

Mirabeau B. Lamar Senior High School

An International Baccalaureate World School



Prospective Student Guide

2021 - 2022

Welcome Future Texans!

Future Lamar Texans,

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



Principal



Admissions Coordinator

Small School Feel



Big School Opportunities

Zoned Students

If you live in the Lamar attendance zone – WELCOME! You are ours and we are yours. There is no need to apply to Lamar via the HISD site. No – not even for the IB program. All of our programs are open to our zoned students and you will select your path and plan during the course selection process in the spring of 2021.

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

Rising 10th – 12th grade students who are zoned to Lamar and currently enrolled in an HISD high school do not need to complete the enrollment process but will need to withdraw from their current school in order to enroll at Lamar.

All zoned students who are **not** currently in HISD schools will need to complete the enrollment process in the Spring of 2022. (Dates TBA)

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

Non-zoned Students

Students who do not reside in the Lamar attendance zone must apply and be approved for a transfer through the HISD Office of School Choice. Phase I applications will open on **September 10, 2021** and close on **November 11, 2021**. All qualified students who apply during Phase I will be placed in a lottery for the individual programs for which they have applied. Qualified Phase I applicants who are not offered a seat will be placed on the waiting list. Students who apply during Phase II will be considered in the order that they apply if/when space becomes available. Phase III is reserved for students who are not currently enrolled in HISD or for students who do not reside in HISD. Current HISD students cannot apply during Phase III and must submit an application before the Phase II deadline.

Students interested in Lamar are HIGHLY encouraged to apply for more than one program. You should rank the programs in order of interest and understand that if you are accepted to your first-choice program you will have to reapply in order to make a change.

Ranking

Students who apply during Phase I will be asked to rank their schools and programs. Students will be placed in individual lotteries for each school/program they apply for. If a student is offered a seat at their first choice, then all the additional choices will drop from their list. If they are offered a seat at their third choice and are placed on the waiting list for school/program #1 and #2 they can accept the seat at their third choice and remain on the waiting list for their first and second choice.

Programs

Lamar offers a variety of transfer options for students. Each option is outlined below with qualification standards. All students will choose

Magnet Program

Business Administration

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

Applicants must have an 80 or above on the district Magnet Matrix and are eligible for HISD transportation.

Career and Technical Education (CTE)

Lamar is committed to educating the whole student and we understand that students finding their passion is an integral part of their high school experience. CTE programs create an educational environment that combines core academics with real-world applications. These pathways prepare

students for success in college and careers by helping them develop the skills, technical knowledge, academic rigor, and real-world experience for high-skill, high-demand, and highly successful careers. Our pathways offer a rigorous course of study which enhance the learning in the student's traditional core subjects.

We offer CTE transfers in the following Pathways:

Agriculture, Food, and Natural Resources

Animal Science

Plant Science

Arts, Audio Visual Technology and Communication

Broadcast Journalism

Print Journalism

Health Science

Exercise Science and Wellness

Hospitality and Tourism

Culinary Arts

Hotel Management

Human Services

Child Development

Science, Technology, Engineering, and Mathematics

Computer Science

Engineering

Applicants must have a 70 or above on the district magnet matrix and are eligible for HISD transportation.

International Baccalaureate (IB)

Students on an IB transfer must complete the requirements for the IB Diploma Programme in grades 11 and 12. They will be placed in advanced core courses in grades 9 and 10 to prepare for the rigor of the IB Diploma Programme. Students must receive at least one high school foreign language credit in one of the languages offered at Lamar (Spanish, French, Arabic, Chinese) and receive Algebra 1 credit in middle school to be considered for an IB transfer. Additionally, students must receive a 90 on the magnet matrix to qualify. Students are eligible for HISD transportation.

Boundary Option

This transfer is only available for students who live in the Wisdom High School attendance zone. Students must live in the Wisdom attendance zone while on this transfer. If the student moves out of this attendance zone they will forfeit their Boundary Option transfer and need to apply for a new transfer. Students on a Boundary Option transfer are not eligible for HISD transportation.

Out of District

Students who live outside of the HISD attendance boundary can apply for an Out of District transfer. Applicants will only be considered during Phase III if space is available. Students must have an 80 on the district magnet matrix and are not eligible for HISD transportation.

Hardship etc.

Please reach out to Ms. Titus before submitting an application for these transfers to discuss circumstances and qualifications.

Transfer Type	IB Expectation	CTE Pathway	HISD Transportation
Boundary Option	DP or CP	Student Choice	No
CTE Animal Science	DP or CP	CTE Animal Science	Yes
CTE Audio/Visual Prod	DP or CP	CTE Audio/Visual Prod	Yes
CTE Child Development	DP or CP	CTE Child Development	Yes
CTE Computer Science	DP Only	CTE Computer Science	Yes
CTE Culinary Arts	DP or CP	CTE Culinary Arts	Yes
CTE Engineering	DP or CP	CTE Engineering	Yes
CTE Health Science	DP or CP	CTE Health Science	Yes
CTE Horticulture Science	DP or CP	CTE Horticulture Science	Yes
CTE Hotel Management	DP or CP	CTE Hotel Management	Yes
CTE Plant Science	DP or CP	CTE Plant Science	Yes
CTE Print Journalism	DP or CP	CTE Print Journalism	Yes
CTE Travel and Tourism	DP or CP	CTE Travel and Tourism	Yes
Hardship	DP or CP	Student Choice	No
IB	DP or CP	Student Choice	Yes
Magnet	DP or CP	CTE Business	Yes
Magnet	DP	IB Business OR IB Economics OR IB Computer Science	Yes
Magnet Zoned	DP or CP	Same as Magnet	Yes
Out of District	DP or CP	Student Choice	No
Space Available	DP or CP	Student Choice	No
Special Education	N/A	Student Choice	Yes

The Lamar Instructional Model

The Building

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

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

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

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

Curriculum Design

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

Instructional Approaches

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

International Baccalaureate (MYP, CP and DP)

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

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

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

Flipped Learning

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

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

How is this instructional strategy complemented by the new facility? Flipped lesson design allows students to use the time in class to engage in exploration and practice with new content, while teachers are readily available

to guide them in their learning. Teachers prepare opportunities for students to interact with the new content and get help as they apply the new skill.

Kagan Cooperative Strategies

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

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

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

Project-based Learning (PBL)

What is it? While students at Lamar have long been engaging in projects, the project-based approach is an instructional approach that allows us to shift from using projects simply to measure understanding at the end of a unit of study, to creating opportunities for students to learn through the doing process. It relies on students to use inquiry and design theory to work together to explore and solve open-ended, real-world problems. You may want to watch this short two-minute video from Edutopia that explores the difference between projects and project-based learning at [pic.twitter.com/6qemsuCa0i](https://www.pic.twitter.com/6qemsuCa0i).

How are teachers supported to continuously grow in this instructional approach? Teachers received professional development throughout the spring semester and summer to develop a foundational understanding of the work. We have an ongoing relationship with the Buck Institute, a leader in Project Based Learning curriculum and instruction in the United States.

How is this instructional strategy complemented by the new facility? Project-based learning requires flexibility with instructional time and the physical learning environment. Neighborhood assignments allow teachers to work together to design instruction and instructional time that allows for that flexibility. Additionally, each neighborhood has a science/maker lab that allows students to get elbow-deep in their work, with all the tools to help them turn a conceptual idea into reality.

How do the neighborhoods work?

The students are arranged in neighborhoods based on course taking. In 9th and 10th grade it is a fairly simple process with students taking similar subjects, such as AP Human Geography or the recommended course World Geography as their social studies class in 9th grade. But as students move into 11th and 12th grade, course taking

options expand and it becomes a little more complex. We organized course options on a matrix so that there are a variety of pathways but have also partnered neighborhoods so that more options are available to students. Some teachers support two neighborhoods, for example those who are expert in physical sciences can focus on delivering that content while teachers who are expert in life sciences can focus on that content. This type of grouping allows more flexibility in scheduling so that students can really make a path that is right for them. Below is an example of how the course offerings may lay out in two of the neighborhoods for 11th graders.

Neighborhood 1

English – IB English III HL or Eng III Recommended

Math – IB Math I A&A (Calculus) or IB Mathematics A&I (Prob/Statistics) or Geometry

Science – PIB Physics or Physics Recommended or IB Biology SL or IB Computer Science SL

Social Studies – PIB US History or IB Economics SL or US History Recommended or IB Art History

Neighborhood 2

English – IB English III HL or Eng III Recommended

Math – IB Math I A&A (Calculus) or IB Mathematics A&I (Prob/Statistics) or Geometry

Science – PIB Physics or Physics Recommended or IB Physics SL or IB Chemistry SL

Social Studies – PIB US History or IB Economics SL or US History Recommended or IB World Religions SL

With this idea in mind, we placed students in a neighborhood where the courses they want are offered. While approximately 175 students are assigned to the same neighborhood, they are not all there at the same time throughout the day. We maintain an 8-period blocked schedule. Teachers maintained a student load comparable to last year where approximately 30-35 students are assigned to a course for a specific class period. Using the teaming approach, the teachers have the flexibility to work together to design projects that allow for interdisciplinary teaching. An example might be that during the dedicated 2nd period, an English class and a History class may utilize the flexible space and be regrouped to work together on an interdisciplinary project, or a math and science class may be working under the guidance of the math and science teachers to use the tools of mathematics to solve a complex physics problem.

Safety

- **Clearly Delineated and Fenced School Boundaries**, using vegetation, ornamental fencing, signage, and other measures to discourage trespassers and allow natural surveillance of approaching threats.
- **Electronic Access Control Systems Installed at Parking Garage** to restrict its use to students with permits, school staff, and administrators.

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

FAQs

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

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

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

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

Which classes are in the North building?

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

How do you determine which students will be in a neighborhood?

Neighborhood assignments are determined by course taking. We studied common course taking paths to determine which courses should be offered together. In essence, a student who wishes to take Geometry in 10th grade will be placed in a neighborhood where Geometry is offered for 10th graders.

Are there tutorials before and after school for students?

We continue to have tutorials available through our student services before and after school.

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

We have one lunch period daily with an option tutorial and club meeting time. Each neighborhood will have food distribution lines during the lunch periods where students can get food from the hot service line or the cold case. Students are able to eat in their own neighborhood or that of a friend who is also assigned the same lunch period. Students may also choose to eat outside of the neighborhood in the Grand Hall, or on the patio.

Are you with the same 35 kids all day?

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

How does this model improve student learning?

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

How are students grouped into each neighborhood?

Students are randomly and heterogeneously grouped in each neighborhood. We want to make sure you are not limited in the courses you can take because of the neighborhood in which you are placed. If for instance the math class you need is only offered at the same time you want to take band, we can assign you to a different neighborhood so that there is no conflict. You have access to Recommended and PreIB/IB classes in all neighborhoods.

How are students grouped into their individual classes?

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

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

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

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

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

How is the teacher-student relationship/rapport developed?

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

Do seniors have off campus periods?

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

What is the noise level in the neighborhoods?

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

Can students be IBDC + athlete + fine arts?

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

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

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

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.

Lamar Instructional Cycle

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

Student Led Conferences and Course Selection

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

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

Seniors

When: Beginning in October

What: Student will present their electronic portfolio, sharing the work they are most proud of, and sharing their own goals for the current school year. The Academic Dean/Assistant Principal will review the student's plan and path to graduation, review IB testing plan, and put together a college or career plan. Information about resources available online through Naviance, as well as support provided by our College Corner will be reviewed.

Juniors

When: Beginning in January

What: Student will present their electronic portfolio, sharing the work they are most proud of, and sharing their own goals for the current school year. The Academic Dean/Assistant Principal will review the students plan and path to graduation, review and finalize course selection for the next year, review IB testing plan, and discuss a college or career plan. Information about resources available online through Naviance, as well as support provided by our College Corner will be reviewed.

Sophomores

When: Beginning in February

What: Student will present their electronic portfolio, sharing the work they are most proud of, and sharing their own goals for the current school year. The Academic Dean/Assistant Principal will review the students plan and path to graduation, review IB Programme options (Diploma or Career-related Programme), review and finalize course selection for the next year, and set an IB testing plan. Information about resources available online through Naviance, as well as support provided by our College Corner will be reviewed.

Freshmen

When: Beginning in March

What: Student will present their electronic portfolio, sharing the work they are most proud of, and sharing their own goals for the current school year. The Academic Dean/Assistant Principal will review the student's plan and path to graduation, review IB Programme options (Diploma or Career-related Programme), and review and finalize course selection for the next year. Information about resources available online through Naviance, as well as support provided by our College Corner will be reviewed.

Summer School

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

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)

- | | |
|--|--|
| <ul style="list-style-type: none">• Engineering• Computer Science• Mathematics | <ul style="list-style-type: none">• Science• Combination of no more than two of the categories listed above |
|--|--|

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

- | | |
|--|---|
| <ul style="list-style-type: none">• Agriculture• Audio/Video• Business Management and Administration | <ul style="list-style-type: none">• Finance• 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, theater, art, dance) in fine arts
- English electives not included in Business and Industry

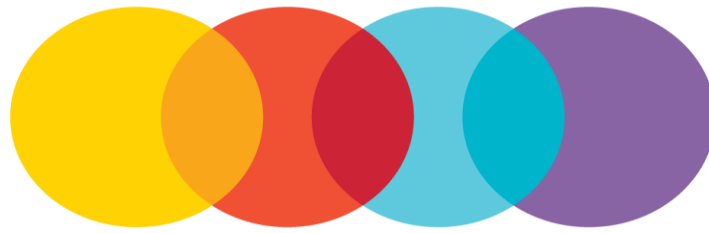
Multi-Disciplinary Studies (one of the following)

- 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 art

Personal Graduation Plans (PGP's)

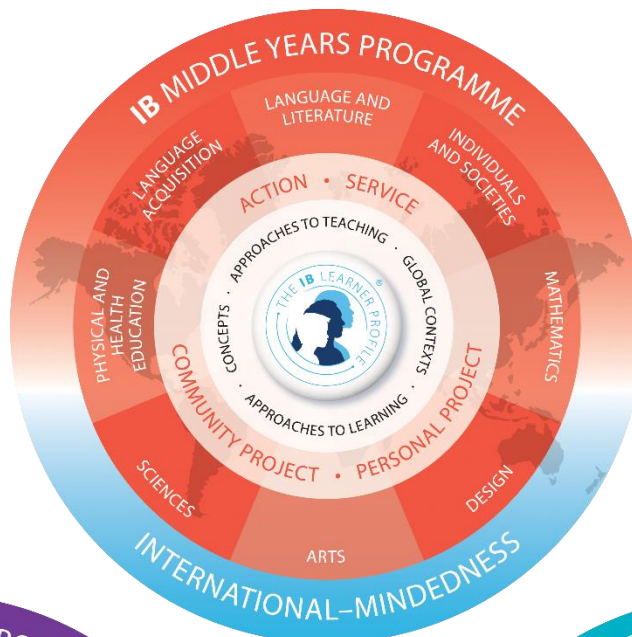
The personal graduation plan is a working document used by counselors and/or administrators to track student completion of graduation requirements. It is a tool used to document grades, endorsement selections, and coursework. The personal graduation plan is an opportunity for students, parents/guardians, 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.



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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				
	9th	10th	11th	12th
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	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts 2	Practicum
Elective/PPS	Fine Art	Fine Art/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						
	9th	10th	11th	12th	SL/HL	DP Group
English	Pre DP English 1	Pre DP English 2	HL English Year 1	HL English Year 2	HL	Group 1
Second Language	Pre DP Spanish 2	Pre DP Spanish 3	Spanish SL	Additional Elective/Athletics	SL	Group 2
Social Studies	AP Human Geography	AP World History	Pre DP US History	HL History	HL	Group 3
Science	Pre DP Biology	Pre DP Chemistry	SL Science Year 1	SL Science Year 2	SL	Group 4
Math	Pre DP Algebra II	Pre DP Geometry	SL Math Year 1	SL Math Year 2	SL	Group 5
CTE/Elective	Principles of Business and Marketing	BIM	HL Economics Year 1	HL Economics Year 2	HL	Group 6/Elective
Elective/TOK	Fine Art	Fine Art	AP Govt/ TOK	TOK /Off Campus		TOK
Elective	PE/Athletics	Additional Elective/Athletics	Additional Elective/Athletics	Additional Elective/Athletics		
SL = Standard Level						
HL = Higher Level						

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.

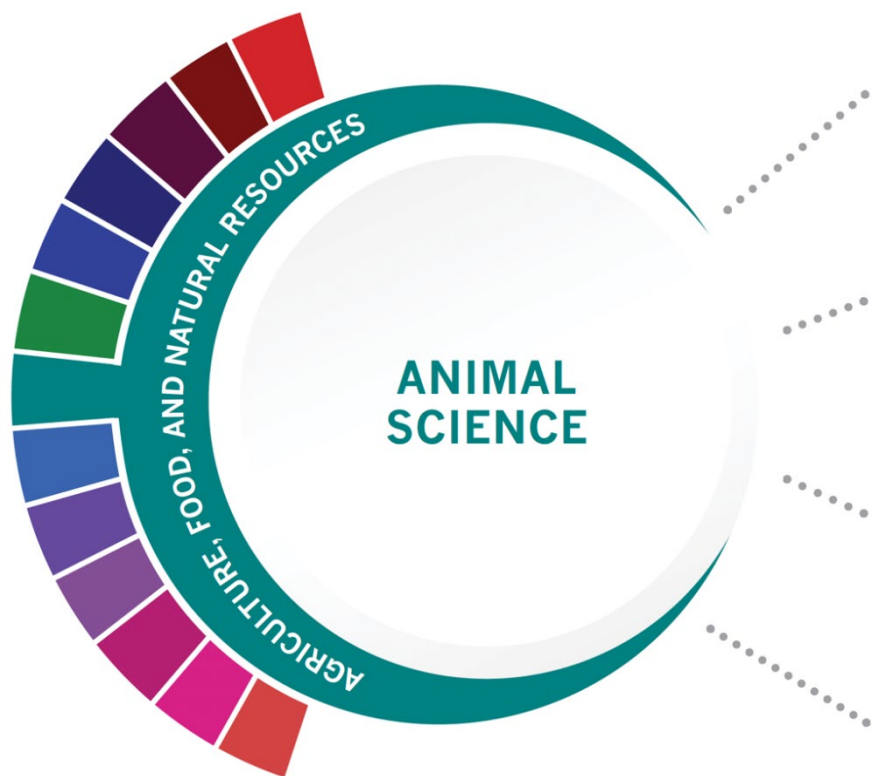
Career and Technical Education Programs

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.

Lamar High School Career Cluster Survey

Check the items in each box that best describe you. You may make as many or as few checks in each box as you choose. Add up the number of check marks in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters immediately following this survey to see which Career Clusters you may want to explore.

Box 1	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number checked in Box 1 <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>
	<input type="checkbox"/> Learn how things grow and stay alive.	<input type="checkbox"/> Self Reliant	<input type="checkbox"/> Math	
	<input type="checkbox"/> Make the best use of the earth's natural resources.	<input type="checkbox"/> Nature Lover	<input type="checkbox"/> Life Sciences	
	<input type="checkbox"/> Hunt and/or fish.	<input type="checkbox"/> Physically Active	<input type="checkbox"/> Earth Sciences	
	<input type="checkbox"/> Protect the environment.	<input type="checkbox"/> Planner	<input type="checkbox"/> Chemistry	
	<input type="checkbox"/> Be outdoors in all kinds of weather.	<input type="checkbox"/> Creative problem solver	<input type="checkbox"/> Agriculture	
	<input type="checkbox"/> Plan, budget, and keep records.			
	<input type="checkbox"/> Operate machines and keep them in good repair.			
Box 2	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number checked in Box 2 <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>
	<input type="checkbox"/> Use my imagination to communicate new information to others.	<input type="checkbox"/> Creative and imaginative	<input type="checkbox"/> Art/Graphic design	
	<input type="checkbox"/> Perform in front of others.	<input type="checkbox"/> Good communicator/good vocabulary	<input type="checkbox"/> Music	
	<input type="checkbox"/> Read and write	<input type="checkbox"/> Curious about new technology	<input type="checkbox"/> Speech and Drama	
	<input type="checkbox"/> Play a musical instrument.	<input type="checkbox"/> Relate well to feelings and thoughts of others.	<input type="checkbox"/> Journalism/Literature	
	<input type="checkbox"/> Perform creative, artistic activities.	<input type="checkbox"/> Determined/tenacious	<input type="checkbox"/> Audio Visual Technologies	
	<input type="checkbox"/> Use video and recording technology.			
	<input type="checkbox"/> Design brochures and posters.			
Box 3	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number checked in Box 3 <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>
	<input type="checkbox"/> Perform routine, organized activities but can be flexible.	<input type="checkbox"/> Organized	<input type="checkbox"/> Computer Applications/Business and Information Technology	
	<input type="checkbox"/> Work with numbers and detailed information.	<input type="checkbox"/> Practical and logical	<input type="checkbox"/> Accounting	
	<input type="checkbox"/> Be the leader in a group.	<input type="checkbox"/> Patient	<input type="checkbox"/> Math	
	<input type="checkbox"/> Make business contact with people.	<input type="checkbox"/> Tactful	<input type="checkbox"/> English	
	<input type="checkbox"/> Work with Computer programs	<input type="checkbox"/> Responsible	<input type="checkbox"/> Economics	
	<input type="checkbox"/> Create reports and communicate ideas.			
	<input type="checkbox"/> Plan my work and follow instructions without close supervision.			
Box 4	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number checked in Box 4 <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>
	<input type="checkbox"/> Work under pressure.	<input type="checkbox"/> Compassionate and caring	<input type="checkbox"/> Biological sciences	
	<input type="checkbox"/> Help sick people and animals.	<input type="checkbox"/> Good at following directions	<input type="checkbox"/> Math	
	<input type="checkbox"/> Make decisions based on logic and information.	<input type="checkbox"/> Conscientious and careful	<input type="checkbox"/> Chemistry	
	<input type="checkbox"/> Respond quickly and calmly in emergencies.	<input type="checkbox"/> Patient	<input type="checkbox"/> Occupational Health Classes	
	<input type="checkbox"/> Work as a member of a team.	<input type="checkbox"/> Good listener		
	<input type="checkbox"/> Follow guidelines and meet strict standards of accuracy.			
Box 5	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number checked in Box 5 <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>
	<input type="checkbox"/> Investigate new places and activities	<input type="checkbox"/> Tactful	<input type="checkbox"/> Language Arts/Speech	
	<input type="checkbox"/> Work with all ages and types of people	<input type="checkbox"/> Self-motivated	<input type="checkbox"/> Foreign Language	
	<input type="checkbox"/> Organize activities in which other people enjoy themselves	<input type="checkbox"/> Works well with others	<input type="checkbox"/> Social Studies	
	<input type="checkbox"/> Have a flexible schedule	<input type="checkbox"/> Outgoing	<input type="checkbox"/> Marketing	
	<input type="checkbox"/> Help people make up their minds	<input type="checkbox"/> Slow to anger	<input type="checkbox"/> Food Services	
	<input type="checkbox"/> Communicate easily, tactfully, and courteously.			
	<input type="checkbox"/> Learn about other cultures.			
Box 6	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number checked in Box 6 <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>
	<input type="checkbox"/> Care about people, their needs, and their problems.	<input type="checkbox"/> Good communicator/good listener	<input type="checkbox"/> Language Arts	
	<input type="checkbox"/> Participate in community services and/or volunteering	<input type="checkbox"/> Caring	<input type="checkbox"/> Psychology/Sociology	
	<input type="checkbox"/> Listen to other people's viewpoints.	<input type="checkbox"/> Non-materialistic	<input type="checkbox"/> Family and Consumer Sciences	
	<input type="checkbox"/> Help people be at their best.	<input type="checkbox"/> Uses intuition and logic	<input type="checkbox"/> Finance	
	<input type="checkbox"/> Work with people from preschool age to old age.	<input type="checkbox"/> Non-judgemental		
	<input type="checkbox"/> Think of new ways to do things.			
	<input type="checkbox"/> Make friends with different kinds of people.			
Box 7	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number checked in Box 7 <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto;"></div>
	<input type="checkbox"/> Interpret formulas.	<input type="checkbox"/> Detail oriented	<input type="checkbox"/> Math	
	<input type="checkbox"/> Find the answers to questions.	<input type="checkbox"/> Inquisitive	<input type="checkbox"/> Science	
	<input type="checkbox"/> Work in a laboratory.	<input type="checkbox"/> Objective	<input type="checkbox"/> Drafting/Computer Aided Drafting	
	<input type="checkbox"/> Figure out how things work and investigate new things.	<input type="checkbox"/> Methodical	<input type="checkbox"/> Electronics/Computer Networking	
	<input type="checkbox"/> Explore new technology.	<input type="checkbox"/> Mechanically inclined	<input type="checkbox"/> Technical Classes/Technology Education	
	<input type="checkbox"/> Experiment to find the best way to do something.			
	<input type="checkbox"/> Pay attention to details and help things be precise.			
1	Agriculture, Food, and Natural Resources	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.		
2	Arts, Audio Video Technology and Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.		
3	Business, Management, and Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.		
4	Health Science	Planning, managing, and providing therapeutic services, diagnostic services, support services, and biotechnology research and development.		
5	Hospitality and Tourism	Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.		
6	Human Services	Preparing individuals for employment in career pathways that relate to families and human needs		
7	Science, Technology, Engineering, and Math	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.		



	Veterinary Science Strand	Animal Science Strand
Level 1	Principles of Agriculture, Food, and Natural Resources	Principles of Agriculture, Food, and Natural Resources
Level 2	Livestock Production	Livestock Production
Level 3	Veterinary Medical Applications	Equine Sciences & Small Animal Management
Level 4	Practicum	Advanced Animal Sciences

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Certified Veterinary Assistant	Pet Groomer	Food Science and Technology	Animal Sciences	Genetics
	Veterinary Technician	Veterinary Studies	Agriculture	Veterinary Medicine
	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 on 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

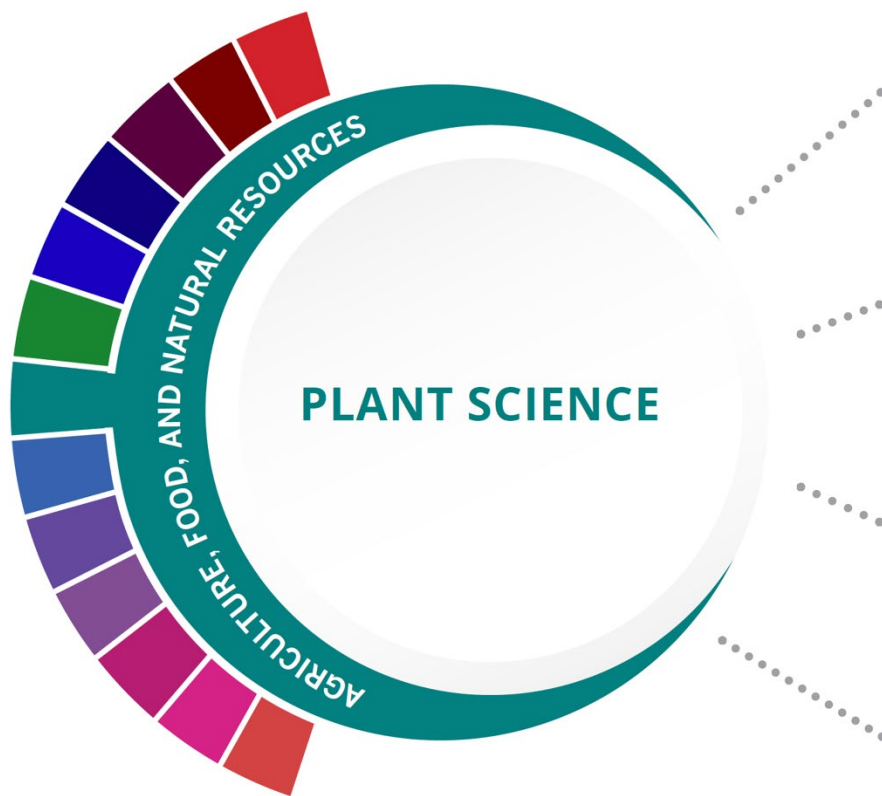
Exploration Activities:	Work Based Learning Activities:
Texas FFA - Lamar Barn	Work based study in Veterinary office FFA Supervised Agriculture Experience (SAE)

The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners 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. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

Successful completion of the Animal Science program of study will fulfill requirements of a Business and Industry endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1	Principles of Agriculture, Food, and Natural Resources
Level 2	Floral Design
Level 3	Landscape Design & Management Turf Grass Managements
Level 4	Horticulture Science Practicum in Horticulture Science

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

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%

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Texas FFA	Work part-time at a florist; start or work for a local landscaping business FFA Supervised Agriculture Experience (SAE)

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 or STEM endorsement if the math and science requirements are met. Revised - July 2020

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.

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.

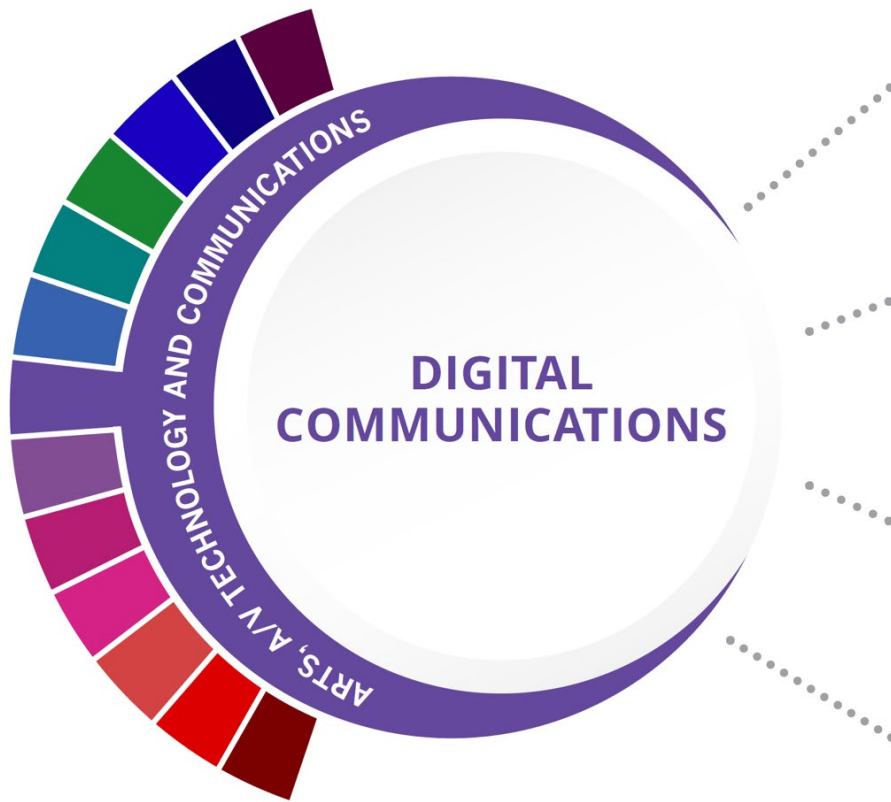
OSHA 30 Hour General Industry

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.



- Level 1** Principles of Arts, A/V Technology, and Communications
-
- Level 2** Audio/Video Production I
-
- Level 3** Audio Video Production II
-
- Level 4** Digital Audio Technology
-

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Premiere Pro	Certified Video Engineer	Recording Arts Technology/ Technician	Recording Arts Technology/ Technician	Communications Technology/ Technician
	Commercial Audio Technician	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production	Cinematography and Film/ Video Production
	Certified AM Directional Specialist	Radio and Television Broadcasting Technology/ Technician	Radio and Television	Radio and Television
	Certified Broadcast Radio Engineer	Music Technology	Agricultural Communication/ Journalism	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:	Work Based Learning Activities:
Shadow a production team Participate in SkillsUSA or TSA	Intern at a local television station or video production company Work with a local company on a project

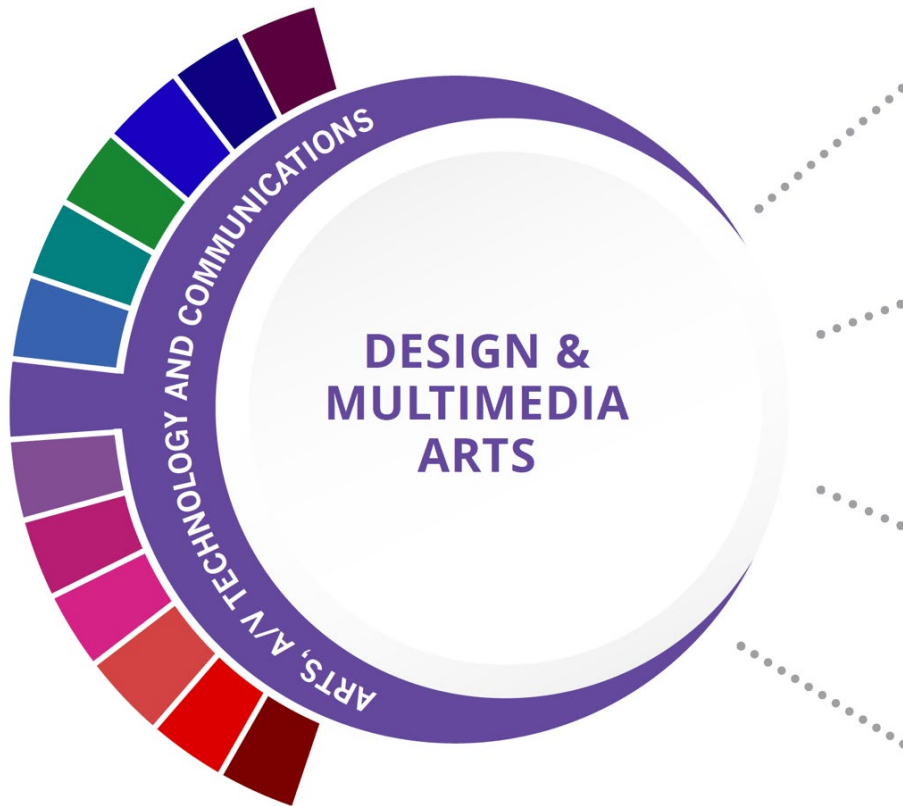
Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

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 the Business and Industry Endorsement. Revised - July 2020



Level 1	Principles of Arts, A/V Technology, and Communications
Level 2	Graphic Design and Illustration I
Level 3	Graphic Design and Illustration II
Level 4	Commercial Photography I

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	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
	WOW Certified Web Designer Apprentice	Graphic Design	Graphic Design	Graphic Design
	Adobe Suite Certifications	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/Multimedia

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:	Work Based Learning Activities:
Join a website development or coding club. Participate in SkillsUSA or TSA	Intern with a multimedia or animation studio. Obtain a certificate or certification in graphic design.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The 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 Design & Multimedia Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

Arts, A/V 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.

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.



Level 1 Principles of Business, Marketing, and Finance

Level 2 Business Information Management I

Level 3 Business Management

Level 4 Practicum
OR
Global Business & Human Resource Management

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

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:	Work Based Learning Activities:
Business Professional of America (BPA), Future Business Leaders of America (FBLA), and DECA	Internship with local business or chamber of commerce

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Business Management program of study teaches CTE learners 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. Revised - July 2020



Business, Marketing, & Finance

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.



Level 1 Principles of Hospitality and Tourism

Level 2 Hotel Management

Level 3 Travel and Tourism Management

Level 4 Hospitality Services

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
OSHA 30	Certified Hospitality Supervisor	Hotel/Motel Administration/Management	Hospitality Administration/Management, General	Hospitality Administration/Management, General
	Certified Hotel Administrator	Business Administration and Management, General	Business Administration and Management, General	Business Administration and Management, General
	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	Marketing/Management, General

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:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA), American Hotel and Lodging Association	Intern at a resort or lodging property; work at a hotel, summer camp or theme park;

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Lodging and Resort Management program of study introduces CTE learners 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 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 Lodging and Resort Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020





Level 1 Principles of Hospitality and Tourism

Level 2 Introduction to Culinary Arts

Level 3 Culinary Arts

Level 4 Practicum
OR
Food Science

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

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, and 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

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Culinary Arts program of study introduces CTE learners 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. Revised - July 2020

Hospitality & 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.

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.



Level 1 Principles of Exercise Science and Wellness

Level 2 Kinesiology I

Level 3 Anatomy and Physiology
Kinesiology II

Level 4 TBD

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Certified Personal Trainer	Physical Therapist Assistant	Kinesiology and Exercise Science	Kinesiology and Exercise Science	Exercise Physiology
	Physical Therapy Aides	Therapeutic Recreation/ Recreational Therapy	Therapeutic Recreation/ Recreational Therapy	Therapeutic Recreation/ Recreational Therapy
	Dietetic Technician	Athletic Training/ Trainer	Athletic Training/ Trainer	Athletic Training/ Trainer
			Dietitians and Nutritionists	Physical Therapist

Occupations	Median Wage	Annual Openings	% Growth
Athletic Trainers	\$53,450	215	22%
Exercise Physiologists	\$41,662	33	33%
Coaches and Scouts	\$40,010	2,133	23%
Dietitians and Nutritionists	\$57,762	428	24%
Recreational Therapists	\$45,906	74	24%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Health Occupation Students of America (HOSA)	Volunteer at a hospital or rehabilitation center; manage a school sports team

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Exercise Science and Wellness program of study introduces CTE learners to the fields that assist patients with maintaining physical, mental, and emotional health. Students will research diet and exercise needed to maintain a healthy, balanced lifestyle and learn about and practice techniques to help patients recover from injury, illness, or disease.



The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.

Successful completion of the Exercise Science and Wellness program of study will fulfill requirements of a Public Service endorsement or STEM endorsement if the math and science requirements are met. Revised - July 2020

Health Science

Industry Certifications

Certified Personal Trainer

A personal trainer assesses behavior adaptation readiness and offers guidance in the development of realistic, client-centered goals related to health, fitness, and wellness. In addition they develop and administer programs designed to promote optimal fitness, muscular strength, muscular endurance, flexibility, and body composition.



- Level 1** Principles of Human Services
-
- Level 2** Human Growth & Development
-
- Level 3** Child Development
-
- Level 4** Family & Community Services
-

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Child Development Associate	Human Development and Family Studies	Human Development and Family Studies	Human Development and Family Studies	Human Development and Family Studies
	Community Health Services/ Liaison/ Counseling	Human Services/Sciences, General	Human Services/Sciences, General	Marriage and Family Therapy/ Counseling
	Distance Credentialed Counselor	Family and Consumer Sciences	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 on 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:	Work Based Learning Activities:
American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America	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 learners 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. Revised - July 2020

Human Services

Industry Certifications

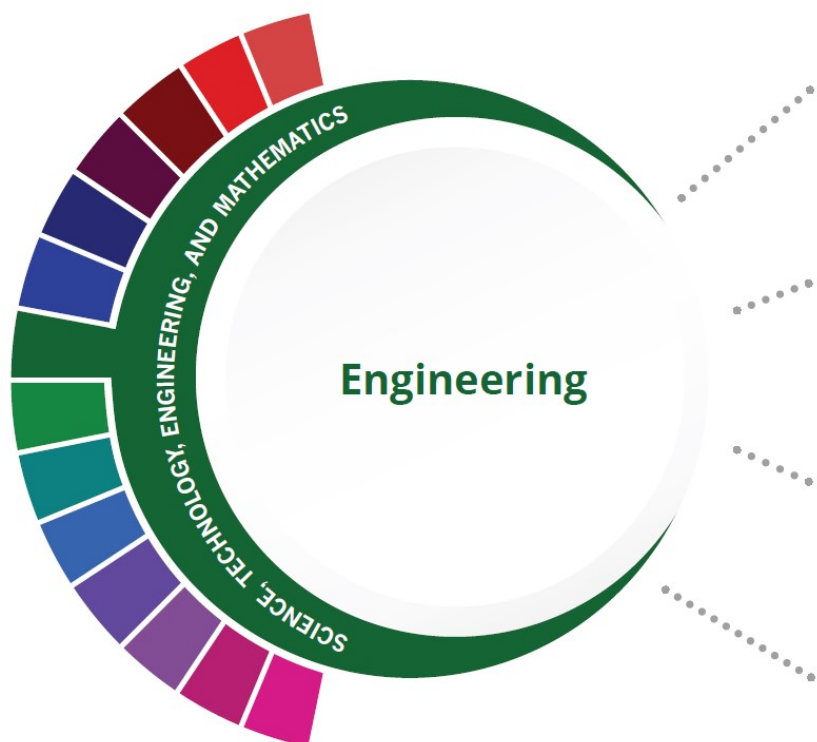
Child Development Associate

The Child Development Associate (CDA) Credential is the most widely recognized credential in Early Childhood Education (ECE) and is a key stepping stone on the path of career advancement in ECE. The Child Development Associate (CDA) Credential is based on a core set of six competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children.

The six competency standards include:

- establishing and maintaining a safe, healthy learning environment;
- advancing physical and intellectual competence;
- supporting social and emotional development and to provide positive guidance;
- establishing positive and productive relationships with families;
- ensuring a well-run, purposeful program responsive to participant needs and
- maintaining a commitment to professionalism.

CDA's have knowledge of how to put the CDA Competency Standards into practice and understanding of why those standards help children move with success from one developmental stage to another. Put simply, CDA's know how to nurture the emotional, physical, intellectual, and social development of children.



Level 1 Principles of Applied Engineering

Level 2 Engineering Design and Presentation I

Level 3 Engineering Science

Level 4 Engineering Design and Presentation II

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
Autodesk Certified Professional or User (ACU)- Inventor	Engineer, Professional	Electrical and Electronics Engineering	Electrical and Electronics Engineering	Electrical and Electronics Engineering
	Fluid Power Systems Designer	Drafting and Design Technology/ Technician, General	CAD/CADD Drafting and/or Design Technology/ Technician	Mechanical Engineering
	Certified Biomedical Auditor	Engineering Technology	Bioengineering and Biomedical Engineering	Bioengineering and Biomedical Engineering
	Certified Cost Estimator/ Analyst		Construction Engineering Technology/ Technician	

Occupations	Median Wage	Annual Openings	% Growth
Aerospace Engineers	\$110,843	481	9%
Industrial Engineers	\$97,074	1,263	10%
Mechanical Engineers	\$91,107	1,535	11%
Chemical Engineers	\$112,819	474	9%
Electrical Engineers	\$98,405	1,137	10%

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

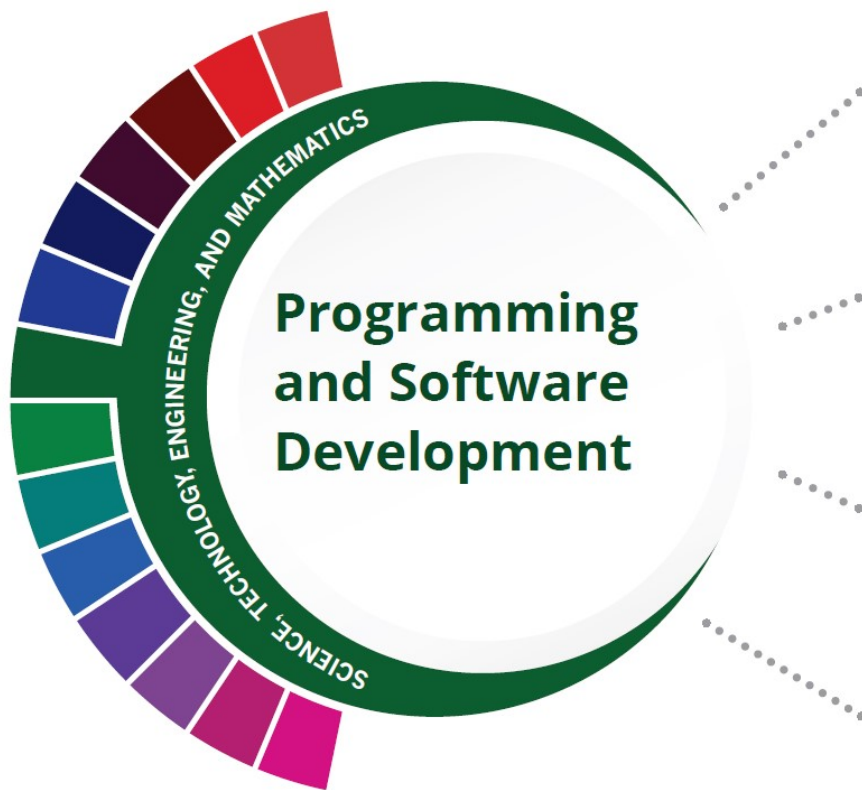
Exploration Activities:	Work Based Learning Activities:
Participate in competitions like Skills USA	Engineering internship Job shadow a machinist

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing systems.



The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Engineering program of study will fulfill requirements of the Business and Industry or STEM endorsement if the math and science requirements are met. Revised - July 2020



Level 1 AP Computer Science Principles

Level 2 Computer Science I (PreIB Computer Science)

Level 3 IB DP Computer Science Standard Level Year 1

Level 4 IB DP Computer Science Standard Level Year 2

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
	Certified Computing Professional	Computer Programming/Programmer General	Management Information Systems, General	Computer Software Engineer
	Cloud Technology Associate Certification	Computer Software Engineer	Computer Software Engineer	Computer Science
	AEM 6 Developer	Computer Science	Computer Science	Information Science/Studies
	Certified Software Analyst	Certified Software Analyst	Information Science/Studies	

Occupations	Median Wage	Annual Openings	% Growth
Software Developer, Systems Software	\$103,334	2,985	25%
Software Developers, Applications	\$104,499	6,311	30%
Computer Programmers	\$79,893	1,454	9%

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
Exploration Activities:	Work Based Learning Activities:
Join TSA Participate in coding club at school	Obtain an industry-based certification.

Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

The Programming and Software Development program of study explores the occupations and education opportunities associated with researching, designing, developing, and testing operating systems-level software, compilers, and network distribution software for medical, industrial, military, communications, aerospace, business, scientific, and general computer applications. This program of study may also include exploration into creating, modifying, and testing the codes, forms, and script that allow computer applications to run.



The Science, Technology, Engineering, and Mathematics (STEM) Career Cluster focuses on planning, managing, and providing, scientific research and professional and technical services, including laboratory and testing services, and research and development services.

Successful completion of the Programming and Software Development program of study will fulfill requirements of the Business and Industry and STEM endorsement if the math and science requirements are met. Revised - July 2020



Science, Technology, Engineering, & 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.

Industry Certifications

Engineering

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.

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.

Lamar High School Course Sequences

2021 - 2022

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 Course 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	HL English Language and Literature 1	And	HL English Language and Literature 2

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

Subject	IB Course Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Social Studies	MYP Individuals & Societies	8th Grade US History	World Geography	World History	US History	And	Govt/Econ
	DP Group 3	8th Grade US History	Pre IB Geography	AP World History	Pre DP US History (HOA Yr 1)	And	HL History of the Americas (HOA Yr 2)
	DP Group 3				HL Economics Yr 1	And	HL Economics Yr 2
	DP Group 3						SL Economics (1 year)
	DP Group 3				SL Art History	OR	SL Art History
	DP Group 3				SL Psychology	OR	SL Psychology
	DP Group 3				SL World Religions	OR	SL World Religions
	N/A				AP Government (1 semester only)	OR	AP Government (1 semester only)
U.S. History is a graduation requirement. All students take U.S. History in 11th grade.							

Subject	IB Course Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Science	MYP Sciences	8th Grade Science or IPC	Biology	Chemistry	Anatomy & Physiology	And	Earth and Space Science
							Aquatic Science
							SL Sports, Exercise & Health Science
	DP Group 4	8th Grade Science or 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 (SL & HL); Physics (SL & HL); Chemistry (SL only); Sports, Exercise & Health (SL only), and Environmental Systems (SL only)							

Subject	IB Course Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Math	MYP Mathematics	8th Grade Math	Algebra 1	Geometry	Algebra 2	And	Statistics
			Pre IB Algebra 1 (Pre IB Geometry required in Summer School after 9th grade)				
	DP Group 5*	8th Grade Math	Pre IB Algebra II	Pre IB Algebra II	SL AI Math Yr 1	And	SL AI Math Yr 2
	DP Group 5	Algebra 1	Pre IB Geometry	Pre IB Algebra II	SL/HL Math Yr 1	And	SL/HL Math Yr 2
	DP Group 5	Geometry	Pre IB Algebra 2	Pre IB Pre Calculus	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 Geometry between 9th and 10th grade.							

Subject	IB Course 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	And	CP PPS (Fall Semester)

Courses and Industry Certifications are subject to change based on State and District offerings and requirements.

Subject	IB Course Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Fine Arts	DP Group 6				SL/HL Film	And	SL/HL Film
	DP Group 7				SL/HL Music	And	SL/HL Music
	DP Group 6		Theater Arts 1	Theater Arts 2	SL/HL Theater Yr 1	And	SL/HL Theater Yr 2
	MYP Arts *		Theater Arts 1	Theater Arts 2	Theater Arts 3	N/A	Theater Arts 4
				Sculpture/3D Art 2 or Mixed Media 2D Art 2	Sculpture/3D Art 3 or Mixed Media 2D Art 3		
	DP Group 6		Visual Art 1			And	SL Visual Art
				Sculpture/3D Art 2 or Mixed Media 2D Art 2	Sculpture/3D Art 3 or Mixed Media 2D Art 3		
	MYP Arts		Visual Art 1			N/A	Sculpture/3D Art 4 or Mixed Media 2D Art 4
	MYP Arts		Band 1	Band 2	Band 3	N/A	Band 4
			Jazz Band 1	Jazz Band 2	Jazz Band 3	N/A	Jazz Band 4
	MYP Arts		Choir 1	Choir 2	Choir 3	N/A	Choir 4
				Rangerettes/ Adv Modern/ Adv Hip			
	DP Group 6		Dance 1		SL/HL Dance Yr 1	And	SL/HL Dance Yr 2
				Rangerettes/ Adv Modern/ Adv Hip	Rangerettes/ Adv Modern/ Adv Hip Hop		Rangerettes/ Adv Modern/ Adv Hip Hop
	MYP Arts		Dance 1			N/A	
MYP Arts	Orchestra 1	Orchestra 2	Orchestra 3	N/A	Orchestra 4		
MYP Arts	Guitar Multilevel	Guitar Multilevel	Guitar Multilevel		Guitar Multilevel		
MYP Arts	Piano 1	Piano 2	Piano 3		Piano 4		
Fine Arts courses are not necessarily grade specific. i.e. 11th grader can take Year 1. *Theater Arts has several offerings. See course descriptions for more information.							
IBDC = All PDP/IB Cores + 4 yrs LOTE + 3SL/HL IB Exams + TOK, CAS, & EE							
IBCP = 2 PDP/IB Cores + 2 yrs LOTE + 2 IB Exams + PPS + Reflective Project							
Important Notes							
1. If you enroll in an IB 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.							
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 math.							
5. Students may not double up in core subjects.							

Extra-Curricular Activities

Clubs and Organizations

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

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

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>

Clubs, Fine Arts, and Athletic Organizations

African American Heritage Student Association	Cross Country, Boys' & Girls'	JROTC
American Field Service	Debate Association	JROTC Color Guard
Artist Club	Debate/National Speech and	Key Club
Band	Drama Club	Know Thyself
Baseball	Ecology/Environmental Club	Lamar Cable Television
Basketball, Boys'	ESL Club	Lamar Dance Theatre
Basketball, Girls'	FCCLA Family, Career and	Lamar Elite Engineering Team
Best Buddies	Fifty-One Rising	Lamar for Healthy Living
Book Club	Football	Lamar Life - Magazine
Break-Dance Club	Foster Future	Lamar Robotics
Cheerleading	Freedom Society	Lamar Student Advisory Board
Chess Team	French Club	Lamar Student Council
Choir Men	Gay/Straight Alliance	Loading Dock Productions
Choir Women	Get Up and Go Club	Lone Star Society
Choir, J.V. Men	Girl Code	Magic Club
Choir, J.V. Women	Global Awareness Club	Math Interest and Competition Club
Chorale	Golf	Mind Masters
Christian Athletes Club	Industrial Technology Club	Model UN
Community Leaders of America	Interact	National FFA Organization
Computer Science Club	Italian Club	National Honor Society
Concert Women's Choir	Japanese Club	Npmi Human Trafficking Club

Odyssey of the Mind	Robotics-Science Club	Track & Field, Boys'
One Love	Rubik's Cube Club	Track & Field, Girls'
Operation Smile	Smart Financial Credit Union	UIL (University Interscholastic League
Orchestra	Soccer, Boys'	Academics
Orenda – Yearbook	Soccer, Girls'	Ultimate Frisbee
PAWS – Protection Animal Welfare Society	Softball	Vietnam War History Club
Photography & Film Club	Spanish Club	Volleyball, Girls'
Piano	Spanish Poetry Club	Wakonda – Freshman Club
Pilates and Yoga Club	Student Advisory Board	Water Polo, Boys' & Girls'
Pre-Med HOSA	Swimming, Boys' & Girls'	Wrestling, Boys'
Rangerettes Drill Team	Technology Student Association	Wrestling, Girls'
Rangers	Tennis	Young Democrats
Reading Aces	The American Israel Friendship League	Young Engineer's Club
Red Cross	The DA	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 the program director about the audition process and look for information in the weekly newsletter.

Choir	Lamar Dance Theater
Marching Band	Orchestra
Jazz Band	Guitar
Modern Dance	Piano
Hip Hop	Visual Art

ATHLETICS

lamarathletics@houstonisd.org

Athletics Coordinator Michael Lindsey philip.lindsey@houstonisd.org

Athletics Clerk Karen Vessels kvessels@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 Louise.Madison@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 web-site for more information.

Follow Lamar Girls' Basketball on twitter - @LadyTexansHoops

Boys Cross Country Head Coach Jerry Martinez jmartin9@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 Gerrick Green Gerrick.green@houstonisd.org

Track and Field is a Spring Sport. Students must want to participate and be a part of the team here even if they run for a club outside of school. The Lamar team comes first.

Follow Lamar Boys' Track & Field @Lamar_BoysTrack on twitter.

Girls Cross Country Coach Reagan House Regan.House@houstonisd.org

Cross Country starts in the summer. Please contact Coach Green if you are interested in girls' cross country or girls' track. Follow Lamar Girls' Track & Field @lamar_track on twitter.

Girls Track and Field Head Coach Gerrick Green Gerrick.green@houstonisd.org

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 Jim Ray kvessels@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 Guy.Nell@houstonisd.org

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

Softball Head Coach Brandy.Mardis@houstonisd.org

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

Swim, Water Polo and Diving Coordinator Dwayne Davis Dwayne.Davis@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 Khaleed.Matthews@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 web-site for exact times and more information. Follow Lamar Volleyball on twitter @VolleyballLamar

Girls and Boys Wrestling Head Coach kvessels@houstonisd.org

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

Club Sports

Field Hockey

Field Hockey Team Mom, Krysten Crawford, Krysten.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

Student Support

College Corner

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

Social and Emotional Support

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

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

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

The Student Support Center provides:

1. Tutors
2. Mentors
3. Group counseling
4. School Uniform assistance
5. Access to social service agencies such as food banks, temporary housing and outside counseling agencies

6. 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).

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 to 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.

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 non-credit STAAR EOC tutorial. The only exception would be for a senior who is enrolled in eight core-curriculum and required courses needed for graduation.

Lamar Policies at a Glance

Dress Code

Dress and Grooming

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

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

The Uniform Policy

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

*** Mask Required ***

Tops

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

Pants, Shorts and Skirts

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

Shoes

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

The following items are prohibited:

- head coverings of any kind, with the exception of coverings related to religious or medical requirements;
- accessories depicting or making references to drugs, alcohol, tobacco, vulgar or obscene language, sexual promiscuity, the occult, death, violence or gang-related activities may not be worn;

- spiked dog collars, spiked bracelets, linked chains (for wallets or necklaces);
- rosaries;
- metal rakes and combs are not allowed on campus;
- tatoos and henna markings with inappropriate or vulgar messages must be covered and not visible;
- expensive or irreplaceable jewelry should not be worn to school;
- any other clothing or accessory that causes a distraction to the school environment;
- alteration of the school uniform is not acceptable including, but not limited to hemming, writing/painting on, or any alteration of the school uniform.
-

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

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

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 descriptors below.
1–2	The student: <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 connections in features across and within genres and texts.
3–4	The student: <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 and explanations, though this may not be consistent; uses some terminology iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.

Achievement level	Level descriptor
5–6	The student: <ul style="list-style-type: none"> i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently 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	The student: <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 texts ii. perceptively analyses the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.

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

Grading Categories

Preparation Assessments 20%

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

Minimum of 6 preparation grades per cycle.

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

Formative Assessments 40%

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

Minimum of 6 formative grades per cycle.

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

Summative Assessments 40%

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

Minimum of 2 summative grades per cycle.

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

Communications

Parents are encouraged to read the weekly newsletter, which is sent to the parent email on file, the student's HISD email, and posted on the Lamar website. Lamar also utilizes the district call out and text message system for more urgent matters. Phone numbers on file will receive the calls and text messages. Parents are also encouraged to log into their student's 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	Freshman	0.0 - 5.5
10	Sophomore	6.0 - 11.5
11	Junior	12.0 - 17.5
12	Senior	18.0+

Course Credit

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

Alternate ways to earn credit

- Middle school - Students may earn high school credit in middle school. For students enrolled in Texas public schools this credit will automatically be added to their high school transcript. Students entering Lamar from a non-Texas public school will have their credit assessed to ensure it aligns with Texas Education Agency guidelines on content and rigor.
- Summer school - Students who did not earn full credit for a course during the regular academic year will be required to enroll in summer school to recover their lost credit. Summer school dates and requirements will be announced in May and registration will also take place in May. Students will be enrolled by their Academic Dean and students should contact their Academic Dean or the Dean of Students with questions.

Students who are pursuing the IB Diploma may need to enroll in summer school if they did not receive Algebra 1 credit in middle school. Students can enroll in 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:
 - the student has earned a passing semester grade in the class; and
 - attends assigned credit appeal sessions;

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

- 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.

Parking and Transportation

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.

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. If a student is attending Lamar on a transfer they may apply for transportation through their Neighborhood Office, but please note that not all transfers are eligible for HISD transportation.

Parking Garage

The parking garage is on the east side of campus. There

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.

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