are prohibited on all HISD campuses and facilities. This includes Lamar parking lots, garages, and all district athletic stadiums and arenas. Sec.

38.006. E-CIGARETTES AND TOBACCO PRODUCTS ON SCHOOL PROPERTY.

(a) In this section, "e-cigarette" has the meaning assigned by Section 161.081, Health and Safety Code.

(b) The board of trustees of a school district shall:

- (1) prohibit smoking or using e-cigarettes or tobacco products at a school-related or school-sanctioned activity on or off school property;
- (2) prohibit students from possessing e-cigarettes or tobacco products at a school-related or school sanctioned activity on or off school property; and
- (3) ensure that school personnel enforce the policies on school property.

Use of the School Name and Mascot

Unauthorized use of the school name or mascot by any student for the purpose of advertising a non-school sanctioned activity is prohibited. Only school-approved organizations may use the Lamar name and/or mascot for approved activities. Use of the mascot is limited to a choice of the visual representations that have been approved by the Principal.

Bullying

Bullying, meaning engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district and that:

- (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- (2) is sufficiently severe, persistent, and pervasive that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- (3) exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
- (4) interferes with a student's education or substantially disrupts the operation of a school.

Cyber Bullying

Cyber bullying, at or away from campus, defined as the use of the Internet, cell phones, or other devices to send, post, or text-message images and material intended to hurt or embarrass another student. This may include, but is not limited to, continuing to send an email to someone who has said he or she wants no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in electronic forums and posting false statements as fact intended to humiliate another student; disclosure of personal data such as another student's real name, address, or school on web-sites or forums to embarrass or harass; posing as another student for the purpose of publishing material in his or her name that defames or ridicules him or her; sending threatening and harassing text, instant messages, or e-mails to another ; and posting or sending rumors or gossip to incite others to dislike and/or gang up on the target, which is determined to have a material and substantial interference with school activities or with the rights of students.

Bullying of any kind will **not** be tolerated at Lamar. Students can report any incidence of bullying to any staff member (i.e. teacher, Academic Dean or Assistant Principal). All reports are taken seriously and are fully investigated.

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 extracurricular uniforms which may require additional clothing to be in compliance.

All students are required to wear the Lamar High School student ID at all times. Each student will receive an ID and lanyard at the beginning of the school year at no charge. Replacement IDs will cost \$5.

The following items are prohibited:

- head coverings of any kind, with the exception of coverings related to religious or medical requirements;
- jewelry 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;
- teeth grills;
- metal rakes and combs are not to be worn;
- expensive or irreplaceable jewelry should not be worn to school;
- No jeans, or jean-like materials or pants with outside decorative stitching or patch pockets are acceptable. Skinny, spandex, yoga pants, form-fitted pants, and pajama bottoms are also not permitted; and
- Alteration of the school uniform is not acceptable including, but not limited to hemming, writing/painting on, or any alteration of the school uniform.

Tops

- Students must wear a uniform white or navy-blue polo shirt with "LAMAR IB" embroidery **at all times**. These items may be purchased in the school store.
- Undershirts, if worn, must be white.
- Students with tattoos and henna markings with inappropriate or vulgar messages must ensure they are covered and not visible.
- All cold weather clothing such as jackets, sweaters, hoodies and sweatshirts must have the Lamar logo.
- Athletic and Physical Education practice uniforms are required and consist of a white Lamar T-shirt and blue Lamar shorts. These must be purchased through the school. No personal clothing for these activities is acceptable. These items are required materials for Athletics and P.E. classes.

NOTE: Lamar spirit shirts may only be worn on Fridays. Alterations of any kind to any clothing are not acceptable, including, but not limited to writing on clothing. Students may not wear sleeveless tops.

Pants, Shorts and Skirts

- Students are required to wear khaki uniform slacks, khaki shorts, khaki uniform skirts (unrolled, mid-thigh). 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.
- All slacks, shorts, and skirts must be worn at the natural waist height and be of proper length. All must fit properly and may not be excessively loose or baggy.

Shoes

- Students must wear shoes at all times.
- No slippers, house shoes, or shower shoes are allowed.

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.

Assessment and Grading Policy

Report card and transcript grades are reported in accordance with state law as follows:

Course Grades		
Letter Grade	Numerical Average	Description
A	89.5 – 100.0	Excellent Progress
B	79.5 – 89.4	Good Progress
C	74.5 – 79.4	Normal Progress
D	69.5 – 74.4	Poor Progress
F	0.0 – 69.4	Failure
INC	N/A	Incomplete

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:

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptions below.
1-2	<p>The Student:</p> <ul style="list-style-type: none"> i. Provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides limited analysis of the effects of the creator's choices on an audience. iii. Rarely justifies opinions and ideas with examples or explanations; uses little or no terminology. iv. Evaluates few similarities and differences by making minimal connection in features across and within genres and texts.
3-4	<p>The Student:</p> <ul style="list-style-type: none"> i. Provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts. ii. Provides adequate analysis of the effects of the creator's choices on an audience. iii. Justifies opinions and ideas with some examples or explanations; uses some terminology. iv. Evaluates some similarities and differences by making adequate connection in features across and within genres and texts.
5-6	<p>The Student:</p> <ul style="list-style-type: none"> i. Completely analyses the content, context, language, structure, technique, style of text(s) and the relationship among text. ii. Completely analyses the effects of the creator's choices on an audience. iii. Sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology. iv. Evaluates similarities and differences by making substantial connections in features across and within genres and texts.
7-8	<ul style="list-style-type: none"> i. Provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among text. ii. Perceptively analyses the effects of the creator's choices on an audience. iii. Gives detailed justification of opinions and ideas with examples and explanations; uses accurate terminology. iv. Perceptively compares and contrasts by making substantial connections in features across and within genres and texts.

Each subject area consists of four objectives that are unique to each subject, which must be assessed by their own set of criteria at least twice a year. Each subject area score is out of a possible 32 marks. Zero being the minimum and 32 being the maximum. In addition, those marks fall within a range on an MYP boundary scale of a 1-7 which will ultimately determine a student mark for a given unit of work. The 1-7 score will be presented in the MYP Report Card for all MYP subject groups. Below is an example of the 1-7 boundary guidelines for a subject-group grade determination:

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Vary rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

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. Examples of such conversions are below.

Marks Awarded	Component Grade	HISD Grade
22 – 30	7	96 – 100
19 – 21	6	90 – 95
15 – 18	5	84 – 89
12 – 14	4	80 – 83
9 – 11	3	74 – 79
5 – 8	2	70 – 73
0 – 4	1	60 – 69
Marks Awarded	Component Grade	HISD Grade
22 – 30	7	100
19 – 21	6	94

15 – 18	5	88
12 – 14	4	82
9 – 11	3	76
5 – 8	2	70
0 – 4	1	60

Grading Categories

Preparation Assessments 25%

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

Formative Assessments 50%

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. (practice problems, quizzes, rough drafts, lab reports, in class assignments, notebook checks.)

Summative Assessments 25%

Summative assessments are generally administered at the end of a unit or course. 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. (projects, cumulative tasks, chapter tests, final draft essays, MYP Unit Tasks)

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.

Progress Reports

At the end of the first three weeks of each grading period, Lamar High School sends “progress reports” home with every student. Progress reports are an excellent way for both parents and students to monitor a student’s academic progress, behavior, and attendance. Progress reports can also serve as an effective “early warning” for students who might otherwise find themselves with a failing average too late in the six-week grading period for recourse. If a progress report is lost, contact the neighborhood clerk to request an additional copy.

Report Cards

Report cards are distributed at the end of each grading period. A reporting cycle is established on the HISD website. Modifications to grade reporting dates will be communicated by HISD and Lamar.

Incomplete Grades

Teachers may elect to give students an “incomplete” grade on a report card rather than a failing grade if there are extenuating circumstances explaining a student’s failure to complete assignments during a grading period. An “INC” allows a student to finish his or her work, but it also makes a student ineligible to participate in extracurricular activity events and competitions. Students must complete all incomplete work before the end of the following grading cycle.

Teachers may not give “incomplete” grades during the last six-week grading period of a semester. If incomplete work is not made up, then the “INC” mark becomes a zero and is averaged with the other six- week grades to determine a semester average. Students who miss a final examination will receive a zero. Students who will miss a final exam should notify the Principal, in writing immediately. A make-up exam may be scheduled, if the absence is approved. Students should be aware that spring semester make-up finals will be administered during the summer months after graduation.

Final Exam Exemptions

During the spring semester students may earn an exemption from one or more final exams. Freshmen and Sophomores are eligible for one exemption, Juniors are eligible for up to two final exam exemptions, and Seniors may be exempt from all final exams. Students must meet the following criteria to be exempt from a final exam:

- an 85 or better semester average in the course;
- at least an “S” conduct average in the course; and
- no more than 3 absences (either excused or unexcused) in any course.

Students who earn an exemption will receive the average of their three six-week grades as their semester average. The exemption does not, however, excuse students from school attendance. Exempted seniors will be required to attend school activities on the day of their final examinations. Students with three absences already, who are absent again after exemptions are approved, are no longer exempt.

Note: Students who receive an In-School Suspension or Out-of-School Suspension will lose their exemption status.

Late Work Policy:

During periods of online learning, or during hybrid models of instruction, no late work will be accepted. Students who are struggling with technology, illness, or some other extraordinary situation should work with an AP to create a modified schedule for submission. Grade Point Averages (GPA) & Class Rank Lamar twelfth-grade students are ranked three times: (1) late June after completion of Junior year; (2) early October of Senior year; and (3) mid-February of Senior year. The registrar calculates class ranks based on the students' numeric grades from all transcript courses. Beginning with the Class of 2021, however, only transcript courses taken during the high school years will be part of the GPA calculation. After the close of the twelfth-grade fall semester, the registrar then calculates final class ranks based on all eligible, numeric grades on the transcript. Class rank is not determined for grades 9-11 in Houston ISD.

Conduct Grade

Conduct grades affect eligibility for participation in school activities. Poor conduct interferes with a student's ability to learn and a teacher's ability to teach. It is also disruptive to other students in the class who want to learn. Poor conduct will be reflected in conduct cuts on one's report card. Conduct infractions, however, may not be used to affect a student's academic grade. Office conduct cuts do affect eligibility and senior exemption status.

Students who have been sent to the office for discipline problems may receive conduct cuts from the teacher as a result of misbehavior.

A student must maintain at least an "S" average in conduct to qualify for certain honors and other special recognition, awards, clubs, and offices.

Academic Misconduct

Academic Honesty According to the International Baccalaureate

"Academic honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection" (Carroll 2).

"Academic honesty in the International Baccalaureate (IB) is a principle informed by the attributes of the IB learner profile. In teaching, learning and assessment, academic honesty serves to promote personal integrity and engender respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies." (Academic honesty in the Diploma Programme, IBO.org.)

"As stated in the IB learner profile, all members of the IB community strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities". **In all their studies for the Diploma Programme, students must demonstrate academic honesty and avoid any form of academic misconduct.**" (Academic honesty in the Diploma Programme, IBO.org.)

"Students may sometimes be tempted to plagiarize work because they are unable to cope with the task that has been set for them. They may recognize content that is relevant but may not be able to paraphrase or summarize, for example. To promote the development of conceptual understanding in students, teachers must take responsibility to set meaningful tasks that can be completed either independently or with the appropriate amount of scaffolding. Making the process of inquiry visible should be integral to all teaching and learning in IB programmes" (Carroll 24).

Lamar Philosophy

At Lamar High School, we strive to nurture that integrity and respect relating to academic honesty by stressing the importance of the IB Learner Profile attributes, most notably principled which calls us to "act with integrity and honesty, with a strong sense of fairness and justice" and to "take responsibility for our actions and their consequences" (IB Learner Profile).

We are committed to inquiry-based, cooperative, constructivist learning experiences. This dedication must be appropriately addressed through the lens of academic honesty. Educators must explicitly teach what is and is not appropriate when it comes to

collaboration and use of others' ideas, "stressing the scholarly role of the approaches to learning skills of information literacy, problem-solving and self-management" (Carroll 5).

Although students must be taught to appreciate the merits of academic honesty, there must be no uncertainty about the consequences of acting in a dishonest manner or failing to observe the standard academic practice of acknowledging the work of another person.

The following examples will help students understand the types of behavior that are considered dishonest:

- Looking on someone else's paper during a test or quiz;
- Giving or getting information about a test or quiz before or while taking it;
- Looking in a book or at notes during a closed-book test or quiz;
- Collaborating with someone on an assignment or project unless such work has been specifically cleared with the teacher in advance;
- Getting information from someone under false pretenses.
- Taking pictures of assignments and sharing with other students.

Forms of Academic Misconduct in the IB

Plagiarism – any representation of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment, whether intentional or unintentional. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion – supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Duplication of work – the presentation of the same work for different assessment components and/or Diploma/Career-related Program requirements.

Examples of misconduct during an IB examination include: Taking unauthorized materials or electronic devices into an examination (whether the student uses it or not) Behavior that disrupts the examination or may distract other students Communicating with another student during the examination Failing to comply with the instructions of the invigilator (test monitor) or other member of the school's staff responsible for the conduct of the examination Stealing examination papers

Also considered misconduct: Obtaining material intended for assessment through any means Offering or distributing material intended for assessment Discussing exam questions with or making information about exam questions available to other diploma candidates or course students in other time zones during the 24-hour period before and after the exam Submitting falsified documentation to satisfy CAS or CP requirements Impersonating another student.

Responses to Academic Misconduct Academic misconduct can present an opportunity for learning. Teachers should use these occasions to correct misunderstandings and guide students towards the most principled actions in the future. In Houston ISD, academic misconduct is considered a Level II offense requiring referral to an administrator. The disciplinary response to Level II offenses depends on the offense, previous actions, and the seriousness of the misbehavior.

Disciplinary responses to academic misconduct can include any of the following:

- A zero in the gradebook for the assignment, with a notation of academic misconduct
- Parental contact by phone and written or oral notification to parent or guardian
- Required administrator/student/parent conference
- placement in in-school suspension
- Documentation on the student's permanent record
- Out of school suspension
- Notification to colleges and universities
- Other disciplinary actions deemed appropriate for the circumstances by administration

Lunch Expectations

Breakfast, Lunch, and Dinner

Lamar High School provides breakfast, lunch, and dinner on campus. HISD publishes menus monthly. Breakfast is provided free of charge to all students and is served from 7:30 AM to 8:20 AM in the Grand Hall, second floor landing near the skybridge, and outside the neighborhood pods on the third and fourth floors, daily. Dinner is served Monday through Friday immediately afterschool in the Grand Hall.

Lunch Expectations

Lamar is a closed campus. Consequently, students may not leave campus during the instructional day for any reason without prior approval.

No Deliveries

- Students/parents are not to order food to be delivered by a restaurant or delivery service to the campus at lunch or any other time. Such deliveries will be confiscated, and students are subject to disciplinary action.
- Students/parents are not to order flowers, balloons, or other specialty items to be delivered to the campus at any time. These items will not be accepted and returned to the business.
- If parents are bringing a lunch to Lamar to deliver to students it may be taken to the Welcome Center, located on the first floor of the North Building. Students will be able to pick up the lunch at the beginning of the assigned lunch period. Any lunches not collected by 4:15 PM on the day delivered will be discarded. Keep in mind that no refrigerators or microwaves are available on campus for student use.
- Parents will not be able to bring lunch to students on days when the campus is closed to visitors, such as testing days, or days when local health authorities or District administration prohibit visitors to campus.

To and From Lunch

- All students will report to their neighborhood during their assigned lunch period to get a lunch.
- Students may then choose to eat lunch in the open neighborhoods, on the 2nd Floor Student Services area (quiet zone), Grand Hall, or outside in the patio areas. The Athletic Lobby will not be available during lunches.

Food & Drink (and Trash)

- The consumption of food is allowed only in the neighborhoods, Grand Hall, and at the tables in the patio area. No food may be consumed in other areas of the campus.
- Only sealed containers with water may be brought to school. "Unsealed" containers, such as convenience store cups, may not be used at school.
- All trash must be disposed of in the containers provided around campus. Recyclable items should be deposited in the recycling bins provided in the lunch areas. After eating, students must clear their table of all food service items and dispose in trash cans.
- Celebratory items and other shared foods (i.e. birthday cakes, cupcakes, balloons, etc.) are prohibited.

Maintaining a pleasant eating environment

- The opportunity for a pleasant lunch either inside the building or at the patio tables is dependent on the continued cooperation of all students in keeping eating areas free of trash. Pride in the Lamar campus begins with each student assuming responsibility for his or her own actions.
- If you experience any difficulty while at lunch, several teachers and administrators will be available in the lunch areas for assistance. Seek their assistance. Do not take matters into your own hands. Students who participate in disruptions are subject to disciplinary action.
- The Book Balcony may be used for study and research during the lunch periods. Since the Book Balcony is in use during the lunch periods, students may not gather and must maintain a quiet atmosphere in or near the Book Balcony.
- Students are to remain within the designated areas during her/his lunch. Students may not use field areas, gym areas, or parking areas during lunch.

Off Campus

Off-Campus Permits

"Off-campus" is a privilege. The only students who have permission to leave campus early are those participating in a business internship, a co-op work program, or scheduled off-campus. Early release permits must be carried by "off-campus" students at all times and must be available for review by police officers and Lamar faculty and staff.

Off-campus permits for students participating in an internship program will be issued in Dean of Students' office. Students who have off-campus permits are expected to leave school grounds by the beginning of the last period. Repeated offenses by students who linger on campus may result in the loss of "off campus" privileges.

Section 504

Section 504 is the part of the Rehabilitation Act of 1973 that prohibits discrimination within federally funded programs based upon disability. This civil rights statute requires that the needs of students with disabilities be met as adequately as the needs of their non-disabled peers.

To be covered under Section 504, a student must be “qualified,” meaning s/he is between the ages of 3 and 22 years of age and has an impairment which substantially limits one or more major life functions. An impairment as used in Section 504 may include any disability, long-term illness, or various disorder that “substantially” reduces or lessens a student’s ability to access learning in the educational setting because of a learning-, behavior- or health-related condition.

Many students have conditions or disorders which are not readily apparent to others. They may include conditions such as specific learning disabilities, diabetes, epilepsy and allergies. Hidden disabilities such as low vision, poor hearing, heart disease or chronic illness may not be obvious, but if they substantially limit a child’s ability to receive an appropriate education as defined by Section 504, s/he may be considered to have an “impairment” under Section 504.

Students with a suspected impairment should be referred to Section 504 for evaluation through the campus Intervention Assistance Team (IAT). The 504 Committee will review a student’s grades over the past several years, teachers’ reports, information from parents or other agencies, state assessment scores or other school administered tests, observations, discipline reports, attendance records, health records and adaptive behavior information. A variety of sources must be considered, as a single source of information (such as a doctor’s report) cannot be the only consideration.

Once a student is identified as having an impairment under Section 504, and it is demonstrated that the impairment substantially limits a major life function, then the student is considered disabled and eligible for protections, services, and reasonable accommodations. Section 504 accommodations or services are developed and implemented to provide the student an “equal opportunity” and/or “equal access.” After a student’s 504 eligibility is established, the 504 Committee will periodically review his/her 504 plan to determine continued eligibility and to update his/her accommodations. At the beginning of each school year, all Lamar HS faculty and staff are provided an updated list identifying the 504 students on campus. Classroom teachers are also provided copies of the accommodation plans for their specific students.

If you suspect that your child has a disability and that s/he may qualify under Section 504, please contact your child’s Assistant Principal or Academic Dean to begin the IAT process. If your child is currently served through Section 504 at Lamar HS and you have questions, please contact Lamar’s 504 Coordinator.

Special Education

Lamar High School provides various special education services and are identified through an individual student’s ARD (Admission Review and Dismissal)/IEP (Individual Education Plan) document and meeting. Students qualify for special education services based on an FIE (Full and Individual Evaluation) conducted by an HISD Evaluation Specialist. If you have any questions regarding services, please contact the Lamar Special Education Chairperson and/or Coordinator.

Students with a suspected disability should be referred to the campus Intervention Assistance Team (IAT). The IAT committee will review a student’s grades over the past several years, teachers’ reports, information from parents or other agencies, state assessment scores or other school administered tests, observations, discipline reports, attendance records, health records and adaptive behavior information. This information will be used to determine the need for further district level evaluations. Once the evaluation is complete, the ARD committee will determine eligibility, needs and services.

For students new to Lamar and already receiving Special Education Services -

If your student has had an IEP from a previous school in HISD, we will have access to the IEP and will know that your student receives services. If a new ARD/IEP meeting is required to make changes to services while at Lamar High School, we will contact you the schedule an ARD meeting.

If you are transferring from another district and receive special education services, we will not automatically be aware of the student’s eligibility and needs. If this is the case, please provide a copy of the last ARD/IEP and the last FIE (Full and Individual Evaluation). We will share the last FIE with the Lamar Evaluation Specialist and we will schedule an ARD/IEP meeting to address eligibility and needs.

Student Activities

Definitions

Curricular - A part of the regular school day; constitutes the delivery of instruction.

Co-curricular - These are an extension of classroom instruction in which participation is by the entire class or a significant portion of the class, such as field trips. Co-curricular absences that occur in classes other than the one taking the field trip will be counted as extracurricular absences.

Extracurricular - School-sponsored activities that are not directly related to instruction of the essential elements but that offer significant contributions to a student's development. Participation in extracurricular activities is a privilege and not a right. Students must meet specific requirements in order to participate. Absences due to extracurricular activities will be limited to five per semester.

Dress Requirements

The Principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity.

Note: Students should be aware that there are additional expenses that may be required for some extracurricular activities such as cheerleading and drill team. The sponsor will provide a written estimate of required expenses.

Approval, Scheduling, & Supervision

All student activity events must be approved in advance by the Principal (or designated Assistant Principal) and listed with the campus communication coordinator. The campus communication coordinator maintains a schedule for each of Lamar's major facilities and venues. Timely scheduling will minimize conflicts between competing activities and allow adequate preparation for student events. The Assistant Principal in charge of buildings and grounds will ensure that the physical plant is maintained and secure for all events.

A Lamar faculty sponsor must attend and supervise all scheduled extracurricular activities.

In addition, the administration may require security, additional chaperones, and/or other types of supervision for certain events. Regardless of whether a Lamar-sponsored event is held on-campus or off-campus, the same "school-day" rules of student conduct and attendance apply.

Official Recognition

Only recognized and approved organizations may exist on the Lamar campus. The only activities that may use the school name are those which are approved by the school administration. Any person or organization that uses the school name or attempts to recruit or function on campus without proper permission is subject to disciplinary action. No school clubs and organizations may be affiliated with college fraternities and sororities, function as a sorority or fraternity, and may not use selective and discriminatory practices for admission. Initiations and "hazing" are strictly prohibited. All club and organization activities must be approved and chaperoned by a faculty sponsor.

Student Services & The Lamar Success Center

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. An area that offers our students emotional, social and academic support.

With that in mind, we have the Student Support Center, and we are located directly behind the School Store on the second floor of the new building. 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. 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.

We also provide the following:

- a. Tutors
- b. Mentors
- c. Group counseling
- d. Uniform assistance
- e. Access to social service agencies
- f. LSC (Lamar Success Center) – A classroom with a teacher where a student that may need to slowly transition back to their schedule, due to medical or personal reasons. A referral may also be made by a staff member, parent or student. Approval must be made through Ms. Tello (SSC Coordinator/Asst. Principal or Mr. Jackson (Dean of Students).
- g. The Bridge – A classroom with a teacher for students that have violated the Student Code of Conduct and have been found in possession of drugs or drug paraphernalia. Time required: 45 successful days. Approval must be made through Mr. Jackson.

Testing

Testing Requirements

Assessment is an integral part of teaching and learning. Assessment at Lamar High School is not only used to measure learning, but also used to drive instructional practice. It allows us to identify what students know, understand, can do, and feel at various stages in the learning process. Varied strategies are used to capture data and inform instruction. In addition to classroom assessments, there are several standardized tests that students will also take while at Lamar HS.

STAAR EOC

The State of Texas Assessment of Academic Readiness (STAAR) tests are designed and required by the state to measure a student's mastery of the Texas Essential Knowledge and Skills, the state curriculum standards. The end-of-course (EOC) exams are designed to ensure that students are learning the specific course material and are prepared to succeed in college and/or career. All high school students must take and pass certain required courses and STAAR EOC assessments to graduate from a Texas public high school; these are English I, English II, Algebra I, Biology, and U.S. History. Students are automatically registered to take the required STAAR EOC assessments based on the courses they take. If a student takes and passes any of these EOC assessments end-of-course exams in middle school, those scores will count toward their state testing requirements for graduation.

Lamar HS students will take the following STAAR EOC assessments as they complete the associated course:

- Algebra I – spring of 9th grade
- Biology – spring of 9th grade
- English I – spring of 9th grade
- English II – spring of 10th grade
- US History – spring of 11th grade

To earn a high school diploma in Texas, students must pass all five STAAR EOC assessments (Algebra I, Biology, English I, English II, US History). On each assessment students will receive a performance level indicating their proficiency in that subject. Those performance levels are:

- Masters Grade Level - Shows mastery of the course content (passing)
- Meets Grade Level - Shows strong knowledge of course content (passing)
- Approaches Grade Level - Shows some knowledge of course content but may be missing critical elements (passing)
- Did Not Meet Grade Level - Shows a lack of basic understanding of course content (not passing)

To pass a STAAR test means to score in the "Approaches" performance range or higher. If a student scores in the "Did Not Meet" range, then s/he did not pass that STAAR test. Students not meeting standards on an EOC assessment will be given additional opportunities to sit for the test (3 opportunities per school year) until they achieve a score of Approaches or better.

PSAT/SAT

The PSAT and SAT are a suite of tools designed by the College Board to assess a student's academic readiness for college. These exams provide a path to opportunities, financial support and scholarships and keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.

Lamar HS administers the PSAT and SAT to all students at during the school day, free of charge. Students are automatically registered to take the appropriate PSAT/SAT based on their grade level enrollment. Lamar HS students will take the following SAT suite of tests:

- PSAT 8/9 – fall of 9th grade
- PSAT NMSQT – fall of 10th grade
- PSAT NMSQT – fall of 11th grade (Qualifier for National Merit Scholarship)
- SAT – spring of 11th grade

IB Exams

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Program (DP) courses. DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals.

All Lamar HS students taking IB courses during their Junior/Senior year are required to take the corresponding IB exams. IB Diploma Program (DP) candidates will take a total of six IB exams during their Junior/Senior years. IB Career-related Program (CP) students will take at least two IB exams during their Junior/Senior years. IB exams are composed of internal assessments (IA), individual oral commentary (IOC) and external assessments taken in May. These exams will be at the Standard-Level (SL) or the Higher-Level (HL)

based on the student's IB testing and personal graduation plans. Students will be automatically registered to take the appropriate IB exams by the IBDP Coordinator. There is a fee associated with taking IB exams.

AP Exams

The College Board's Advanced Placement® Program (AP) offers students the opportunity to take college level courses and exams in high school and earn college credit, advanced placement, or both at many colleges and universities in the U.S. and around the world. All students enrolled in AP courses at Lamar HS are required to take the associated AP exam for their course, paid for by HISD. Students will create College Board accounts and register for the exam in their AP class during the fall semester. Students will take AP exams in May, as they complete the associated AP course. Students who register and do not take their AP exam will be charged a non-use fee.

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is administered at Lamar HS to interested 11 - 12th grade students. The ASVAB is a multiple-choice assessment, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. This test covers eight general subjects, testing a student's current knowledge and propensity to learn in different subject areas. It contains questions on English, science, mechanics and electronics. This assessment is optional for students and given once each school year. Information about how to register for the ASVAB is sent out in the Principal's Weekly Newsletter and posted on the HUB. All students considering enlisting in the United States Armed Forces following graduation, are highly encouraged to take the assessment.

Transportation and Parking

General Regulations

The parking garage is on the east side of campus. There will be a yearly parking fee of \$160.00 (cash or money order) for students wishing to use the school parking garage. When purchasing a parking tag, a student must furnish:

- his or her valid driver's license;
- current proof of liability insurance for the vehicle(s) that the student will be driving, with the student listed as a covered driver
- current registration of the vehicle(s) that the student will be driving.

Students may register an EZtag (or other Texas toll tags) for access or be provided a Lamar parking tag.

Vehicles parked illegally will be towed. Students are reminded that faculty parking areas and the visitors' parking lot are off limits before school and at all times during the school day; any student automobiles found parked there will be towed at owner's expense.

While every reasonable attempt will be made to ensure parking lot security, the school cannot guarantee that incidents will not occur. Lamar High School, therefore, assumes no responsibility for accidents or the loss of property in the Lamar parking lots. All parking on campus is at the vehicle operator's own risk.

Security demands that students leave their vehicles immediately upon arrival in the parking lot. Students must have a pass **from an administrator** to enter the student parking lot at any time during the school day. Students should **not** use their automobiles as lockers. Students found in the parking lot during the school day without authorization are subject to disciplinary action.

Students who park their cars on the city streets surrounding the school should carefully observe the City of Houston "no parking" zones. Once school has begun, students may not leave campus to go to their cars until dismissed at the end of the school day. Students should keep in mind when parking anywhere but the Lamar parking garage that street flooding is possible around Lamar.

Parking Violations

Failure to comply with Lamar parking regulations can result in a number of actions including ticketing, the towing of one's vehicle, and disciplinary action. In addition, violations of Lamar's parking regulations can result in the revocation of campus parking privileges with no refund of the parking fee.

Bus Transportation

The time spent on the bus is considered an extension of the school day. All school rules apply. A student who misbehaves on the bus may lose bus-riding privileges. Metro bus riders will be held to the same standards. Students zoned to Lamar who live more than two miles from school may apply for transportation through their Neighborhood Office. Students riding the bus should remember:

- Students must have bus ID to ride an HISD bus.
- Stand away from the road while waiting for the bus.

- Exhibit appropriate behavior at the bus stop. Behavior that is disruptive, destructive, or unsafe for traffic will not be tolerated.
- Be on time. Buses are not required to wait for students.
- Board the bus in an orderly manner. Do not stand when seats are available. Fill seats in the rear first. If it is necessary for you to stand, hold on to the handrail. Do not change seats while the bus is in motion.
- Do not distract the driver by making unusual noises, shouting, or creating a disturbance. Do not speak to the driver unless absolutely necessary.
- Keep belongings and legs out of the aisles.
- Do not throw objects out the window. Do not extend arms, legs, or heads out the window.
- Smoking of any kind is prohibited on the bus. This includes vaping and use of electronic cigarettes.
- Keep the bus litter free.
- Ride only your assigned bus and get off at your assigned stop. No variations are allowed.
- Obey the driver. He or she is an HISD employee with responsibility for your safety. If a driver experiences any disciplinary problems, he or she will inform the Lamar administration.
- Know your bus driver's name and your bus route number.
- When your bus arrives at school, come directly on campus. The shopping center directly across the street on Westheimer is off-limits to all students during school hours.
- When crossing the street from the bus stop, use approved crosswalks. Jaywalking is a violation of city ordinance.

When your HISD bus arrives late, immediately go to your Neighborhood Office, sign in, and collect your late bus pass.

Private Car Drop Off & Pick Up

Parents and others who drive students to and from school are encouraged to carpool and to stop only at designated points. Drivers should drop off and pick up students on Eastside in the transit center. Do not exit your vehicle while in the street in areas identified as "moving traffic" lanes.

Tutorials

A tutorial period is built into the school day after lunch and before 3rd and 7th period. 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.

Campus-wide tutorials are available in all core subject areas are available in the neighborhoods for all students from 7:15 AM to 8:15 AM Monday through Friday and 4:00 PM to 5:30 PM Monday through Thursday.

Students who have not passed any or all portions of the STAAR EOC may be required to take the noncredit STAAR EOC tutorial. The only exception would be for a senior who is enrolled in eight core-curriculum and required courses needed for graduation.

UIL Eligibility

Students who wish to be eligible for U.I.L. activities must be enrolled full-time. Students who wish to participate in any sport, fine art, or other team or group activity the student must be enrolled in the course during the regular school day. Example: If a student wishes to play on the baseball team he must be enrolled in the corresponding athletic class.

First Grading Cycle

All students are eligible for participation in extracurricular and co-curricular activities during the first six weeks of a new school year, as long as the student has been promoted to the next grade level.

If a student has not been promoted or does not earn enough credits by the beginning of the new school year, the student is considered ineligible for participation. In order to regain eligibility for participation the student must enter into a performance contract with his/her assigned Assistant Principal, mapping out a plan to regain credit. The student and Assistant Principal will meet every two-weeks to review compliance with progress goals and determine eligibility status.

Summer School Credits: Credits earned in summer school or in approved correspondence courses may be used to determine eligibility for extracurricular activities.

Subsequent Grading Cycles

Any student, whose official six-week grade, in any course, is lower than 70 shall be suspended from participation in any extracurricular or co-curricular activity or event for at least three weeks during the next six-week grading period. The only exception involves honors-level courses (such as IB or Advanced Placement) and may participate with the approval of the coach and campus principal. A student suspended under these “no pass, no play” rules would still be eligible to practice or rehearse with the team or group during the school day. If, at the end of three weeks of ineligibility, the student has achieved a passing average, he or she once again becomes eligible to play or perform. However, if a student’s average remains below 70, the suspension continues for at least three more weeks. The Lamar High School policy requires students participating in any extracurricular U.I.L. or school-sponsored organization abide by these rules. This would include Fine Arts performances taking place outside of the school day.

Suspensions from participating due to six-week (report card) grades shall become effective seven calendar days after the last day of the six-week grading period in which the failing grade was earned. (For example, if the fourth six-week grading period ended on Tuesday, March 5, and a student received a failing grade in that fourth six-week period, he or she could participate in any activity that occurred during the next week until Tuesday, March 12, at 4:00 p.m.).

Incomplete Grades

A student receiving an incomplete (INC) six-week grade in a course is considered ineligible seven days after the end of the six-week grading period in which the incomplete was recorded. Such students remain ineligible during the next six-week grading period or until the incomplete grade is officially replaced with a passing grade for the grading period.

Participation and Eligibility

Eligibility rules apply to all athletic teams including freshman and junior varsity, all other U.I.L. (University Interscholastic League) and vocational competitions, marching band, drill squad, cheerleading, school-sponsored clubs and organizations, and so on. Students not meeting the designated grade requirements may practice but may not compete or perform in any of these activities, even though that activity would not require them to miss any class time.

Students who have failed a class are also ineligible to participate in any field trips that would require them to miss instructional class time.

Two-Period Rule

In order to participate in any extracurricular activity, the student must have attended school for at least one-half of the school day on which the activity is scheduled. Under Lamar’s block schedule, this rule would require attendance in two “block” classes. Exceptions must be approved in advance by the Principal and sponsor of the activity.

Five-Day Rule

Students will not be permitted to participate in such activities that would require a student to be absent from any class more than five times during the semester.

An exception to the five-day rule may be made on behalf of individual students who are competing in U.I.L.-sponsored activities. These exceptions must be based on circumstances that are unforeseen and result from the student’s earning the right to compete at post-U.I.L. district levels. Exceptions shall not exceed a total of five additional absences per year.

Students Requesting a Campus Transfer

Students involved in UIL activities may not be eligible to participate in that activity if they transfer to a campus that they are not zoned to. Parents should contact the coach/sponsor at the current campus and the new campus before withdrawing/enrolling. Typically, students transferring from one senior high school attendance area to another will not be eligible to participate in the varsity-level extracurricular program of the new school for a period of one calendar year following the granting of the transfer unless an athletic release has been signed by his or her former coach.

Conduct Requirements

Students with discipline problems of a severe nature are subject to a discipline contract and/or suspension from extra-curricular activities. In addition, the sponsors of a group may suspend a student from participating in a particular activity of that group because of a student’s misbehavior or lack of preparation.

Visitors

Lamar High School is closed to visitors until at least January 2021. Parents should contact the school before coming to campus.

All persons visiting Lamar must check in at the Welcome Center in the North Building.

Visitor parking is available in the lot adjacent to St. John's on the west side of campus. This lot is only accessible from Westheimer. Be sure not to park in any numbered spaces; these are assigned faculty and staff parking places. No visitors are allowed during standardized testing periods.

The Texas Education Code (in Section 4.23) states: *"Any person loitering on school property after being warned to leave by the person in charge shall be guilty of a misdemeanor... School property...include[s] the grounds of any public school and any grounds or buildings used for school-sponsored assemblies or for activities."*

What to do...

You arrive late to class . . .

Report to your neighborhood clerk to get a pass.

You are returning after an absence . . .

Go to your neighborhood office within three (3) days of your return to school with an absence note from your parent/ guardian.

If you do not follow this procedure, you may be in danger of losing class credit for the absence. The receipt is not verification that the absence is excused, but rather submission of a note to the office. Please refer to the section on Student Attendance for further information.

You need to leave school early . . .

Before leaving campus, your parent/ guardian must sign for you. Students will not be allowed to check out after 3:30 PM.

You need to use a telephone . . .

For true emergencies requiring the use of a telephone, see your Neighborhood Office for assistance.

You have found a textbook or personal article that is not yours . . .

Turn in the item to your neighborhood clerk and explain where and when you found it.

You have lost a textbook, laptop, or personal item . . .

Lost items may be taken to the neighborhood clerk. Check there first to see if your item has been turned in. Immediately report all thefts to your Assistant Principal in your neighborhood and to one of Lamar's HISD Police Officers in H102D. An incident report must be completed to properly document stolen items. Please keep a copy of the incident report for your records. This will serve as proof of the theft. Textbooks will not be replaced until the lost books are paid for in the office and your financial records are cleared.

You need to leave your classroom . . .

Obtain a written hall pass from your teacher to move outside of your neighborhood. No students are allowed in the hallways without a hall pass that has your name, date, time, and destination. Students in hallways without hall passes are subject to disciplinary action.

You have questions, concerns, or need advice . . .

Schedule an appointment with your Academic Dean/Assistant Principal. Remember that the Academic Deans and Assistant Principals are your advocates and are here to assist you.

You become ill or injured during school . . .

Obtain a permit from your teacher and go to the Health Clinic N207

You need to take medication during school . . .

If your doctor has prescribed medication for you that must be taken during the school day, your parent must meet with the school nurse. The Health Clinic will need a written permission form from your Doctor on file in the clinic office. You must strictly adhere to these policies adopted by the HISD school board:

- A student may not carry medication on her/his person. All medications need to be kept locked in the Health Clinic.
- A written HISD medication permission form with the original signatures of both a parent and the prescribing physician must accompany all medication.
- Each medication must be in its original container with an affixed prescription label listing the patient's name for whom the drug was prescribed, the drug name, and the proper dosage and administration information.

These guidelines apply to ALL medications – both prescription and over-the-counter. Students found to be in possession of any medication will be subject to disciplinary action.

Students are allowed to carry and self-administer prescription asthma and anaphylaxis medicine while on school property or at a school event with the appropriate parental authorization on file. The Texas Education Code requires the parental authorization to include a written statement from the student's physician or other licensed healthcare provider, signed by the physician or provider, which states:

- that the student has asthma or severe allergic reactions and is capable of self-administering the prescription asthma or anaphylaxis medication;
- the name and purpose of the medicine;
- the prescribed dosage for the medicine;
- the time at which or circumstances under which the medicine may be administered; and
- the period for which the medicine is prescribed.

This authorization will be kept on file in the nurse's office.

You have a conflict with another student . . .

Seek immediate assistance from a teacher, mentor, Academic Dean, Assistant Principal, or the Student Service Center.

You experience difficulty due to someone committing an illegal act against you, another student, or the school . . .

Seek the immediate assistance of the nearest teacher, administrator, or the Student Service Center. File a report with the HISD Police officers assigned to the Lamar campus.

You need information about HISD buses . . .

Go to your neighborhood office, or call HISD Customer Care 713-556-9400.

You want to know more about your rights and responsibilities at Lamar . . .

Read this resource guide carefully. It contains much of the information you will need as a student during your attendance at Lamar. School officials at Lamar have made every effort to include useful and accurate information for you. Also, consult the HISD Student Code of Conduct booklet. The Code governs student conduct and discipline throughout the district.

In searching for additional avenues of communication, you can talk with your Academic Dean or Assistant Principal about issues important to you. Teachers also are available and approachable. At Lamar, we want you to be well informed of both your rights and responsibilities.

There may be times when you feel stressed or overwhelmed. Lamar provides social and emotional support from licensed mental health counselors and are available for long-term support or for drop-in, short-term support. All students have access in the Student Services Center on the second floor.

Technology at Lamar





Students will check out a laptop from Lamar at the beginning of the school year. Information regarding laptop pick up will be sent to students and parents via school messenger. Forms for laptop checkout must be signed by the parent prior to pick up.

How to log in to your laptop





Username: S (student ID number) Sxxxxxxxx
#X's represent your ID Number.

Password: #####
Is your birthday MMDDYYYY
#'s represent your password

How to access your school email

Step 1	Open Google Chrome	
Step 2	In the search bar type Office365.houstonisd.org	
Step 3	Login using your HISD credentials	
Step 4	click on the Outlook application that is located on the top of the page.	

How to access Microsoft Teams

Step 1	Open Google Chrome	
Step 2	In the search bar type Office365.houstonisd.org	
Step 3	Login using your HISD credentials	
Step 4	click on the Teams application that is located on the top of the page.	

How to find all credit recovery apex courses:

1. Log onto hub (houstonisd.org/hub)
2. Click on login with hisd and the students will sign in with their hisd emails and passwords
Email looks like: **s(student#)@online.houstonisd.org**
Password: **mmddyyyy** (if the student did not change it)
3. Click on then digital resources (if don't see it when you login then click on more and then digital resources)
4. Click on apex (if not on top resources click in search bar and type apex)
5. Click apex and it will do an auto login
6. All courses will load
7. **ONLY COMPLETE COURSES WITH -SS** at the end of them
8. When you finish a course send a message to the appropriate channel on teams so the teacher can finish you out and you can move on to your next course.

Academics

Small School Feel...Big School Opportunities!

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 may choose a different pathway between 9th and 10th grade without needing to take the year 1 course of the new pathway in 10th grade. Students only have the option to make this move once between 9th and 10th grade. Students on a pathway specific transfer will need to apply for a new transfer through the Admissions Coordinator. 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 Programme (MYP) and then choose between the IB Career-related Programme (IBCP) and the IB Diploma Programme (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 Programme 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.

Graduation Requirements

Foundation Requirements (22 credits) include:

English	English I	English II	English III	English IV
Mathematics	Algebra I	Algebra II	Geometry	
Science	Biology	Chemistry	Physics	
Social Studies	World Geography OR World History		U.S. History	
	U.S. Government (one-half credit)		Economics (one-half credit)	
Language Other Than English	2 credits in the same language			
Physical Education (1 credit)	Fine Arts (1 credit)		Electives (5 credits)	
Speech: Demonstrated proficiency				

Distinguished Level of Achievement

Additionally, a student may earn the Distinguished Level of Achievement and/or a Performance Acknowledgment for outstanding performance. The Distinguished Level of Achievement must be earned to be admitted to a Texas public university under the Top 10 percent automatic admission law.

Distinguished Level of Achievement:

- Foundation Program requirements
- 4 credits in math including Algebra II
- 4 credits in science
- at least 1 endorsement

Performance Acknowledgements:

- PSAT, ACT's Plan, SAT or ACT
- Advanced Placement or International Baccalaureate exam
- earning a nationally or internationally recognized business or industry certification or license

Why it matters — Benefits

The Distinguished Level of Achievement opens a world of educational and employment opportunities for you beyond high school.

The Distinguished Level of Achievement will:

- Allow you to compete for Top 10% automatic admissions eligibility at any Texas public university;
- Position you among those first in line for a TEXAS Grant* to help pay for university tuition and fees; and
- Ensure you are a more competitive applicant at the most selective colleges and universities.

What it means The Distinguished Level of Achievement requires more math and more science than the Foundation High School Program. The Distinguished Level of Achievement requires:

- A total of four credits in math, including Algebra II;
- A total of four credits in science; and
- Successful completion of an endorsement in your area of interest.

Advantages

- Opportunity to earn an endorsement in an area of interest
- More college and university options
- More financial aid options
- Better preparation for college-level coursework at community/technical colleges and universities
- Opportunity for immediate enrollment in classes related to your chosen field of study
- Strong foundation to successfully complete an industry workforce credential or college degree

Endorsements

What are endorsements?

An endorsement shows your knowledge and/or skills gained in one of five broad subject matter areas. High school endorsements consist of a related series of courses that are grouped together by interest or skill set. They provide students with in-depth knowledge of a subject area. Students must select an endorsement in the ninth grade.

Students can choose from five endorsement areas:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

What does this mean for me?

Lamar offers all five endorsement areas. Students should consider their selected CTE pathway and their IB path when selecting an endorsement. Typically, the endorsement will align with the chosen pathway.

Endorsement Requirements:

Science, Technology, Engineering, and Mathematics (STEM)

- | | | |
|--------------------|---------------|--|
| • Engineering | • Mathematics | • Combination of no more than two of the categories listed above |
| • Computer Science | • Science | |

Business and Industry (one of the following or a combination of areas)

- | | | |
|-----------------|--|---------------------------|
| • Agriculture | • Business Management and Administration | • Finance |
| • Audio / Video | | • Hospitality and Tourism |

Public Service (one of the following)

- Human Services
- Junior Reserve Officer Training Corps (JROTC)

Arts and Humanities (one of the following)

- Social Studies
- 2 levels each in two languages other than English (LOTE)
- 4 levels in the same LOTE
- Courses from one or two areas (music, theatre, art, dance) in fine arts
- English electives not included in Business and Industry

Multi-Disciplinary Studies (one of the following)

- 4 advanced courses from other endorsement areas
- 4 credits in each foundation subject area, including
- English IV and chemistry and/or physics
- 4 credits in international Baccalaureate from English, mathematics, science, social studies, economics, LOTE, or fine arts

Personal Graduation Plans (PGP's)

The personal graduation plan is a working document used by counselors and/or administrators to track student completion of graduation requirements. It is a tool used to document grades, endorsement selections, and coursework. The personal graduation plan is an opportunity for students, parents/guardians, and counselors/administrators to meet individual student needs. The use of the personal graduation plan is necessary to ensure desired outcomes for college and career readiness.

PGP's are updated each year during the Student-led Conference.

Student ID _____	Houston ISD Personal Graduation Plan (PGP)	Student Name _____
Student Signature: _____	Date Initiated: _____	Amended: _____
Counselor/Administrator Signature: _____	Parent Signature: _____	
Graduation Plan: _____	Graduation Target: _____	

Discipline	TEA Foundation Plan (credit requirements)	HISD Foundation Plan (credit requirements)	Distinguished Level of Achievement (credit requirements)
English	4	4	4
Math	3	3	4
Science	3	3	4
Social Studies	3	4	4
Languages Other Than English	2	2	2
Fine Arts	1	1	1
Physical Education	1	1	1
Other Electives	5	3.5	5.5
Health		0.5	0.5
Total Credits	22	22	26

<p>The Four Year Plan is intended to give you and your parent(s) a guide to use as you progress through high school. You will want to review the plan each year to make sure you are taking the required courses for graduation. Make sure that you are taking the academic courses that support your postsecondary plans.</p>	
<p>Endorsement (s):</p> <p>_____ Arts and Humanities</p> <p>_____ Business and Industry</p> <p>_____ Multidisciplinary Studies</p> <p>_____ Public Services</p> <p>_____ STEM</p> <p>My Graduation Plan Type Is:</p> <p>_____ Distinguished Level of Achievement</p> <p><input type="checkbox"/> (see IEP) _____ Foundation _____ w/ Endorsement</p>	<p>My Post High School plans will take me to:</p> <p>(Check as many as apply):</p> <p>_____ Two Year College</p> <p>_____ Technical Training</p> <p>_____ Four Year College</p> <p>_____ Employment</p> <p>_____ Military</p> <p>_____ Other</p> <p>My Career Interest: _____</p>

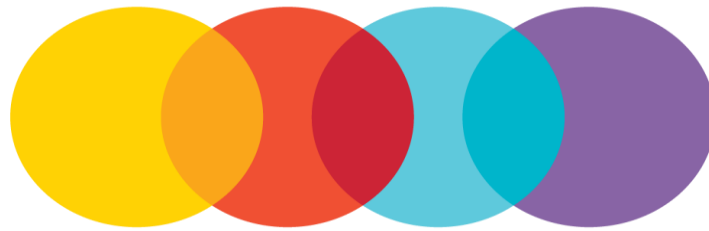
	Middle Grades	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English:		English 1 or Eng. SOL 1	English 2 or Eng. SOL 2	English 3	English 4 (or other advanced ELA from TEA list)
Mathematics:		Algebra 1	Geometry	Algebra 2	Advanced Math from TEA list
Science:		Biology	Chemistry (or other advanced science from TEA list)	Physics (or other advanced science from TEA list)	Advanced Science from TEA list
Social Studies:		World Geography	World History	US History	Government (0.5) Economics (0.5)
Languages other than English:		Language 1 st year*	Language 2 nd year*		
Fine Arts:		Fine Arts (1.0)*			
Physical Education:		Physical Education (1.0)*			
Other Electives:		Other Electives*			
Health:		Health (0.5)*			
Options for Endorsements: Arts & Humanities Business & Industry Multidisciplinary Studies Public Services STEM		(Endorsement Course #1)	(Endorsement Course #2)	(Endorsement Course #3)	(Endorsement Course #4)

*course may be taken at any grade level

Student Led Conferences, Course Selection and Summer School

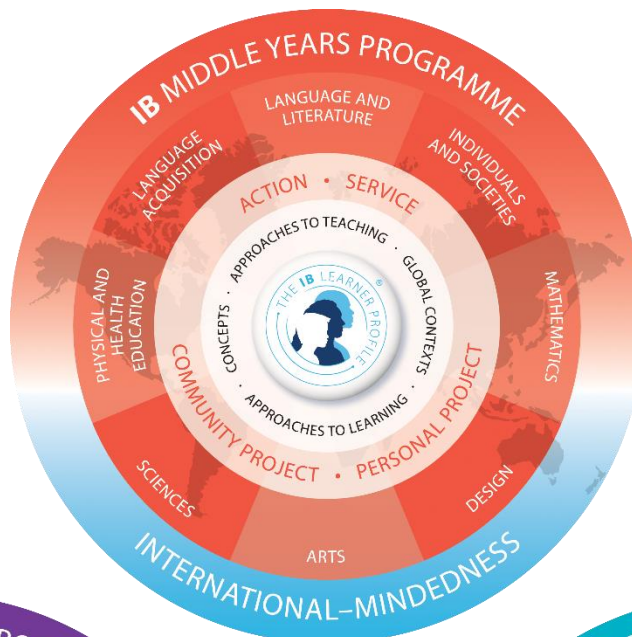
Each year, Academic Deans schedule a time to meet with a student, a parent and a teacher to facilitate a Student Led Conference (SLC). During the conference, the student will share a digital portfolio, discuss strengths and weaknesses as a learner and select courses for the next school year. Before Academic Deans conduct the meeting, they put together a 3-page document package for each student. The document package includes the student's current transcript, schedule, and a Course Request Worksheet (CRW). The Academic Dean then reviews the document package for each student, checking to make sure that the student is on track to graduate on time, according to path and plan. While reviewing path and plan, the Academic Dean completes the CRW filling in any required courses and leaving blank – or noting options for - any elective courses. Once in the conference, the Academic Dean shares the document package with the student, explains what to expect the next year, and goes over the CRW line by line. The Academic Dean will go over the student's path, plan, required courses, and elective course options. Academic Deans answer questions and explore options with the student and parent. Once the courses have been selected and all parties agree, signatures are obtained, and a copy is made. The Academic Dean retains a copy for input and the student/ parent receives a copy.

What does all this have to do with Summer School (SS)? First, know that there are 2 kinds of SS: PreDiploma Program (PDP SS Geometry) and Credit Recovery (CR SS): PDP SS GEOMETRY: Is offered for students that will decide to be an IB candidate and there is a cost for students to be enrolled in PDP SS. Part of the requirement to be an IB candidate is to complete 5 years of advanced MATH. For our students to accomplish this some will need to complete PDP GEOMETRY during the summer after their freshman school year or the summer after their sophomore school year. Once the student and the parent decide when/if the student will take PDP GEOMETRY then the Academic Dean will note the decision on the CRW. You will decide if your student will be enrolled in PDP SS at the same time that your student selects courses for the next school year. In May, your Academic Dean will prepare a PDP SS GEOMETRY registration document, sign her/his approval, and deliver those forms to students in class before PDP SS GEOMETRY registration begins or notify him through Microsoft TEAMS. There is no need for an additional meeting with your Academic Dean for PDP SS GEOMETRY approval because that notice and approval was given during Course Selection. You may pay by clicking the School Pay button on the Lamar homepage, right margin, at this link: <https://www.houstonisd.org/LamarHS> or you may pay cash in the Business Office, N211. CR SS: You will know if your student needs to recover credit in SS, by looking at the transcript that is sent home in the document package during Course Selection. A 0.5 should be noted to the right of each course. If a 0.0 is noted, it means your student did not earn credit for that course and needs to attend CR SS. Academic Deans will submit SS courses to the SS Principal for automatic registration. There is no cost to recover courses that were previously taken during the school year. Students may only recover 1.5 credits during summer and will complete these one at a time.



IB CONTINUUM CONTINUUM DE L'IB CONTINUO DEL IB

Lamar offers three of the four IB Programmes. All 9th and 10th graders participate in the Middle Years Programme (MYP) and all 11th and 12th 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				
	9 th	10 th	11 th	12 th
English	Pre DP English 1	Pre DP English 2	HL English Year 1	HL English Year 2
Second Language	Pre DP Spanish 2	Pre DP Spanish 3	Additional Elective / Athletics	Additional Elective / Athletics
Social Studies	Geography	World History	US History	Govt / Economics
Science	Pre DP Biology	Pre DP Chemistry	Physics	Anatomy & Physiology
Math	Pre DP Algebra II	Pre DP Geometry	SL Math Year 1	SL Math Year 2
CTE	Prin. of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts 2	Practicum
Elective / PPS	Fine Arts	Fine Arts / Elective	Public Speaking / PPS	PPS / Off Campus
Elective	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				
	9 th	10 th	11 th	12 th
English	Pre DP English 1	Pre DP English 2	HL English Year 1	HL Group 1
Second Language	Pre DP Spanish 2	Pre DP Spanish 3	Spanish SL	SL Group 2
Social Studies	AP Human Geography	AP World History	Pre DP US History	HL Group 3
Science	Pre DP Biology	Pre DP Chemistry	SL Science Year 1	SL Group 4
Math	Pre DP Algebra II	Pre DP Geometry	SL Math Year 1	SL Group 5
CTE / Elective	Prin. of Business & Marketing	BIM	HL Economics Year 1	HL Group 6 / Elective
Elective / TOK	Fine Arts	Fine Arts	AP Govt / TOK	
Elective	PE / 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.

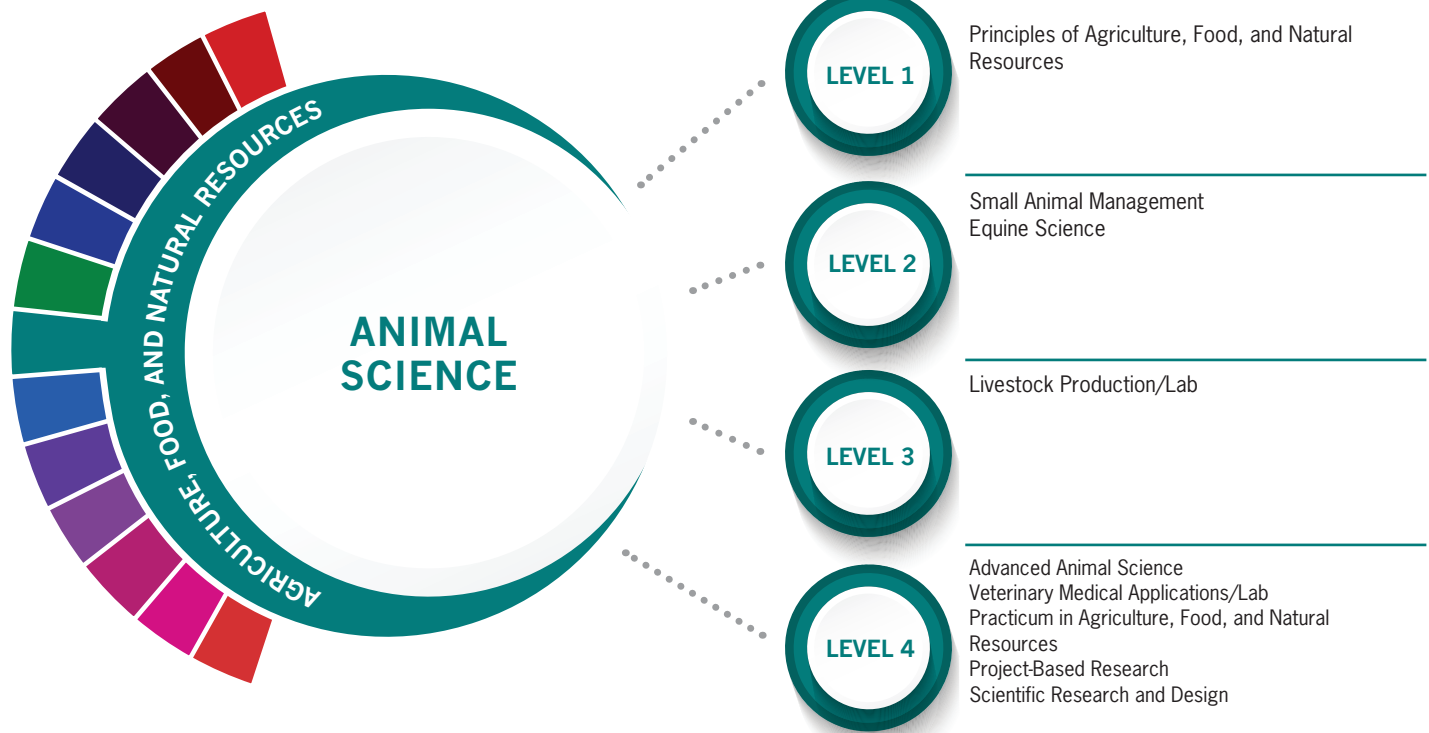
The DP focuses on rigorous academic study, within a broad and balanced curriculum, which can prepare students well for employment.

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 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 9th grade and follow a sequenced pathway through 12th 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 9th 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.

COURSES



POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Licensed Veterinary Technician	Pet Groomer	Food Science and Technology	Animal Sciences	Genetics
Feedyard Technician in Cattle Care and Handling	Veterinary Technician	Veterinary Studies	Agriculture	Veterinary Medicine
Certified Veterinary Assistant	Licensed Breeder	Biotechnology Laboratory Technician	Biology	Biological and Physical Sciences
		Biology Technician	Zoology/ Animal Biology	Biological and Biomedical Sciences

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Animal Breeders	\$39,135	28	9%
Animal Scientists	\$57,533	22	12%
Medical Scientists	\$63,898	435	27%
Veterinarians	\$93,496	294	24%
Zoologists and Wildlife Biologists	\$67,309	45	32%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Texas FFA

Work Based Learning Activities:
Agri-Science Fair
4H
Volunteer at a local farm or veterinary office

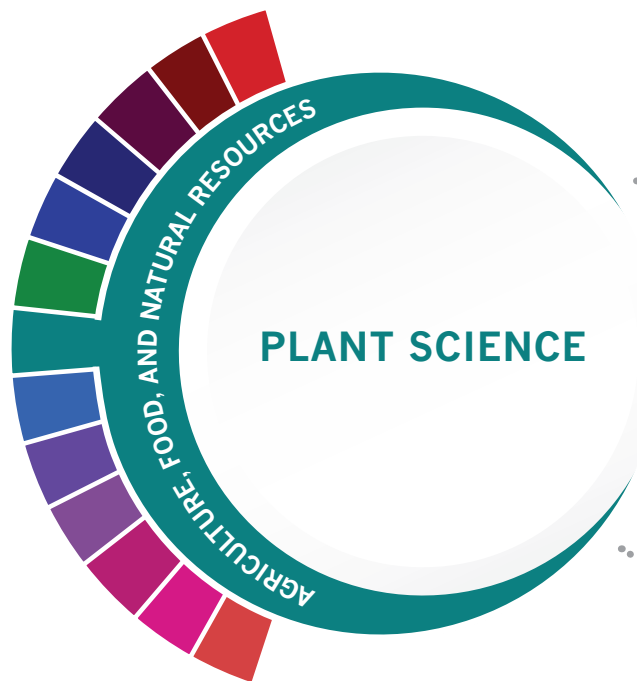
The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches students how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary office, a farm or ranch, or any outdoor area harboring animal life. Students may also research and analyze the growth and destruction of species and research or diagnose diseases and injuries of animals.



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 a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist.

Successful completion of the Animal Science program of study will fulfill requirements of the Business and Industry Endorsement. Approved Statewide Program of Study - September 2019

COURSES



LEVEL 1

Principles of Agriculture, Food, and Natural Resources

LEVEL 2

Landscape Design and Management
Turf Grass Management
Greenhouse Operation and Production/Lab

LEVEL 3

Floral Design/Lab
Horticultural Science/Lab
Viticulture

LEVEL 4

Practicum in Agriculture, Food, and Natural Resources
Advanced Plant and Soil Science
Advanced Floral Design
Project-Based Research
Scientific Research and Design

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Landscape Irrigation Technician License	Pesticide Applicator	Applied Horticulture/ Horticulture Operations, General		
Commercial/ Noncommercial Pesticide Applicator	Certified Floral Designer	Ornamental Horticulture	Agronomy and Crop Science	
Texas State Floral Association Level One Floral Certification	Accredited Member of AIFD	Agricultural Business and Management, General		
Texas State Floral Association Level Two Floral Certification	Landscape Industry Certified Technician	Turf and Turfgrass Management		Farm/Farm and Ranch Management

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Soil and Plant Scientists	\$54,662	116	21%
Tree Trimmers and Pruners	\$32,240	589	14%
Pesticide Handlers, Sprayers, and Applicators	\$36,733	196	22%
Landscaping Supervisors	\$44,408	807	19%
Biological Technicians	\$42,931	452	17%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Texas FFA

Work Based Learning Activities:
Work part-time at a florist;
start or work for a local landscaping business

The Plant Science program of study focuses on the science, research, and business of plants and other living organisms. It teaches students how to apply biology and life science to real-world life processes of plants and vegetation, either in laboratories or in the field.



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 a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Plant Science program of study will fulfill requirements of a Business and Industry Endorsement.
Approved Statewide Program of Study - September 2019

Agriculture, Food, & Natural Resources

The Agriculture, Food & Natural Resources program of study is committed to preparing students for careers and life skills through education and training in agricultural commodities and natural resources. Horticulture, Veterinary Science and Animal Science are available programs on campus and can get students out of the classroom and enjoying the outdoors. Students can receive certifications in Floral Design, Veterinary Science, or Animal Science. The Benz School of Floral Design Principles of Floral Design Certification verifies individuals have acquired the knowledge and skills to pursue a sustainable career in the floral industry. The Texas Veterinary Medical Association Level 1 Certified Vet Assistant will educate veterinary assistants in the essential skills and knowledge needed to become effective contributors to the veterinary medical care team. The Elanco Fundamentals of Animal Science Certification verifies individuals have acquired the foundational knowledge and skills to pursue a career within the animal science industry. The Bayer Crop Science Plant Certification verifies individuals have acquired the knowledge and skills necessary to excel in a variety of plant, natural, and environmental science related fields.

CTE Cluster	Strand	Year 1	Year 2	Year 3	Year 4	Certification	Endorsement
Agriculture, Food & Natural Resources	Veterinary Science	Principles of Agriculture	Livestock Production	Veterinary Medical Applications	Practicum	Certified Veterinary Assistant	Business & Industry
	Animal Science	Principles of Agriculture	Livestock Production	Equine Sciences / Small Animal Mgt.	Advanced Animal Science	OSHA 30	Business & Industry
	Plant Science	Principles of Agriculture	Floral Design	Landscape Design & Mgt. / Turf Grass Mgt.	Practicum	TSFA TX Floral Design L1	Business & Industry

Industry Certifications

Animal Science

Certified Veterinarian Assistant Level 1

The TVMA Veterinary Assistant Training Program is standardized and documents the basic skills and competencies required for animal care and assistance. The program will educate veterinary assistants in the essential skills and knowledge needed to become effective contributors to the veterinary medical care team. The best thing about this program is it can be completed either in a clinic or a TVMA approved educational program.

OSHA 30 Hour General Industry

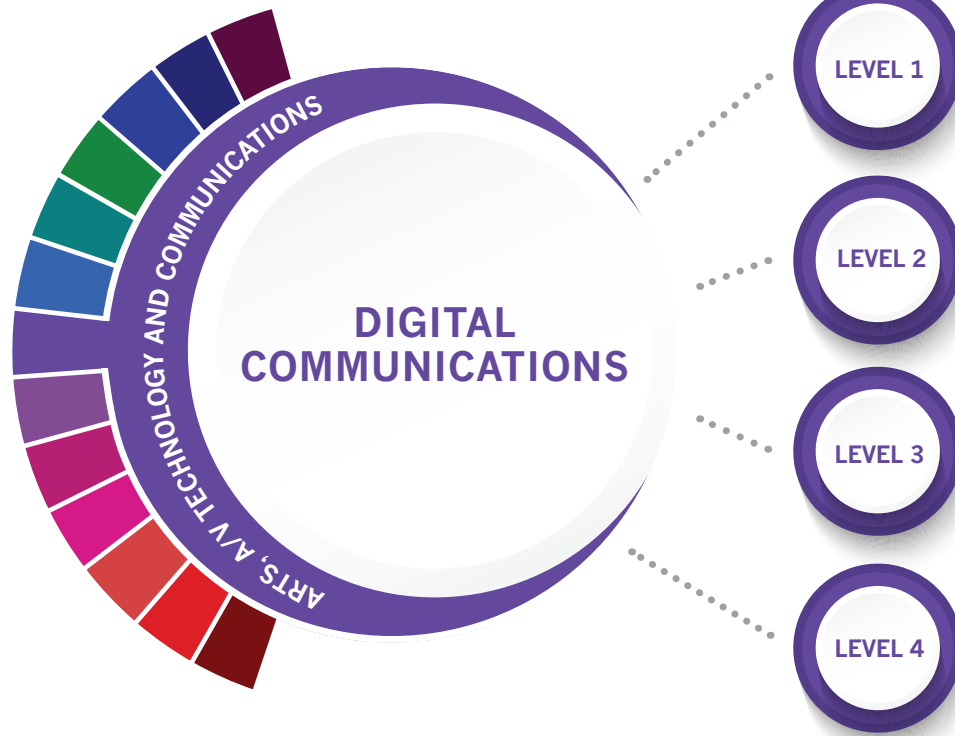
The OSHA Outreach Training Program provides workers with basic and more advanced training about common safety and health hazards on the job. Students receive an OSHA 30-hour course completion card at the end of the training.

Plant Science

Texas State Floral Association Level 1 Floral Certification

The Texas State Floral Association Level One Floral Certification exam includes competencies such as understanding industry-specific vocabulary, plant identification, and common and scientific names of plants. In addition to the written exam, testers will be asked to complete a nine carnation triangle hands on design and a rose boutonniere hands on design. The following principles and elements of floral design should be considered as a tester designs the hands-on projects for the certification; Balance, Mechanics, Proportion/Scale, Depth/Rhythm, Focal Point, Dominance, Skeleton, Foliage, Unity, Form and Line.

COURSES



LEVEL 1

Principles of Arts, A/V Technology, and Communications
Professional Communications
Web Communications
Digital Communications in the 21st Century

LEVEL 2

Audio/Video Production/Lab
Digital Audio Technology

LEVEL 3

Audio Video Production II/Lab
Digital Audio Technology II

LEVEL 4

Practicum of Audio/Video Production
Practicum of Digital Audio (TBD)
Practicum of Entrepreneurship (TBD)

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Apple Final Cut Pro X	Certified Video Engineer	Recording Arts Technology/Technician		Communications Technology/Technician
Apple Logic Pro X	Commercial Audio Technician	Cinematography and Film/Video Production		
Adobe Certified Associate Premiere Pro	Certified AM Directional Specialist	Radio and Television Broadcasting Technology/Technician	Radio and Television	
Adobe Certified Associate Certifications	Certified Broadcast Radio Engineer	Music Technology	Agricultural Communication/Journalism	

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Sound Engineering Technicians	\$39,562	79	27%
Camera Operators, Television, Video and Motion Picture	\$50,024	129	9%
Audio and Video Equipment Technicians	\$40,581	757	29%
Film and Video Editors	\$47,382	118	23%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Shadow a production team
SkillsUSA, TSA

Work Based Learning Activities:
Intern at a local television station or video production company

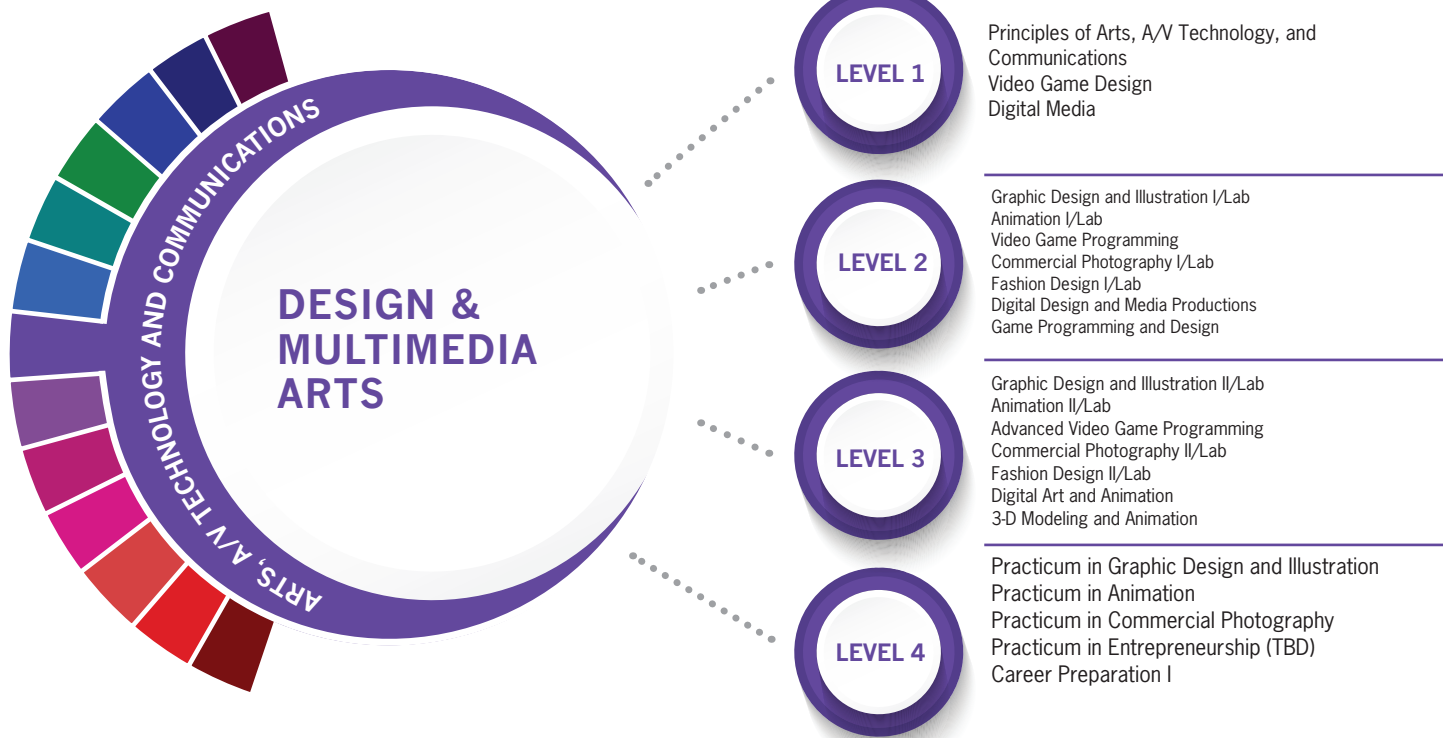
The Digital Communications program of study explores the occupations and educational opportunities associated with the production of audio and visual media formats for various purposes, such as TV broadcasts, advertising, video production, or motion pictures. This program of study may also include exploration into operating machines and equipment to record sound and images, such as microphones, sound speakers, video screens, projectors, video monitors, sound and mixing boards, and related electronic equipment.



The Arts, A/V Technology and Communications (AAVTC) Career Cluster® focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Successful completion of the Digital Communications program of study will fulfill requirements of a Business and Industry Endorsement.
Approved Statewide Program of Study - September 2019

COURSES



HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects		
Adobe Certified Expert Certifications	WOW Certified Web Designer Apprentice	Graphic Design		
Apple Logic Pro X	Adobe Suite Certifications	Game and Interactive Media Design		Intermedia/ Multimedia
Additional industry based certification information is available from the TEA CTE website.				
For more information on postsecondary options for this program of study, visit TXCTE.org.				

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Join a website development or coding club.
SkillsUSA, TSA

Work Based Learning Activities:
Intern with a multimedia or animation studio.
Obtain a certificate in graphic design.

The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into 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.



The Arts, A/V Technology and Communications (AAVTC) Career Cluster® focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC Career Cluster require a creative aptitude, a strong background in computer and technology applications, a strong academic foundation, and a proficiency in oral and written communication.

Successful completion of the Graphic Design & Multimedia Arts program of study will fulfill requirements of a Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019

Arts, Audio Visual Technology & Communications

The Arts, A/V Technology and Communications program of study combines creativity and technology to prepare students for one of today's leading industries with a focus on careers in designing, producing, exhibiting, performing, writing and publishing multimedia content and entertainment services. Animation, Audio/Visual Production, Commercial Photography, Printing and Imaging Technology, and Graphic Design are all programs available at Lamar. Students receive certification in Adobe Premier or Adobe InDesign.

CTE Cluster	Strand	Year 1	Year 2	Year 3	Year 4	Certification	Endorsement
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
	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

Industry Certifications

Broadcast Journalism

Adobe Certified Associate Premier Pro

The Adobe Certified Associate Premiere Pro exam measures the following domains: working in the video industry, project setup and interface, organizing vide projects, creating and modifying visual elements and publishing digital media.

Print Journalism

Adobe Certified Associate InDesign

The Adobe Certified Associate InDesign exam measures the following domains: working in the design industry, project setup and interface, organizing documents, creating and modifying visual elements, and publishing digital media.



COURSES

Principles of Business, Marketing, and Finance
Business Information Management I/Lab

LEVEL 1

Business Law
Virtual Business
Business Information Management II/Lab

LEVEL 2

Business Management
Global Business
Human Resources Management

LEVEL 3

Statistics and Business Decision Making
Practicum in Business Management
Practicum in Entrepreneurship (TBD)
Career Preparation I

LEVEL 4

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Microsoft Office Specialist or Expert - Excel	Certified Records Manager	Business Administration		
Microsoft Office Specialist or Expert - Word	Certified Facility Manager	Business/ Commerce		Business Management
Google Cloud Certified Professional - G-Suite	Certified Commercial Contracts Manager	Public Administration		
Certified Associate in Project Management	Teradata 14 Basics/ Certified Technical Specialist	Business Management	Management Science	

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Administrative Service Managers	\$96,138	2,277	21%
Management Analysts	\$87,651	4,706	32%
General and Operations Managers	\$107,640	18,679	20%
Operations Research Analysts	\$78,083	1,128	38%
Supervisors of Administrative Support Workers	\$57,616	14,982	20%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Business Professionals of America (BPA), Future Business Leaders of America (FBLA), and DECA

Work Based Learning Activities:
Internship with local business or chamber of commerce;

The Business Management program of study teaches CTE concentrators how to plan, direct, and coordinate the administrative services and operations of an organization. Through this program of study, students will learn the skills necessary to formulate policies, manage daily operations, and allocate the use of materials and human resources. This program of study will also introduce students to mathematical modeling tools and organizational evaluation methods.



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.

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement.
Approved Statewide Program of Study - September 2019

Business Management and Administration

The Business Management and Administration program of study encompasses planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Business management and administrative career opportunities are available in every sector of the economy. From small business owners to global corporate executives, there is a need for employees with strong financial, organizational, time management, and communication skills. Students receive certification in Microsoft Office (Power Point, Word, and Excel) and have the opportunity to intern in the Smart Financial Credit Union branch on the Lamar High School campus.

Strand	Year 1	Year 2	Year 3	Year 4	Certification	Endorsement
Business Administration	Principles of Business, Marketing & Finance	Business Information Mgt. 1	Business Management	Practicum or Human Resource Management	Microsoft Office	Business & Industry
IB DP Business Administration	Principles of Business, Marketing & Finance	Business Information Mgt. 1 or PrelB Computer Science	DP Business or DP Economics or DP Computer Science	DP Business or DP Economics or DP Computer Science	Microsoft Office	Multidisciplinary

Industry Certifications

Business Administration

Microsoft Office Specialist Excel

Successful candidates for the Microsoft Office Specialist Excel 2016 certification exam have a fundamental understanding of the Excel environment and the ability to complete tasks independently. Candidates taking this exam will create and edit a workbook with multiple sheets, and they will use a graphic element to represent data visually. Workbook examples include professional-looking budgets, financial statements, team performance charts, sales invoices, and data-entry logs.

Microsoft Office Specialist Word

Successful candidates for the Word 2016 exam have a fundamental understanding of the Word environment and the ability to complete tasks independently. Candidates taking this exam will demonstrate the correct application of the principle features of Word 2016 by creating and editing 2-3-page documents for a variety of purposes and situations, documenting examples include professional-looking reports, multi-column newsletters, résumés, and business correspondence.

Microsoft Office Master Level 2016

Earning this certification demonstrates that a student has the highest level of skills needed to proficiently use Office programs. To earn the Microsoft Office 2016 Master Level-2016 certification, a student must pass all three of these exams: Word Expert, Excel Expert, and PowerPoint. In addition, the student must then pass one of the elective exams available, MOS 2016 Access or MOS 2016 Outlook.

Computer Science

Microsoft Technology Associate Introduction to Programming Using Java

The Microsoft Technology Associate Introduction to Programming using Java exam measures the following objectives: understanding java fundamentals, working with data types, variables, and expressions, implementing flow control, performing object-orientated programming, and compiling and debugging code. Candidates should have at least 150 hours of instruction or hands-on experience with Java, are familiar with its features and capabilities, and understand how to write, debug and maintain well-formed, well documented Java code.

COURSES

LEVEL 1

Principles of Business, Marketing, and Finance
Money Matters
Business Information Management I/Lab

LEVEL 2

Accounting I
Banking and Financial Services
Financial Mathematics

LEVEL 3

Accounting II
Financial Analysis
Insurance Operations

LEVEL 4

Securities and Investments
Practicum in Business Management
Practicum in Entrepreneurship (TBD)
Career Preparation I

ACCOUNTING & FINANCIAL SERVICES

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
QuickBooks Certified User	Certified Management Accountant	Real Estate	Accounting	Financial Accounting
Microsoft Office Specialist or Expert - Excel	Certified Internal Auditor	Financial, General		Business Administration
Certified Insurance Service Representative	Certified Income Specialist	Financial Planning and Services		Financial Planning
	Certified Public Accountant	Certified Income Specialist		

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options
for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Accountants and Auditors	\$71,469	14,436	22%
Loan Officers	\$68,598	2,419	19%
Personal Financial Advisors	\$86,965	1,861	52%
Administrative Service Managers	\$96,138	2,277	21%
Insurance Underwriters	\$66,206	594	14%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Business Professionals
of America (BPA), Future
Business Leaders of
America (FBLA), and
DECA

**Work Based Learning
Activities:**
Internship with local
accounting firm;
Microsoft Office Specialist
(MOS) certifications

The Accounting and Financial Services program of study teaches CTE concentrators how to examine, analyze, and interpret financial records. Through this program of study, students will learn the skills necessary to perform financial services, prepare financial statements, interpret accounting records, give advice, or audit and evaluate statements prepared by others. This program of study will also introduce students to mathematical modeling tools.



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.

Successful completion of the Accounting & Financial Services program of study will fulfill requirements of the Business and Industry Endorsement.
Approved Statewide Program of Study - September 2019



Finance

Businesses need employees who can lead team projects, crunch numbers to keep costs down, and examine financial records. The Finance program of study encompasses services for financial and investment planning, banking, insurance, and business financial management. Accounting, Financial Planning, and Banking and Securities are all programs available at Lamar High School. Students receive certification in Microsoft Excel and QuickBooks and have the opportunity to intern in the Smart Financial Credit Union branch on the Lamar High School campus.

Strand	Year 1	Year 2	Year 3	Year 4	Certification	Endorsement
Finance	Principles of Business, Marketing & Finance	Money Matters	Accounting 1	Accounting 2	Intuit Quickbooks	Business & Industry

Industry Certifications

Intuit QuickBooks Certified User

The Intuit QuickBooks software is offered as a desktop version or online version. These certification versions are similar, but each certification has its own objective domains. Either version of the certification exam should be reported once obtained. If completing the Intuit QuickBooks Certified User Online exam, the candidate is tested on the new features including receipt capture from a mobile device; cloud-based app support; work from anywhere on any device; instant file access for accountants; and scheduling and sending invoices automatically. If completing the Intuit QuickBooks Desktop exam, candidates are being tested on basic accounting knowledge and utilities of the QuickBooks Desktop software that includes pre-built sample companies, multiple company files, annual updates, and data backed-up and restored.



COURSES

LEVEL 1

Introduction to Culinary Arts
Principles of Hospitality and Tourism

LEVEL 2

Culinary Arts
Foundations of Restaurant Management (TBD)

LEVEL 3

Advanced Culinary Arts

LEVEL 4

Food Science
Practicum in Culinary Arts
Practicum in Entrepreneurship (TBD)
Career Preparation I

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Fundamentals Cook	Certified Chef	Hotel and Restaurant Management		
Certified Fundamentals Pastry Cook	Foodservice Management Professional	Restaurant Culinary and Catering Management	Food Service Systems Administration/Management	
ServSafe Manager	Comprehensive Food Safety	Hospitality Administration/Management, General		
ManageFirst Professional	Certified Food and Beverage Executive	Culinary Arts/ Chef Training	Culinary Science and Food Service Management	Business Administration Management, General

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Food and Beverage Managers	\$55,619	1,561	28%
Chef and Head Cooks	\$43,285	1,366	25%
Food Science Technicians	\$34,382	236	11%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities: **Work Based Learning Activities:**

Family, Career, Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation, Texas Restaurant Association

Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home

The Culinary Arts program of study introduces students to occupations and educational opportunities related to the planning, directing, or coordinating activities of a food and beverage organization or department. This program of study also explores opportunities involved in directing and participating in the preparation and cooking of food.



The Hospitality and Tourism Career Cluster® focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement.
Approved Statewide Program of Study - September 2019





COURSES

LEVEL 1

Principles of Hospitality and Tourism

LEVEL 2

Hotel Management
Travel and Tourism Management

LEVEL 3

Hospitality Services
Introduction to Event and Meeting Planning (TBD)

LEVEL 4

Practicum in Hospitality Services
Practicum in Event and Meeting Planning (TBD)
Practicum in Entrepreneurship (TBD)
Career Preparation I

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Hospitality & Tourism Management Professional	Certified Hospitality Supervisor	Hotel/Motel Administration/M anagement	Hospitality Administration/Management, General	
Certified Associate in Project Management	Certified Hotel Administrator	Business Administration and Management, General		
Entrepreneurship and Small Business	Certification in Hotel Industry Analytics	Tourism and Travel Services Management	Hotel and Restaurant Management	Hospitality Administration
	Certified Guest Service Professional	Business Administration and Management	Marketing/ Management, General	

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
General and Operations Managers	\$107,640	18,679	20%
Lodging Managers	\$48,381	396	19%
Administrative Services Managers	\$96,138	2,277	21%
Meeting, Convention, and Event Planners	\$47,446	1,083	21%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Family, Career, and Community Leaders of America (FCCLA), American Hotel and Lodging Association

Work Based Learning Activities:
Intern at a resort or lodging property;
work at a hotel, summer camp or theme park;

The Lodging and Resort Management program of study introduces students to occupations and educational opportunities related to the logistical and operational management of lodging and resorts. This program of study also explores opportunities related to human resources, financial analysis, and marketing.



The Hospitality and Tourism Career Cluster® focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success.

Successful completion of the Lodging and Resort Management program of study will fulfill requirements of the Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019



Hospitality and Tourism

The Hospitality and Tourism program of study encompasses the management, marketing, and operations of restaurants and other food services, lodging attractions, recreation events, and travel related services. Lamar High School has a Culinary Arts program. Students receive the ServSafe Managers Certification, along with First Aid and CPR training.

Strand	Year 1	Year 2	Year 3	Year 4	Certification	Endorsement
Culinary Arts	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts 2	Practicum	Serve Safe	Business & Industry
Hotel Management	Principles of Hospitality & Tourism	Hotel Management	Travel & Tourism Management	Hospitality Services	OSHA 30	Multidisciplinary

Industry Certifications

Culinary Arts

ServeSafe Manager

ServSafe Manager is a food safety program providing high-quality food safety education and training for the restaurant and food service industry. Learn about food borne illness, how to prevent it and how to train employees in food sanitation. The ServSafe Manager exam measures the following content areas: implementing food safety standard operating procedures, ensuring employee hygiene and health, ensuring safe receipt, storage, transportation and disposal of food, ensuring safe preparation, display and service of food and ensuring compliance with regulatory requirements for facilities.

Hotel Management

OSHA 30 Hour General Industry

The OSHA Outreach Training Program provides workers with basic and more advanced training about common safety and health hazards on the job. Students receive an OSHA 30-hour course completion card at the end of the training.

COURSES



LEVEL 1

Principles of Human Services
Professional Communications
Interpersonal Studies
Dollars and Sense
Principles of Community Services (TBD)

LEVEL 2

Lifetime Nutrition and Wellness
Human Growth and Development
Child Development
Social and Community Services (TBD)

LEVEL 3

Counseling and Mental Health
Family and Community Services

LEVEL 4

Practicum in Human Services
Practicum in Entrepreneurship (TBD)
Project-Based Research
Career Preparation I

POSTSECONDARY OPTIONS

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Community Health Worker	Human Development and Family Studies	Human Development and Family Studies		
Certified Associate in Project Management	Community Health Services/ Liaison/ Counseling	Human Services/Sciences, General		Marriage and Family Therapy/ Counseling
	Distance Credentialed Counselor	Family and Consumer Sciences		Human Services/ Sciences
	Educator Certification in Family and Consumer Sciences	Community Health Services	Child and Family Services	Family Studies

Additional industry based certification information is available from the TEA CTE website.

For more information on postsecondary options for this program of study, visit TXCTE.org.

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Child, Family, and School Social Workers	\$41,350	2,221	17%
Social and Community Services Managers	\$65,146	608	33%
Marriage and Family Therapists	\$42,266	217	35%
Social and Human Service Assistants	\$32,448	2,822	25%
Mental Health and Substance Abuse and Behavioral Disorder Counselors	\$42,120	576	39%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America

Work Based Learning Activities:
Volunteer at a community center; intern for a community non-profit organization

The Family and Community Services program of study introduces students to knowledge and skills related to social services, including child and human development and consumer sciences. CTE concentrators may learn about or practice managing social and community services or teaching family and consumer sciences. Students may follow career paths in social work or therapy for children, families, or school communities.



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.

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service Endorsement.
Approved Statewide Program of Study - September 2019

Science, Technology, Engineering, and Mathematics

The STEM program of study focuses on providing scientific research and professional services. Careers in STEM link scientific discoveries to the needs of society and consumers. Students at Lamar focus on Engineering and Robotics and become certified in OSHA-10 and Autodesk.

Strand	Year 1	Year 2	Year 3	Year 4	Certification	Endorsement
Engineering	Principles of Applied Engineering	Engineering Design & Presentation	Robotics 1	Engineering Design & Presentation 2	Auto Desk	STEM

Industry Certifications

Autodesk Certified User in AutoCAD

Autodesk Certified Professional in AutoCAD

An Autodesk AutoCAD Certified User will demonstrate competency in computer-aided design (CAD). The exam covers the basic use of the AutoCAD software as well as basic drafting and design techniques. Individuals who would like to earn an Autodesk AutoCAD certification will show demonstrated mastery in drawing objects with accuracy, modifying objects, using additional drawing techniques, and organizing objects. In addition, students should know how to reuse existing content, annotate drawings, complete layouts and printing and apply basic drawing skills.

Lamar High School Course Sequences

This course sequence is intended to be a guide for your four years at Lamar. Courses are subject to change based on state requirements and overall student interest. Your Academic Dean will discuss all options in depth when you choose your classes for the following year. You can always contact your Neighborhood Administrator, the MYP Coordinator, the IB Career-related Program coordinator, the IB Diploma Program coordinator, or the Magnet coordinator with any program specific questions before course selection.

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 Spanish3	Spanish Seminar	HL LOTE Yr 1	And	HL LOTE Yr 2
	Languages: Spanish, French, Chinese, and						

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 Yr1)	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
	DP Group 3				AP Government	OR	AP Government
	N/A						
U.S. History is a graduation requirement. All students take U.S. History in 11th grade.							

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		

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 wishes 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

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)

CTE Cluster	Strand	Year 1	Year 2	Year 3	Year 4	Certification	Endorsemen	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	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 Human Resource Management	Microsoft Office	Business & Industry	IB CP or DP
	IB DP Business Administration	Principles of Business, Marketing, & Finance	Business Information Management 1 OR PrelB Computer Science	DP Business OR DP Economics OR DP Computer Science	DP Business OR DP Economics OR DP Computer Science	Microsoft Office	Multidisciplinary	IB DP Only
FINANC	Finance	Principles of Business, Marketing, & Finance	Money Matters	Accounting 1	Accounting 2	Intuit Quickbooks	Business & Industry	IB CP or DP
HOSPITALITY & TOURISM	Culinary Arts	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts 2	Practicum	ServeSafe 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	Child Development	Family & Community Services	Child Guidance	Child Development Associate	Public Service	IB CP or DP
STEM	Engineering	Principles of Applied Engineering	Engineering Design & Presentation	Robotics 1	Engineering Design & Presentation 2	Auto Desk	STEM	IB CP or DP

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

Important Note

- | | |
|----|---|
| 1. | If you enroll in an IB/AP course, you must pay for, and take, that IB Exam |
| 2. | 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 th and 10 th grade or 10 th and 11 th 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. |
| 3. | 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. |
| 4. | 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 th year of ma |
| 5. | Students may not double up in core subjects. |

Lamar Course Descriptions

Courses change from year to year based on student requests and changing requirements from the State of Texas and IB. Students and parents will be informed of any changes to course sequencing and offerings through the weekly newsletter, course selection, student-led conferences, and course verification.

ENGLISH

MYP: Language and Literature

DP/CP: Group 1: Studies in Language & Literature

MYP English 1 Recommended

Grade 9

Prerequisite: None

Credit: 1.0

Students in English I continue to increase and refine their communication skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. They practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work related writing. English I students read extensively in multiple genres from world literature. They learn forms and terms associated with selections being read, develop comprehension and vocabulary skills to greater depth and complexity, and analyze elements of text for greater understanding and modeling for their own writing.

MYP PDP English 1

Grade 9

Prerequisite: None

Credit: 1.0

The student is expected to meet the Texas Essential Knowledge and Skills for vocabulary, reading, writing, media literacy, research, listening and speaking as outlined by the Texas Education Agency. Vocabulary skills include dictionary usage as well as learning words from context and root study. Reading will include selections from all nine genres identified by the TEA. Planning, drafting, revising and editing skills will be taught and practiced. Listening and speaking will be supported by Cornell note taking practice and project-based learning and presentation. Students will read and annotate various major works of world literature in historical and cultural context. Selected works include prose, poetry, and drama. Students will develop skills in expository essay writing, oral speech writing, media literacy, and research analysis. Students will gain experience with MLA formatting and formal writing structures, improving their writing through a broader vocabulary.

MYP English 2 Recommended

Grade 10

Prerequisite: English 1

Credit: 1.0

English II focuses on the study of major works of world literature and writing. Selected works include fiction, non-fiction, poetry, and drama. The student is expected to read critically in order to ascertain meaning. Writing instruction focuses on literary analysis and the art of persuasion. Students are encouraged to engage in "free reading" as much as possible to reinforce and extend the concepts taught in class and to encourage them to develop a lifelong habit of reading for pleasure.

MYP PDP English 2

Grade 10

Prerequisite: English 1

Credit: 1.0

Students continue to increase and refine their communication skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. In English II, students practice all forms of writing, including narrative, literary, persuasive, interpretive, analytical, research, and procedural/work-related writing. Students read extensively in multiple genres from world literature, learning forms and terms associated with selections being read. IB Pre-DP Language & Literature is the final year of the Middle Years Program and is vital to prepare for the requirements of the Diploma Programme. This class focuses on the literary analysis of a wide array of genres including Greek theatre, non-fiction, persuasive writing, poetry, short stories and novels.

MYP English 3 Recommended

Grade 11

Prerequisite: English 2

Credit: 1.0

Students in English III continue to increase and refine their communication skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. In English III, students practice all forms of writing, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work-related writing. English III students read extensively in multiple genres from American literature and other world literature. Students learn forms and terms associated with selections being read and are able to interpret the possible influences of the historical context on a literary work.

MYP English 4 Recommended

Grade 12

Prerequisite: English 3

Credit: 1.0

Students in English IV continue to increase and refine their communication skills. Students take their writing through all the steps of the writing process on a regular basis. In addition to planning and drafting, students revise for organization and idea development and edit their papers for clarity and the correct use of the conventions and mechanics of written English. In English IV, students are expected to write in a variety of forms, including literary, narrative, expository, persuasive, interpretive, analytical, research, and procedural/work-related writing. English IV students read extensively in multiple genres from British literature and other world literature. Students learn forms and terms associated with selections being read, and they interpret the possible

IB DP English Language and Literature HL (IB English 3 & 4)

Grades 11 & 12

Prerequisite: English 2 PDP

Credits: 2.0

This two-year course is organized into three areas of exploration and seven central concepts, and focuses on the study of both literary or non-literary texts. Together, the three areas of exploration of the course allow the student to explore the English language through its cultural development and use, its media forms and functions, and its literature. Students develop skills of literary and textual analysis, and also the ability to present their ideas effectively. A key aim is the development of critical literacy. Students study 6 works at higher level and 4 works at standard level from a representative selection of literary forms, periods and places. Students will develop the techniques needed for the critical analysis of communication, becoming alert to interactions between text, audience and purpose. An understanding of how language, culture and context determine the construction of meaning is developed through the exploration of texts, some of which are studied in translation, from a variety of cultures, periods, text-types and literary forms. Students are assessed through a combination of formal examinations and oral and written coursework and oral activities. The formal examination comprises two essay papers, one requiring the analysis of unseen literary and non-literary text, and the other a comparative response to a question based on two literary works studied. Students also perform an oral activity presenting their analysis of a literary work and a non-literary body of work studied. HL students comply with an additional written coursework requirement which consists of writing a 1200 - 1500-word essay on one of the works or bodies of work studied.

English for Speakers of Other Languages (ESOL) 1

The student is expected to meet the Texas Essential Knowledge and Skills for vocabulary, reading, writing, media literacy, research, listening and speaking as outlined by the Texas Education Agency with appropriate accommodations for English Language Learners. Vocabulary skills 3 include dictionary usage as well as learning words from context and root study. Reading will include selections from all nine genres identified by the TEA. Planning, drafting, revising and editing skills will be taught and practiced. Listening and speaking will be supported by Cornell note taking practice and project-based learning and presentation.

English for Speakers of Other Languages (ESOL) 2

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

English 3 Transitional ESL

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

English 4 Transitional ESL

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

ESL Reading

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

Public Speaking

In order to have full participation in the civic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.

Reading

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

STAAR Review English

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

Language Other Than English (LOTE)

MYP: Language Acquisition

DP/CP: Group 2: Language Acquisition

MYP Arabic 1 Recommended

Grade: 9, 10, 11, 12

Prerequisite: None

Credit: 1.0

This is a novice level course designed to teach students the basics of Arabic phonology, morphology, calligraphy, syntax, and semantics as well as a brief introduction to Arabic history and culture.

MYP PDP Arabic 2

Grade: 9, 10, 11, 12

Prerequisite: Arabic 1

Credit: 1.0

This is an intermediate level course designed to develop further students' knowledge of Arabic phonology, morphology, calligraphy, syntax, and semantics as well as continue exploring Arabic history and culture.

MYP PDP Arabic 3

Grades: 9, 10, 11, 12

Prerequisite: Arabic 2

Credit: 1.0

This is an advanced-low level course in Arabic morphology, syntax, and composition; students will delve deeper into understanding Arab customs and relevant historic events.

IB DP Arabic SL/HL

Grades: 11 and 12

Prerequisite: Arabic 2 or 3

Credits: 2.0

Students develop the ability to communicate in Arabic through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. DP Arabic is organized into

five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Knowledge of vocabulary and grammar (the *what* of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the *why* and *how* of language). The development of international-mindedness is one of the key aims of the course. Students will describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics. Students also produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. In HL, students are required to study two literary works originally written in Arabic, and are expected to extend the range and complexity of the language they use and understand in order to communicate. Assessments consist of a written examination and an individual oral assessment. Oral assessment in SL includes a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on at least one additional theme of the course. Oral assessment in HL includes a presentation by the student and a follow-up discussion based on an extract from one of the literary works studied during the course, and a general conversation with the teacher using one or more of the five prescribed themes of the course as a starting point.

MYP Chinese 1 Recommended

Grades: 9, 10, 11, 12

Prerequisite: None

Credit: 1.0

In Chinese 1, you will learn basic Chinese vocabulary and how to make simple sentences in Chinese. You will learn how to pronounce Chinese using the Pinyin Romanization system and you will learn how to write the characters and pronounce the four tones in the Chinese language. We will spend time learning about the Chinese culture, some important events in Chinese history, social behaviors, cultural norms, and Chinese festivals. We will have a special celebration for Chinese New Year. We will also have a Chinese calligrapher visit our class and show us how to write Chinese characters with the traditional maobi (writing brush) and ink stone.

MYP PDP Chinese 2

Grades 9, 10, 11, 12

Prerequisite: Chinese 1

Credit: 1.0

In Chinese 2, you will continue your study of basic Chinese. Students will learn vocabulary and how to build sentences for shopping, days of the week, how to tell time, colors, how to count money, make phone calls to friends, and many basic daily routine vocabularies. Students will continue learning correct stroke order for writing the characters and will learn the correct tones for each word. Each semester the class will read one outside reading book about China. This book will be provided by the teacher. We will have a special celebration for Chinese New Year. We will also have a Chinese calligrapher visit our class and show us how to write Chinese characters with the traditional maobi (writing brush) and ink stone.

MYP PDP Chinese 3

Grades: 9, 10, 11, 12

Prerequisite: Chinese 2 PIB

Credit: 1.0

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

IB DP Chinese SL & HL

Grades 11 & 12

SL Prerequisite: Chinese 2 PIB

HL Prerequisite: Chinese 3 PIB

Credits: 2.0

Students develop the ability to communicate in Chinese through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. DP Chinese is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Knowledge of vocabulary and grammar (the *what* of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the *why* and *how* of language). The development of international-mindedness is one of the key aims of the course. Students will describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics. Students also produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. In HL, students are required to study two literary works originally written in Chinese, and are expected to extend the range and complexity of the language they use and understand in order to communicate.

Assessments consist of a written examination and an individual oral assessment. Oral assessment in SL includes a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on at least one additional theme of the course. Oral assessment in HL includes a presentation by the student and a follow-up discussion based on an extract from one of the literary works studied during the course, and a general conversation with the teacher using one or more of the five prescribed themes of the course as a starting point.

MYP French 1 Recommended

Grades: 9, 10, 11, 12

Prerequisite: None

Credit: 1.0

Students are introduced to the study of French by expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend basic vocabulary words in French, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries.

MYP French 2 Recommended

Grades: 9, 10, 11, 12

Prerequisite: French 1

Credit: 1.0

Students continue their further study of French by expanding their knowledge of key vocabulary topics and grammar concepts. Students not only continue to fully comprehend listening and reading passages but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a stronger emphasis on providing context and conversational examples for the language concepts presented in each unit. Students should expect to be more actively engaged in their own language learning, understand common vocabulary terms and phrases, use a wide range of grammar patterns in their speaking and writing, participate in conversations and respond appropriately to conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries. In Semester 2, the course is conducted almost entirely in French.

MYP PDP French 2

Grades: 9, 10, 11, 12

Prerequisite: French 1

Credit: 1.0

Students have already learned the structures necessary to communicate in French. They further review and refine their grammatical structures while learning new vocabulary to communicate in French on a variety of topics. PDP French 2 course emphasizes all aspects of language learning: listening, speaking, reading, writing and culture. This course is designed to prepare students to cope with language learning challenges faced by Diploma Students. There is fully a stronger emphasis on providing context and conversational examples for the language concepts presented 13 in each unit. Students should expect to be more actively engaged in their own language learning, understand complex vocabulary terms and phrases, use a wider range of grammar patterns in their speaking and writing, participate more in conversations and respond more appropriately to conversational prompts, analyze and further compare cultural practices, products, and perspectives of various French-speaking countries.

MYP PDP French 3

Grades: 9, 10, 11, 12

Prerequisite: PDP French 2

Credit: 1.0

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

IB DP French Ab Initio SL

Grades: 11 & 12

Prerequisite: None

Credits: 2.0

This course is designed for IB Diploma Candidates who have no prior experience of the French language, or for those students with very limited previous experience. Students develop the ability to communicate in French through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The French ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Assessments consist of a written examination and an individual oral assessment. The Oral assessment includes a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on topics from at least one additional theme of the course.

IB DP French SL & HL

Grades: 11 & 12

SL Prerequisite: PDP French 2

HL Prerequisite: PDP French 3

Credits: 2.0

Students continue to develop vocabulary and perfect fluency in contextual, conversational situations. Theory of Knowledge discussions and course readings focus on the following: Customs and Traditions, Cultural Diversity, Leisure Activities, Health, Science and Technology. Students continue to develop the ability to communicate in French through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Knowledge of vocabulary and grammar (the *what* of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the *why* and *how* of language). The development of international-mindedness is one of the key aims of the course. Students will describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics. Students also produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. In HL, students are required to study two literary works originally written in French, and are expected to extend the range and complexity of the language they use and understand in order to communicate. Assessments consist of a written examination and an individual oral assessment. Oral assessment in SL includes a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on at least one additional theme of the course. Oral assessment in HL includes a presentation by the student and a follow-up discussion based on an extract from one of the literary works studied during the course, and a general conversation with the teacher using one or more of the five prescribed themes of the course as a starting point.

MYP Spanish 1 Recommended

Grades: 9, 10, 11, 12

Prerequisite: None

Credit: 1.0

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

MYP Spanish 2 Recommended

Grades: 9, 10, 11, 12

Prerequisite: Spanish 1

Credit: 1.0

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

MYP PDP Spanish 2

Grades: 9, 10, 11, 12

Prerequisite: Spanish 1

Credit: 1.0

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

MYP Spanish 3 Recommended

Grades: 9, 10, 11, 12

Prerequisite: Spanish 2

Credit: 1.0

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

MYP PDP Spanish 3

Grades: 9, 10, 11, 12

Prerequisite: Spanish 2

Credit: 1.0

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

Spanish Seminar

Grades: 10

Prerequisite: Spanish 3

Credit: 1.0

This course is intended for students who enter Lamar with 2 or more Spanish credits. These students cannot enter IB Diploma Level Spanish until 11th grade. This course is designed to improve the student's Spanish language skills and prepare them for the rigor of the IB Diploma Level Spanish course.

Spanish 4

Grades: 9, 10, 11, 12

Prerequisite: Spanish 3

Credit: 1.0

Instruction in Spanish 4 consists of a communicative method with an emphasis on grammar, vocabulary, literature, and culture to strengthen a student's proficiency in Spanish. Students will have an opportunity to strengthen reading, speaking, listening, and writing skills through individual and group activities.

IB DP Spanish SL Ab Initio

Grades 11 & 12

Prerequisites: None

Credits: 2.0

This course is designed for IB Diploma Candidates who have no prior experience of the Spanish language, or for those students with very limited previous experience. Students develop the ability to communicate in Spanish through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. The Spanish ab initio syllabus is organized into five prescribed themes: identities, experiences, human ingenuity, social organization and sharing the planet. Assessments consist of a written examination and an individual oral assessment. The Oral assessment includes a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on topics from at least one additional theme of the course.

IB DP Spanish SL & HL (Spanish 4, 5, & 6)

Grades: 11 & 12

SL Prerequisites: PrelB Spanish 2

HL Prerequisites: PrelB Spanish 3

Credits: 2.0

This is a college level course designed to advance students' abilities to use the language they have studied as a basis for further study, work and leisure. Students will continue to perfect their grammar skills and increase vocabulary while reading, reflecting about, and specifying their own personal opinion about a variety of texts relating to controversial topics. The primary focus at this level is to become precise in the use of the language, with a particular focus on spoken language. Students continue to develop the ability to communicate in Spanish through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course. Knowledge of vocabulary and grammar (the *what* of language) is reinforced and extended by understanding audience, context, purpose, meaning and variation (the *why* and *how* of language). The development of international mindedness is one of the key aims of the course. Students will describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics. Students also produce a wide variety of oral and written texts for audiences, contexts and purposes associated with academic and personal interests. In HL, students are required to study two literary works originally written in Spanish, and are expected to extend the range and complexity of the language they use and understand in order to communicate. Assessments consist of a written examination and an individual oral assessment. Oral assessment in SL includes a presentation by the student and a follow-up discussion based on a visual stimulus linked to one of the prescribed themes of the course, and a general conversation with the teacher based on at least one additional theme of the course. Oral assessment in HL includes a presentation by the student and a follow-up discussion based on an extract from one of the literary works studied during the course, and a general conversation with the teacher using one or more of the five prescribed themes of the course as a starting point.

Math

MYP: Mathematics

DP/CP: Group 5: Mathematics

MYP Algebra 1 Recommended

Grade: 9

Prerequisites: None

Credit: 1.0

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

MYP PDP Algebra 1

Grade: 9

Prerequisites: None

Credit: 1.0

This class takes a deeper examination of topics covered in Recommended Algebra 1, therefore it is more rigorous, thus requires students with a higher level of mathematical competency. Required for students wishing to take IB DP Math in their junior year.

MYP Algebra 2 Recommended

Grade: 9 or 10

Prerequisites: Algebra 1

Credit: 1.0

Students will continue their exploration of Algebraic topics, building on the knowledge and skills from Algebra I. Students will broaden their knowledge of quadratic functions, exponential functions, and systems of equations. Students will begin to investigate logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. Students will connect functions to their inverses and associated equations and solutions in both mathematical and real-world situations. In addition, students will extend their knowledge of data analysis and numeric and algebraic methods.

MYP PDP Algebra 2

Grade: 9 or 10

Prerequisites: Algebra 1

Credit: 1.0

This class takes a deeper examination of topics covered in Recommended Algebra 2, therefore it is more rigorous, thus requires students with a higher level of mathematical competency. Required for students wishing to take IB DP Math in their junior year.

MYP Geometry Recommended

Grade: 10 or 11

Prerequisites: Algebra 2

Credit: 1.0

Geometry is an Algebra based course. The course examines algebraic principles and integrates them into the parameters of Euclidean Geometry. Students adapt these principles working with proofs, two-dimensional figures, and three-dimensional figures. Students adapt these principles working with proofs, two-dimensional figures, and three-dimensional figures. Geometry promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. We will study congruence, similarity, lines, quadrilaterals, triangles, circles, basic trigonometry, proofs, volume, and surface area. The goal is for students to see how geometry is applied to their everyday lives.

MYP PDP Geometry

Grade: 10 or 11

Prerequisites: PDP Algebra 2

Credit: 1.0

This class takes a deeper examination of topics covered in Recommended Geometry, therefore it is more rigorous, thus requires students with a higher level of mathematical competency. Required for students wishing to take IB DP Math in their junior year.

AP Statistics

Grade: 10

Prerequisites: PDP Geometry

Credit: 1.0

This course is only for students who complete Algebra 1, Algebra 2, and Geometry prior to 10th grade. This course introduces students to the rigors of data. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference.

MYP Advanced Quantitative Reasoning (AQR) Recommended

Grade: 12

Prerequisites: Geometry

Credit: 1.0

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

IB DP Applications & Interpretations SL/HL

Grade: 11 and 12

Prerequisites: PDP Geometry

Credits: 2.0

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Students who choose this subject at Standard (SL) or Higher Level (HL) should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at HL will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable undertaking this exploration using technology.

AI-SL: Students who are interested in pursuing careers in social sciences, natural sciences, medicine, statistics, business, economics, psychology, or design. Would recommend pairing with the following science class: Biology SL, Biology HL, or Environmental SL.

AI-HL: Students who are interested in pursuing careers in social sciences, natural sciences, medicine, statistics, business, economics, psychology, or design. This class takes a deeper examination of topics covered in SL, therefore it is more rigorous, thus requires students with a higher level of mathematical competency. Would recommend pairing with the following science class: Biology HL, Chemistry HL, or Physics HL.

IB DP Analysis & Approaches SL/HL

Grade: 11 and 12

Prerequisites: PDP Geometry

Credits: 2.0

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both higher level (HL) and standard level (SL), and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, there is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. There will be a recognition that the development of mathematical thinking is important for a student. Students who choose this subject at SL or HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at HL will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

AA-SL: Students who are interested in pursuing careers in mathematics, engineering, computer science, or physical science. Would recommend pairing with the following science class: Chemistry SL or Physics SL.

AA-HL: Students who are interested in pursuing careers in mathematics, engineering, computer science, or physical science. This class takes a deeper examination of topics covered in SL, therefore it is more rigorous, thus requires students with a higher level of mathematical competency. Would recommend pairing with the following science class: Chemistry SL, Chemistry HL, Physics SL or Physics HL.

SCIENCE

MYP: Sciences

DP/CP: Group 4: Experimental Sciences

Biology 1 Recommended

PDP Biology 1

Grade 9

Prerequisite: None

Credit: 1.0

This course will introduce students to inquiry-based learning through laboratory experiments and discussions based on biology as foundation for understanding biology. Topics include an introduction to biological molecules, membrane structure and function, expression of genetic information, the cell cycle, and cancer. This course will also introduce students to the fundamentals of science, such as the scientific method to advance investigations into cell structure and function as a consequence of evolutionary processes. Lastly, this class will educate students about the importance of taxonomy classification, ecosystems, plant systems, and body systems.

Chemistry 1 Recommended

Grade 9 or 10

Prerequisite: Biology

Credit: 1.0

This course is thought at Lamar High School as a second-year science course. This course is designed for students to understand the fundamental principles of chemistry which characterize the properties of matter and how it reacts. The course is taught using the flipped homework using carefully selected online videos (or online course resources) and traditional classroom discussion with hands on laboratory techniques. Throughout the course students are taught to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures.

PDP Chemistry 1

Grade 9 or 10

Prerequisite: Biology

Credit: 1.0

This course is taught at Lamar High School as a second-year science course. This course is designed for students to understand the fundamental principles of chemistry which characterize the properties of matter and how it reacts. The course is taught using the flipped homework using carefully selected online videos (or online course resources) and traditional classroom discussion with hands on laboratory techniques. Throughout the course students are taught to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Students are challenged to relate science and chemistry in their daily lives that they have learned in this course.

Physics 1 Recommended

PDP Physics 1

Grade 10 or 11

Prerequisite: Chemistry

Credit: 1.0

In this course, students will learn to analyze the physical interactions that govern reality and develop novel solutions to global problems using mathematical models. The relationship between course concepts and the environment is emphasized as part of the MYP fundamental concepts. The students will be encouraged to adapt the IB learner profile to their own academic development as the study the physics curriculum and its lab applications.

Anatomy and Physiology

Grade 12

Prerequisite: Physics

Credit: 1.0

This course is for those interested in science-related fields. Anatomy and Physiology is a discussion and laboratory-based study of the human body. The study will range from molecules, cells, body systems, and processes. The format of the course will ensure student-driven learning through real-life application of concepts. Throughout the year, student will be encouraged to become inquirers, communicators, principled, risk takers, balanced, caring and reflective in their learning.

Aquatic Science

Grade 12

Prerequisite: Physics

Credit: 1.0

This course will introduce students to the fundamentals of science, such as the scientific method and basic physical science as a foundation for understanding marine biology. The main focus of this class will be on the ecology of the marine environment. It will also introduce students to all of the major groups of marine organisms either through examination or dissection. Lastly, this class will educate students about the importance of marine ecosystems to terrestrial ecosystems and to mankind.

Diploma Program Sciences:

In most cases, both SL and HL courses consist of the same educational aims, core syllabus and curriculum, and assessment models. The assessment criteria are equally demanding for both levels. The difference is in the depth of the study that the course offers. All Diploma level sciences are two-year courses spanning 11th and 12th grades. Students must enroll in both years of the course.

IB DP Biology

Grades 11 & 12

Prerequisite: Chemistry PDP

Credits: 2.0

Biologists investigate the living world at all levels using many different approaches and techniques. Students investigate everything from a micro to a macro level in this dynamic, fascinating, and challenging field. Students apply the body of biological knowledge, methods and techniques to practical scenarios. For students interested in life sciences, medicine, bio-medical sciences, bio-technology fields, veterinary medicine, bio-engineering.

IB DP Biology (SL)

You enjoy the study of life, and you are dedicated to the scientific research and exploration of life through practical laboratory work and data analysis. IB Biology SL at Lamar High School provides students with extensive material such as basic biochemistry, cell structure and function, genetic patterns of inheritance, plant function, evolution, ecology, and the international nature of science. Lamar's student environment promotes critical thinking with rigorous class activity. Students will acquire advanced knowledge of experimental procedure and data examination.

IB DP Biology (HL)

You love the study of life, and you are dedicated to the scientific research and exploration of life through practical laboratory work and data analysis. You hope to continue to study a bio-related field after high school. At Lamar High School, the IB Biology HL course will provide students with higher order investigative experiences. Activities throughout the course will promote a deeper understanding of critical concepts in Biology. Such concepts will include basic molecular biology, biochemistry, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international nature of science. It will emphasize the development of inquiry skills and higher order thinking via experiential learning in both a classroom and laboratory settings.

IB DP Chemistry:

Grades 11 & 12

Prerequisite: Chemistry PDP

Credits: 2.0

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Often called the central science as chemical principles underpin both the physical environment in which we live and all biological systems. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. For students interested in medicine, bio-medical sciences, technology fields, veterinary medicine, chemical engineering.

IB DP Chemistry (SL)

You enjoy chemistry and you are interested in opportunities to develop your manipulative skills, design investigations, collect data, analyze results and evaluate and communicate your findings. IB Chemistry Standard Level course promotes students' academic study with the acquisition of practical and investigational skills that are essential for experimental science. It facilitates students' development of a wide range of practical skills and enhances their ability in the use of mathematics that are both transferable to other scientific fields and crucial for 21st century learners.

IB DP Chemistry (HL)

You love chemistry and you are interested in opportunities to develop your manipulative skills, design investigations, collect data, analyze results and evaluate and communicate your findings. You hope to continue to study a chemistry-related field after high school. IB Chemistry Higher Level course further deepens students' understanding and appreciation of the experimental scientific exploration, accelerates their mastering and utilizing of the advanced mathematics skills, and promotes their abilities to analyze, evaluate and synthesize scientific information. It fosters and instills into students a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities, and heightens students' sense of responsibility of the ethical using science and technology as 21st century global citizens.

IB DP Physics

Grades 11 & 12

Prerequisite: Chemistry PDP

Credits: 2.0

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Observations are the core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain observations. For students interested in engineering, further exploration of higher-level applied mathematics, any field within the sciences, design.

IB DP Physics (SL)

You are interested in comprehending how things work from first principles. You wish to pursue a greater understanding of the mathematical beauty of the universe from the sub-atomic scale to the cosmological scale.

IB DP Physics (HL)

You love the idea of comprehending how things work from first principles. You wish to pursue a greater understanding of the mathematical beauty of the universe from the sub-atomic scale to the cosmological scale. You hope to continue to study a physics-related field after high school. In this sequence, students will learn to analyze the physical interactions that govern reality and develop novel solutions to global problems using mathematical models. The relationship between course concepts and the environment is emphasized as part of the IB fundamental concepts. The students will be encouraged to adapt the IB learner profile to their own academic development as they study the physics curriculum and its lab applications.

IB DP Environmental Systems and Societies (SL)

Grades 11 & 12

Prerequisite: Chemistry PDP

Credits: 2.0

You possess a wide range of skills, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. Through studying ESS, students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students develop thinking and research skills related to text analysis, comprehension, knowledge transfer, and use of primary sources. For students interested in the liberal arts, interdisciplinary studies, human sciences, political science, non - science endeavors.

Social Studies

MYP: Individuals & Societies

DP: Group 3: Individuals and Societies

MYP World Geography Recommended

Grade: 10

Prerequisites: World Geography/AP Human Geography

Credit: 1.0

The world geography course introduces students to the world in spatial terms where they use tools such as maps, mental maps and other data tools to learn about places and regions. Students learn how physical systems and environment affect society, population and migration. They also learn how social cultural aspects influence people's perceptions. Political systems, economic activity and conflict and cooperation among peoples and countries are likewise explored so that students learn about the background that has led to the globalization the world finds itself in today.

AP Human Geography

Grade: 9

Prerequisites: None

Credit: 1.0

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alternation of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

MYP World History Recommended

Grade: 10

Prerequisites: World Geography/AP Human Geography

Credit: 1.0

The World History curriculum is a rich, integrated study of historical events with significant consequences for the evolution of man, culture, institutions, customs, thought, ideas, and philosophy. Students will read and frequently examine historical events and perspectives to obtain knowledge and comprehensive skills while developing into a global citizen.

AP World History

Grade: 10

Prerequisites: World Geography/AP Human Geography

Credit: 1.0

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

MYP US History Recommended

Grade: 11

Prerequisites: World History/AP World History

Credit: 1.0

In this course, the second part of a two-year study of U.S. history that begins in Grade 8, students' study the history of the United States from Reconstruction to the present through the use of reading, research, writing, and interpretation of maps, charts, graphs, and tables. Historical content focuses on political, economic, military, diplomatic, and social events and issues, including the contributions of significant groups and individuals to the history of this country, and the impact of geographic factors on major events. An important part of the content is the development and application of the principles of citizenship. Students will use critical thinking skills to explain and apply methods of interpreting the past, including points of view and historical context. They will use a variety of rich primary and secondary source material, such as biographies and autobiographies, Supreme Court cases, novels, speeches, letters, diaries, poetry, songs, artworks, photographs, documentaries, and films.

MYP PDP US History

Grade: 11

Prerequisites: World History/AP World History

Credit: 1.0

This course promotes the ongoing development of students' knowledge and skills in the areas of historical analysis, evaluation, and synthesis. This goal will be accomplished through various learning experiences throughout each six weeks. The primary goal of the PIB U.S. History course is the ongoing development in the areas of analysis, evaluation, and synthesis in the 11th grade IB student. This goal will be accomplished through various assignments throughout each six weeks. The United States history course covers the time frame from 1877 through the present day.

MYP Government Recommended

Grades: 11 or 12

Prerequisites: None

Credit: 0.5

In United States Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems.

AP US Government

Grades: 11 or 12

Prerequisites: None

Credit: 1.0

AP U.S. Government and Politics studies the nature of the American Political System, its development over the past two hundred years, and how it works today in the 21st century. This course will give an analytical perspective on government and politics in the United States.

MYP Economics Recommended

Grades: 11 or 12

Prerequisites: None

Credit: 0.5

Economics with Emphasis on the Free Enterprise System and Its Benefits is the culmination of the economic content and concepts studied from Kindergarten through required secondary courses. The focus is on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world. Students analyze the interaction of supply, demand, and price. Students will investigate the concepts of specialization and international trade, economic growth, key economic measurements, and monetary and fiscal policy.

IB DP Economics SL/HL

Grades: 11 or 12

Prerequisites: None

Credits: 2.0

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world's population has unlimited needs and wants, there are limited resources to satisfy these needs and wants. As a result of this scarcity, choices have to be made. The DP economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- at the level of producers and consumers in individual markets (microeconomics)
- at the level of the government and the national economy (macroeconomics)
- at an international level where countries are becoming increasingly interdependent through

international trade and the movement of labor and capital (the global economy). As a social science, economics examines these choices using models and theories. Given the rapidly changing world, economic activity and its outcomes are constantly in flux. Therefore, students are encouraged, throughout the course, to research current real-world issues. Through their own inquiry, it is expected that students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behavior and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the DP economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

IB DP Art History SL

Grades: 11 or 12

Prerequisites: None

Credit: 1.0

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

IB DP History of the Americas HL

Grade: 12

Prerequisites: PDP US History

Credit: 1.0

History of the Americas is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. This course is based on a comparative, multi-perspective approach to history and focused around key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

IB DP Psychology

Grades: 11 or 12

Prerequisites: None

Credit: 1.0

Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behavior and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course. The scientific methodology used in Psychology provides students a unique way to study and understand human behavior. The knowledge gained in the course will help support the learning in many of our CTE Pathways.

IB DP World Religions SL

Grades: 11 or 12

Prerequisites: None

Credit: 1.0

The IB DP World Religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

IB Core

Theory of Knowledge

Grades 11 & 12

IB Diploma Program Only

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the IB Diploma Program by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students. Theory of knowledge (TOK) plays a special role in the International Baccalaureate Diploma Programme, by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Personal and Professional Skills

Grades 11 & 12

IB Career-related Program Only

A core component of the IB Career-related Programme, personal and professional skills is designed for students to develop attitudes, skills, and strategies to be applied to personal and professional situations and contexts now and in the future. In this course, the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations. This course is only available to students completing the CP and runs spring of junior year through fall of senior year. A key element of the International Baccalaureate Career-related Programme, the CP core enhances student's personal and interpersonal development, with an emphasis on experiential learning. Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

Career and Technical Education

MYP: Design

Agriculture, Food, and Natural Resources

Animal Science

Principles of Agriculture

Grade: 9

Prerequisites: None

Credit: 1.0

This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. Students will explore multiple competencies related to agriculture through this course.

Livestock Production

Grade: 10

Prerequisites: Principles of Agriculture

Credit: 1.0

This course provides instruction on related careers in the field of animal science. Students will acquire knowledge and skills related to animal systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Animal species to be addressed in this course may include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Veterinary Medical Applications

Grade: 11

Prerequisites: Livestock Production

Credit: 1.0

This course provides instruction on related careers in the field of veterinary medicine and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Suggested animals which may be included in the course of

study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats. Animal species to be addressed in this course may also include, but are not limited to, beef cattle, dairy cattle, swine, sheep, goats, and poultry.

Equine Science

Grade: 11

Prerequisites: Veterinary Medicine

Credit: 0.5

This course provides instruction related to equine animal systems and the equine industry. Equine Science may address topics related to horses, donkeys, and mules. To prepare for careers in the field of animal science, students must enhance academic knowledge and skills, acquire knowledge and skills related to animal systems, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Small Animal Management

Grade: 11

Prerequisites: Veterinary Medicine

Credit: 0.5

This course provides instruction in Small Animal Management. Students will acquire knowledge and skills related to small animals and the small animal management industry. Small Animal Management may address topics related to small mammals such as dogs and cats, amphibians, reptiles, and birds.

Advanced Animal Sciences

Grade: 12

Prerequisites: Small Animal Management and Equine Science

Credit: 1.0

This course examines the interrelatedness of human, scientific, and technological dimensions of livestock production. Instruction is designed to allow for the application of scientific and technological aspects of animal science through field and laboratory experiences.

Practicum in Agriculture, Food, and Natural Resources

Grade: 12

Prerequisites: Veterinary Medical Applications

Credit: 1.0

This course is designed to give students supervised practical application of knowledge and skills focusing on the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Plant Science

Principles of Agriculture

Grade: 9

Prerequisites: None

Credit: 1.0

This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations. Students will explore multiple competencies related to agriculture through this course.

Floral Design

Grade: 10

Prerequisites: Principles of Agriculture

Credit: 1.0

Principles and Elements of Floral Design is a course designed to give students a deeper understanding of the artistic floral design techniques and the floral industry. Students will identify flowers and plants used in floral design, and demonstrate design elements in relation to specific occasions. The student will explore career opportunities, practice management factors of the floral enterprise, and evaluate arrangements based on the artistic principles and elements of floral design

Landscape Design

Grade: 11

Prerequisites: Floral Design

Credit: 0.5

Landscape Design and Management is designed to develop an understanding of landscape design and management techniques and practices. Students will acquire knowledge and skills relating to designing landscape plans, landscape plant identification and care, and installing landscape plants. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations

Turf Grass Management

Grade: 11

Prerequisites: Floral Design

Credit: 0.5

Turf Grass Management is designed to develop an understanding of turf grass management techniques and practices. Students will acquire knowledge and skills relating to identifying, growing and caring for turfgrass. To prepare for careers in horticultural systems, students must attain academic skills and knowledge, acquire technical knowledge and skills related to horticultural systems and the workplace, and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations.

Arts, Audio/Video Technology, and Communications

Broadcast Journalism

The AV Production classes produce Lamar's daily newscast. The classes are entirely student-centered and production oriented. Student assessment and grades are based on a myriad of projects the students produce. Lamar High School students may elect to take two years of Audio Video Production after successfully completing the Principles of Arts and Audio-Visual course as a prerequisite. Students with related skills may enroll only by presenting a portfolio showcasing skills relevant to production techniques used in the course. All AV Production students must have the advisor's signature approval in order to be officially enrolled in these courses. This measure is paramount in order to maintain the integrity of the expensive and sophisticated equipment used by students to produce quality content for Lamar Cable Television.

Principles of Arts, Audio/Video Technology & Communication

Grade: 9

Prerequisites: None

Credit: 1.0

The goal of this course is for the student understands arts, audio/video technology, and communications systems. Within this context, students will be expected to develop an understanding of the various and multifaceted career opportunities in this cluster and the knowledge, skills, and educational requirements for those opportunities.

Audio Video Production 1

Grade: 10

Prerequisites: Principles of Arts, Audio/Video Technology & Communication

Credit: 1.0

Audio Video Production students need to be critical viewers, consumers and producers of media. The ability to access, analyze, evaluate, and produce communication in a variety of forms is an important part of language development. Students enrolled in these courses will apply and use journalistic skills for a variety of purposes. In addition to developing technical knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an understanding of the industry with a focus on pre-production, production, post-production audio, and video products.

Audio Video Production 2

Grade: 11

Prerequisites: Audio Video Production 1

Credit: 1.0

Building upon the concepts taught in Audio/Video Production, in addition to developing advanced knowledge and skills needed for success in the Arts, Audio/Video Technology, and Communications Career Cluster, students will be expected to develop an advanced understanding of the industry with a focus on pre-production, production, and post-production products. This course may be implemented in an audio format or a format with both audio and video.

Digital Audio Technology

Grade: 12

Prerequisites: Audio Video Production 2

Credit: 1.0

Digital Audio Technology

I was designed to provide students interested in audio production careers such as audio for radio and television broadcasting, audio for video and film, audio for animation and game design, music production and live sound, and additional opportunities and skill sets. Students will be expected to develop an understanding of the audio industry with a technical emphasis on production and critical-listening skills.

Print Journalism

Students in this pathway create the Lamar Life publication and The Republic. Lamar Life is the student newspaper published once a month and The Republic is the annual Lamar yearbook.

Principles of Arts, Audio/Video Technology & Communication

Grade: 9

Prerequisites: None

Credit: 1.0

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

Graphic Design & Illustration 1

Grade: 10

Prerequisites: Principles of Arts, Audio/Video Technology & Communication

Credit: 1.0

The mission of the graphic design I class is to prepare all students to become successful career professionals in the field of Digital Media design, which will be the central CTE interest area of our school. Students will be given the opportunity to explore the design process and; using critical thinking skills, find creative visual solutions while designing many of their own projects. Software training includes use of Adobe, In Design and Photoshop. The class is project based and allows students will work on various Lamar publications.

Graphic Design & Illustration 2

Grade: 11

Prerequisites: Graphic Design & Illustration 1

Credit: 1.0

This class is largely project-based, requiring uniquely independent work and self-management career skills. The foundation and pathway standards make explicit the appropriate knowledge, skills, and practical experience students should have to pursue their chosen profession through whatever course of post-secondary, collegiate, and graduate training or apprenticeship it may require. Learning the skills and knowledge for creating, refining, and exhibiting works of art promotes teamwork, communication, creative thinking, and decision-making abilities—all traits needed to function successfully in the competitive and media-rich twenty-first century. Students will work on Lamar's various publications.

Commercial Photography 1

Grade: 12

Prerequisites: Graphic Design & Illustration 2

Credit: 1.0

Students in Photography will develop and expand their skills in producing both artistic and commercial photographs using digital DSLR cameras and equipment. Photography meets the credit requirements for Career and Technical Education (CTE), Fine Art, and elective graduation requirements. Students learn to take artistic digital photos following rules of composition, light, exposure, elements of art, and principles of design which also enhances their ability to produce quality commercial work. Students' work is published in various publications. This class enables students to explore photography as a possible career and is designed to help the student acquire practical photographic skills through an interactive and hands-on educational experience.

Business Management & Administration

Principles of Business, Marketing, & Finance

Grade: 9

Prerequisites: None

Credit: 1.0

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales

process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

Business Information Management 1

Grade: 10

Prerequisites: Principles of Business, Marketing, & Finance

Credit: 1.0

In Business Information Management I, students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make a successful transition to the workforce and postsecondary education. Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet, formulate a database, and make an electronic presentation using appropriate software.

Business Management

Grade: 11

Prerequisites: Business Information Management 1

Credit: 1.0

Business Management is designed to familiarize students with the concepts related to business management as well as the functions of management, including planning, organizing, staffing, leading, and controlling. Students will also demonstrate interpersonal and project-management skills.

Human Resources Management

Grade: 12

Prerequisites: Business Management

Credit 0.5

Human Resources Management is designed to familiarize students with the concepts related to human resource management, including legal requirements, recruitment, and employee selection methods, and employee development and evaluation. Students will also become familiar with compensation and benefits programs as well as workplace safety, employee-management relations, and the impact of global events on human resources management.

Global Business

Grade: 12

Prerequisites: Business Management

Credit 0.5

Global Business is designed for students to analyze global trade theories, international monetary systems, trade policies, politics, and laws relating to global business as well as cultural issues, logistics, and international human resource management.

Practicum in Business Management

Grade: 12

Prerequisites: Business Management

Credit: 1.0

Practicum in Business Management is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce or postsecondary education. Students apply technical skills to address business applications of emerging technologies.

IB DP Business Management SL/HL

Grades: 11 & 12

Prerequisites: Business Information Management 1

Credits: 2.0

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's

complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

Finance

Principles of Business Marketing and Finance

Grade: 9

Prerequisites: None

Credit: 1.0

In Principles of Business, Marketing, and Finance, students gain knowledge and skills in economies and private enterprise systems, the impact of global business, the marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles. This course allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings in business, marketing, and finance.

Money Matters

Grade: 10

Prerequisites: Principles of Business Marketing and Finance

Credit: 1.0

In Money Matters, students will investigate money management from a personal financial perspective. Students will apply critical-thinking skills to analyze financial options based on current and projected economic factors. Students will gain knowledge and skills necessary to establish short-term and long-term financial goals. Students will examine various methods of achieving short-term and long-term financial goals through various methods such as investing, tax planning, asset allocating, risk management, retirement planning, and estate planning.

Accounting 1

Grade: 11

Prerequisites: Money Matters

Credit: 1.0

In Accounting I, students will investigate the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information. Students will formulate and interpret financial information for use in management decision making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

Accounting 2

Grade: 12

Prerequisites: Accounting 1

Credit: 1.0

In Accounting II, students will continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students will reflect on this knowledge as they engage in various managerial, financial, and operational accounting activities. Students will use equations, graphical representations, accounting tools, spreadsheet software, and accounting systems in real-world situations to maintain, monitor, control, and plan the use of financial resources.

Hospitality and Tourism

Culinary Arts

Principles of Hospitality and Tourism

Grade: 9

Prerequisites: None

Credit: 1.0

This course introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

Introduction to Culinary Arts

Grade: 10

Prerequisites: Principles of Hospitality and Tourism

Credit: 1.0

This course emphasizes the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This course is offered as a classroom and laboratory-based course.

Culinary Arts

Grade: 11

Prerequisites: Introduction to Culinary Arts

Credit: 1.0

Culinary Arts begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

Advanced Culinary Arts

Grade: 12

Prerequisites: Culinary Arts

Credit: 1.0

Advanced Culinary Arts will extend content and enhance skills introduced in Culinary Arts by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment. Advanced Culinary Arts students are heavily involved with Lamar's Catering Team.

Practicum in Culinary Arts

Grade: 12

Prerequisites: Culinary Arts

Credit: 1.0

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing culinary art-based workplace.

Hotel Management

Principles of Hospitality and Tourism

Grade: 9

Prerequisites: None

Credit: 1.0

This course introduces students to an industry that encompasses lodging, travel and tourism, recreation, amusements, attractions, and food/beverage operations. Students learn knowledge and skills focusing on communication, time management, and customer service that meet industry standards. Students will explore the history of the hospitality and tourism industry and examine characteristics needed for success in that industry.

Hotel Management

Grade: 10

Prerequisites: Principles of Hospitality and Tourism

Credit: 1.0

Hotel Management focuses on the knowledge and skills needed to pursue staff and management positions available in the hotel industry. This in-depth study of the lodging industry includes departments within a hotel such as front desk, food and beverage, housekeeping, maintenance, human resources, and accounting. This course will focus on, but not be limited to, professional communication, leadership, management, human resources, technology, and accounting.

Travel & Tourism Management

Grade: 11

Prerequisites: Hotel Management

Credit: 1.0

Travel and Tourism Management incorporates management principles and procedures of the travel and tourism industry as well as destination geography, airlines, international travel, cruising, travel by rail, lodging, recreation, amusements, attractions, and resorts. Employment qualifications and opportunities are also included in this course.

Hospitality Services

Grade: 12

Prerequisites: Travel and Tourism Management

Credit: 1.0

Hospitality Services provides students with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. The knowledge and skills are acquired within a sequential, standards-based program that integrates hands-on and project-based instruction. Standards included in the Hospitality Services course are designed to prepare students for nationally recognized industry certifications, postsecondary education, and entry-level careers. In addition, Hospitality Services is designed so that performance standards meet employer expectations, enhancing the employability of students. Instruction may be delivered through laboratory training or through internships, mentoring, or job shadowing.

Human Services

Principles of Human Services

Grade: 9

Prerequisites: None

Credit: 1.0

Principles of Human Services is a laboratory course that will enable students to investigate careers in the Human Services Career Cluster, including counseling and mental health, early childhood development, family and community, personal care, and consumer services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

Human Growth and Development

Grade: 10

Prerequisites: Principles of Human Services

Credit: 1.0

Human Growth and Development is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, emotional, and social developmental milestones. The course covers material that is generally taught in a postsecondary, one semester introductory course in developmental psychology or human development.

Child Development

Grade: 11

Prerequisites: Human Growth and Development

Credit: 1.0

Child Development is a technical laboratory course that addresses knowledge and skills related to child growth and development from prenatal through school-age children, equipping students with child development skills. Students use these skills to promote the well-being and healthy development of children and investigate careers related to the care and education of children.

Family & Community Services

Grade: 12

Prerequisites: Child Development

Credit: 1.0

Family and Community Services is a laboratory-based course designed to involve students in realistic and meaningful community-based activities through direct service or service-learning experiences. Students are provided opportunities to interact with and provide services to individuals, families, and the community through community or volunteer services. Emphasis is placed on developing and enhancing organizational and leadership skills and characteristics.

Practicum in Human Services

Grade: 12

Prerequisites: Family & Community Services

Credit: 1.0

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of

students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

STEM

Engineering

Principles of Applied Engineering

Grade: 9

Prerequisites: None

Credit: 1.0

Principles of Applied Engineering provides an overview of the various fields of science, technology, engineering, and mathematics and their interrelationships. Students will develop engineering communication skills, which include computer graphics, modeling, and presentations, by using a variety of computer hardware and software applications to complete assignments and projects. Upon completing this course, students will understand the various fields of engineering and will be able to make informed career decisions. Further, students will have worked on a design team to develop a product or system. Students will use multiple software applications to prepare and present course assignments.

Engineering Design and Presentation 1

Grade: 10

Prerequisites: Principles of Applied Engineering

Credit: 1.0

Engineering Design and Presentation is a continuation of knowledge and skills learned in Principles of Applied Engineering. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Additionally, students explore career opportunities in engineering, technology, and drafting and what is required to gain and maintain employment in these areas. Students are introduced to orthographic projection, isometrics, and construction/manufacturing drawing techniques. Mastery of both manual drafting and CAD are essential. Assessments include technical writing, project management, architectural/industrial drawing standards, and electronic portfolios.

Engineering Science

Grade: 11

Prerequisites: Engineering Design and Presentation 1

Credit: 1.0

Engineering Science is an engineering course designed to expose students to some of the major concepts and technologies that they will encounter in a postsecondary program of study in any engineering domain. Students will have an opportunity to investigate engineering and high-tech careers. In Engineering Science, students will employ science, technology, engineering, and mathematical concepts in the solution of real-world challenge situations. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges.

Engineering Design & Presentation 2

Grade: 12

Prerequisites: Engineering Science

Credit: 1.0

Engineering Design and Presentation II is a continuation of knowledge and skills learned in Engineering Design and Presentation I. Students enrolled in this course will demonstrate knowledge and skills of the design process as it applies to engineering fields using multiple software applications and tools necessary to produce and present working drawings, solid model renderings, and prototypes. Students will use a variety of computer hardware and software applications to complete assignments and projects. Through implementation of the design process, students will transfer advanced academic skills to component designs. Emphasis will be placed on using skills from ideation through prototyping. Intensive computer aided design of structural, electrical, and civil engineering projects are followed by comprehensive presentation pieces delivered to target audiences. Assessments include constant maintenance and improvement of the electronic portfolio, quantitative evaluation, and sustainable design practices. More than any previous course, this advance class attempts to replicate the requirements of an engineering internship with the intent of career-readiness.

Practicum in STEM

Grade: 12

Prerequisites: Engineering Science

Credit: 1.0

Practicum in STEM is designed to give students supervised practical application of previously studied knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience.

Computer Science

AP Principles of Computer Science

Grade: 9

Prerequisites: None

Credit: 1.0

The CompuScholar: Digital Savvy curriculum is a one-year (two-semester) course covering required topics in most introductory “Information Technology” classes. This course has been aligned to specific course standards in a number of states. Students should have minimal computer usage skills (e.g. keyboarding, mouse, and operating system navigation) prior to starting this course.

MYP PDP Computer Science

Grade: 10

Prerequisites: AP Principles of Computer Science

Credit: 1.0

The Java Programming curriculum is a one-year (two-semester) course covering topics typically found in Computer Science I or similar courses. This course has been aligned to specific course standards in several states. Other introductory programming courses are not required; students merely need to have typical computer usage skills prior to starting this course. Every chapter contains one or more hands-on programming labs where students will design or implement programs to demonstrate understanding of the lesson topics. Students will get the opportunity to work on individual and group projects and will experience all phases of a project lifecycle, including requirements, design, implementation, and testing.

IB DP Computer Science SL/HL

Grade: 11 and 12

Prerequisites: MYP PDP Computer Science

Credits: 2.0

The IB DP Computer science SL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions.

Fine Arts

MYP: The Arts

DP/CP: Group 6: The Arts

Visual ART 1/2/3/4

Art 1, PDP Art 2, Sculpture 3D, Mixed Media 2D

Art IB DP Visual Arts SL/HL

Grades: 11 and 12

Prerequisites: Art 3

Credits: 2.0

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of art-making by others from around the world. Theories and practices in visual arts are dynamic and ever-changing and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation. The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in

different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

BAND 1/2/3/4

Marching Band, Jazz Band, Color Guard

ORCHESTRA 1/2/3/4

There are two ensembles: Chamber Orchestra, and Philharmonic Orchestra. Chamber Orchestra is an audition only ensemble, and requires prior approval from the orchestra director. Students will have 4 academic concerts during the school year: Fall, Winter, Pre-UIL, and Spring.

Guitar Multilevel

Provides students in the proper historical techniques and styles of the mariachi ensemble. Emphasis is placed on individual and ensemble tone production, mastery of fundamentals, and music reading. The students are reinforced with skills needed for the intricate rhythm, techniques, styles of the Latino cultural heritage for the voice, trumpet, violin, vihuela, guitar, and/or guitarron.

CHOIR 1/2/3/4

Beginning Men's Chorus

Beginning Women's Chorus

Lamar Men's Choir welcomes singers from grades 9 through 12 who are beginning to intermediate level musicians. No experience is required for this course. An important thing to have is spirit and know that everyone will learn how to sing well - and have a great time doing it! Many of the men that enroll in this ensemble move on to Madrigal Singers in subsequent years at Lamar.

Varsity Women's Chorus

Belle Voce welcomes singers from grades 9 through 12 who demonstrate an advanced level of musicianship through an audition process. Ladies who audition for this ensemble must have a command of vocal technique and knowledge befitting advanced level high school ensembles. This choir is an option for ladies who enjoy challenging music in an all-female environment, or for students whose academic schedule would not allow for placement in Madrigal Singers.

MADRIGAL SINGERS

Lamar madrigal Singers welcomes ladies and gentlemen from grades 10 through 12 who demonstrate an advanced level of musicianship through an audition process. Students who audition for this ensemble must have a command of vocal technique and knowledge befitting advanced level high school ensembles. This choir is an option for those who enjoy challenging music in a mixed gender environment with opportunities for independent vocal projects (solos and mini ensembles). This groups also sing jazz and pop music.

DANCE

Intro Dance/Dance 1

The objective of this course is to improve dance technique and performance appropriate to the beginning level. Students will learn dance in the style of ballet, jazz, hip hop and modern. Students will study elements of anatomy, kinesiology, choreography and improvisation, as well as, a strong emphasis in basic dance history and dance terminology. The nature of the course offers the cultivation of such behavior as self-discipline, creativity, working with others, leadership, fellowship, responsibility, self-pride and appearance. During the course of the year, students of all levels of dance will also be required to become a part of the spring semester performance.

Rangerettes Drill Team

A Rangerette shall be loyal, have high morals and standards, set good examples in and out of school, and develop self-discipline and confidence. Being a member of the team is an honor. Hard work and discipline are major components of the program. A Rangerette's commitment is to both academics and the Rangerettes organization. Prospective members of the Rangerettes Drill Team shall be selected through an audition process. The term of membership is one calendar year, beginning when the name is

posted as a team member and continuing until the tryouts for the following year's team. Applicants can be in grades 8th through 11th during the year of tryouts. Applicants must meet all criteria as described in the tryout application. Applications will be available one month prior to tryouts.

IB DP DANCE SL

Grades: 11 and 12

Credits: 2.0

Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. The students learn to express themselves through movement.

IB DP Dance 2 HL

Grades: 11 and 12

Credits: 2.0

The course focuses on the composition, performance and analysis of dance, or "expressive movement," which is practiced amongst peoples of various backgrounds, and for a variety of purposes, throughout the world. Both IB DP Dance SL and IB DP Dance HL require prior dance training and approval through Mr. Ayala.

Lamar Dance Theatre (LDT)

Lamar High Schools Dance Company which is split into LDT Modern & LDT Hip Hop. LDT Modern focuses on the roots of Modern dance as well as incorporates other forms and styles of dance. This is an audition only class. LDT Hip Hop focuses on incorporating new and old styles of Hip Hop to further advance their technique.

Advanced Hip Hop

An advanced hip hop class that focuses on developing all styles of hip hop. This class is a training class for students to want to become members of LDT Hip Hop. The class also focuses on the history of hip hop dance. This is an audition only class.

Advanced Modern

An advanced class that focuses on modern and jazz technique. The students will learn a series of modern and jazz technique as well as its historical context. This is an audition only class.

PIANO

PIANO 1/2/3

Provides students in the proper fundamentals and technique for piano. Emphasis is placed on individual tone production, fundamentals, technique and music reading. The students are reinforced with the proper repertoire, sequencing, fundamentals and technique for piano.

DEBATE

Debate 1/2/3/4

Controversial issues arise in aspects of personal, social public, and professional life in modern society. Debate and argumentation are widely used to make decisions and reduce conflict. Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. They acquire life-long skills for intelligently approaching controversial issues.

THEATRE

Theatre 1

Students will learn basic theatre principles in stage movement, voice, diction, pantomime, improvisation, and creative dramatics. They will discover the history and vocabulary of the theatre world. Practice techniques to overcome stage-fright and develop self-confidence. Concentrate on developing acting skills for in-class performances and video projects. Write and perform original monologues as well as act in established scenes. Develop oral interpretation skills. Study the works of selected major playwrights. Attend live performances and analyze the show based on a given criteria. Students are also exposed to all aspects of production.

Technical Theatre 1:

Technical Theatre 1 is an introductory course which establishes the basic skills necessary to create lighting, set, and sound for the theatre with an emphasis on best practices in construction and design. Students will explore how design and technical aspects of the theatre serve to create theatrical productions by investigating the design, rehearsal and construction processes through hands-on, in class projects that place them in the role of theatre technicians. The course will conclude by placing the students in the role of

theatrical designer, where they use the practical and aesthetic skills that they have developed throughout to create a hands-on theatrical design of their own, preparing them for upper level Technical Theatre courses.

Theatre 2

This course is a continuation of the materials presented in Theatre Arts 1. There is an additional emphasis on acting styles and techniques covering major movements in the development of acting from the Greeks to the present. Students will engage in more intensive scene work and character development and will be expected to perform at a higher level of acting expertise. Students will also develop creativity skills through the use of improvisations, writing and performing original material. Concepts of abstract ideas are visualized through writing and directing. Musical theatre, dance, radio, television, and film are also discussed. Students are also expected to attend live performances and analyze the show based on given criteria.

Technical Theatre 2/3/4: Stagecraft

Prerequisite: Technical Theater 1

Grades: 10, 11, 12

A rigorous, design-focused course consisting of classroom-based design projects in which students explore lighting, set, and sound design through collaborative assignments that lead the students through the research-design process; and, hands-on, practical experience as technical crew for the Loading Dock Productions season of plays.

Technical Theatre 2/3/4: Costume Construction

Prerequisite: Technical Theater 1

Grades: 10, 11, 12

This course explores the theory and application of theatrical costume construction. Students will learn techniques and procedures to properly use sewing related equipment, analyze how to use patterns, and evaluate various stitching techniques in garment creation. Students will also learn elements of costume design. Students in this class will be creating the costumes for all the Productions.

Mainstage Theatre Production 1/2/3/4

Audition Only

Grades 9, 10, 11, 12

A production-oriented course which takes students through the process of creating a production from conception through production. In class, students take on roles as actors and theatre technicians to produce full-length/one-act/musical/scenes productions per year as part of the LDP season of plays. Students will improve their technique through script analysis, ensemble work, and stagecraft skills. Students are expected to attend all LDP Shows and attend other live theatrical events. Students will develop criteria to evaluate their work and the work of their classmates, as well as the professional artist.

UIL Theatre Production 1/2/3/4

Audition Only

Grades: 9, 10, 11, 12

A production-oriented course which takes students through the process of creating a production from conception through production. In class, students take on roles as actors and theatre technicians to produce full-length/one-act/musical/scenes productions per year as part of the LDP season of plays. Students will improve their technique through script analysis, ensemble work, and stagecraft skills. Students are expected to attend all LDP Shows and attend other live theatrical events. Students will develop criteria to evaluate their work and the work of their classmates, as well as the professional artist.

IB DP Theatre

Grades 11 & 12

An exploration of the history of theatre through cultural, historical, and theoretical lenses with a focus on theatre as a performative art form. Through performance-based activities, students will be asked to examine theatre through the cultural and historical lenses in which it was created, and then to recontextualize that theatre through vastly different viewpoints, emphasizing cultural and historical connections and promoting its internationality. The course culminates with a collaborative performance, incorporating a variety of theatre theory examined in the class, which connects with issues within the Lamar and Houston Community.

IB DP Film SL/HL

Film is a powerful and stimulating art form and practice. The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. DP film students experiment with film and multimedia technology, acquiring the

skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds. At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film. **The aims are to promote:**

- an appreciation and understanding of film as a complex art form
- an ability to formulate stories and ideas in film terms
- the practical and technical skills of production
- critical evaluation of film productions by the student and by others
- a knowledge of film-making traditions in more than one country

Physical Education

MYP: Physical Health and Education

P.E. courses are offered at all grade levels. Students who participate in an on campus athletic program, Drill Team, Band, or Cheer are not required to take an additional P.E. course as long as their P.E. credit is awarded. Students may choose to take additional P.E. courses, however, only 1 credit is required to graduate.

Foundations of Physical Fitness

Knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle.

Adventure/Outdoor

Adventure outdoor education are expected to develop competency in outdoor education activities that provide opportunities for enjoyment and challenge. Emphasis is placed upon student selection of activities that also promote a respect for the environment and that can be enjoyed for a lifetime.

Aerobic

A major expectation of this course is for the student to design a personal fitness program that uses aerobic activities as a foundation.

Team Sports

The student demonstrates competency in many movement forms and proficiency in two or more team sports such as basketball, flag football, soccer, or volleyball.

Individual Sports

Students in Individual Sports are expected to participate in a wide range of individual sports that can be pursued for a lifetime. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable is a major objective of this course.

Weight Training

Designed to help each student: improve muscular strength; gain knowledge and understanding of weight training theory and practice; develop a personalized weight training program.

Junior Reserve Officer Training Corps

JROTC 1/2/3/4

JROTC is a “world-class”, student-centered, academic leadership program which familiarizes students with the concept of leadership and discusses rights, responsibilities, privileges, and freedoms that underlie good citizenship. Students begin developing appreciation of teamwork through instruction in drill and ceremonies and wearing of the uniform. Courses improve leadership ability, communications, decision making, goal setting through study and practical leadership experience.

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