

Mirabeau B. Lamar Senior High School

An International Baccalaureate World School



Prospective Student Guide

2020 - 2021

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 2021. (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 October 1, 2023 and close on November 1, 2023. 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:

Accounting and Financial Services

Finance

Agriculture, Food, and Natural Resources

Animal Science

Plant Science

Arts, Audio Visual Technology and Communication

Broadcast Journalism

Print Journalism

Hospitality and Tourism

Culinary Arts

Hotel Management

Human Services

Child Development

Science, Technology, Engineering, and Mathematics

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 Accounting | DP or CP | CTE Accounting | Yes |
| CTE Animal Science | DP or CP | CTE Animal Science | Yes |
| CTE Audio/Visual Prod | DP or CP | CTE Audio/Visual Prod | Yes |
| CTE Business Management | DP or CP | CTE Business Management | Yes |
| CTE Child Development | DP or CP | CTE Child Development | Yes |
| CTE Culinary Arts | DP or CP | CTE Culinary Arts | Yes |
| CTE Engineering | DP or CP | CTE Engineering | 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.

Student Led Conferences, Course Selection

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

Endorsements

What are endorsements?

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

Students can choose from five endorsement areas:

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

What does this mean for me?

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

Endorsement Requirements:

Science, Technology, Engineering, and Mathematics (STEM)

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

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

- Agriculture
- Audio/Video
- Business Management and Administration
- 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

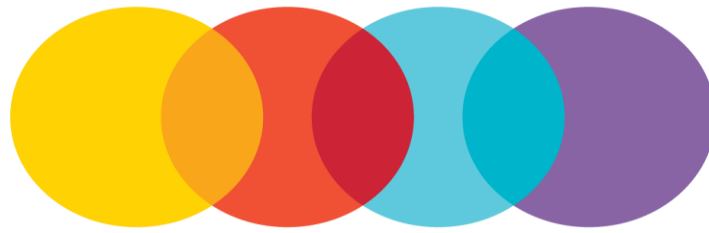
Multi-Disciplinary Studies (one of the following)

- 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.

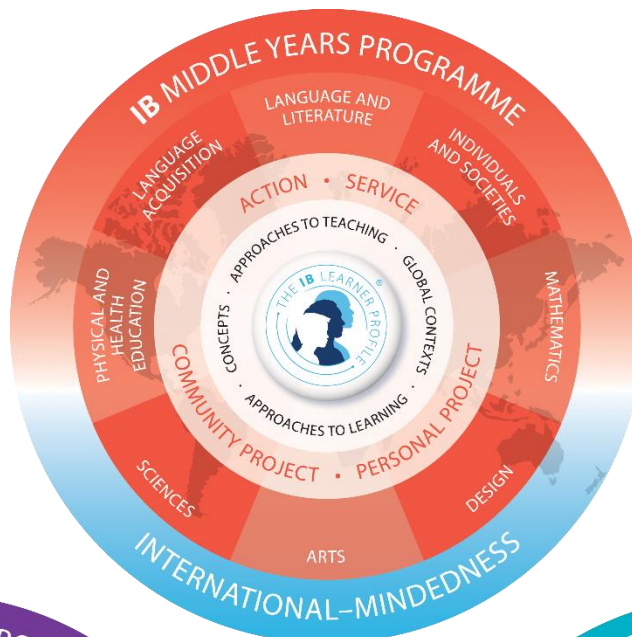


IB CONTINUUM

CONTINUUM DE L'IB

CONTINUO DEL IB

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





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

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

What the MYP offers students:

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

Students will:

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

PERSONAL PROJECT

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



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

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

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

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

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

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

The CP enables students to:

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

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

| Sample IB Career Program Pathway | | | | |
|-----------------------------------------|-------------------------------------|-------------------------------|-------------------------------|-------------------------------|
| | 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

Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles 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: 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operation machines and keep them in good repair. | Personal qualities that describe me: 1. Self Reliant 2. Nature Lover 3. Physically Active 4. Planner 5. Creative problem solver | School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture | Total Number circled in Box 1 |
| | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> | | | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> |
| Box 2 | Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters. | Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others. 5. Determined/tenacious | School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies | Total Number circled in Box 2 |
| | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> | | | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> |
| Box 3 | Activities that describe what I like to do: 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with Computer programs 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision. | Personal qualities that describe me: 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible | School subjects that I like: 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics | Total Number circled in Box 3 |
| | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> | | | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> |
| Box 4 | Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. | Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self - confident 4. Logical 5. Methodical or efficient | School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services | Total Number circled in Box 4 |
| | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> | | | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> |
| Box 5 | Activities that describe what I like to do: 1. Investigate new places and activities 2. Work with all ages and types of people 3. Organize activities in which other people enjoy themselves 4. Have a flexible schedule 5. Help people make up their minds 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. | Personal qualities that describe me: 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger | School subjects that I like: 1. Language Arts/Speech 2. Foreign Language 3. Social Studies 4. Marketing 5. Food Services | Total Number circled in Box 5 |
| | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> | | | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> |
| Box 6 | Activities that describe what I like to do: 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. | Personal qualities that describe me: 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Uses intuition and logic 5. Non-judgemental | School subjects that I like: 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance | Total Number circled in Box 6 |
| | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> | | | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> |
| Box 7 | Activities that describe what I like to do: 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise. | Personal qualities that describe me: 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined | School subjects that I like: 1. Math 2. Science 3. Drafting/Computer Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education | Total Number circled in Box 7 |
| | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> | | | <div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> |

| | | |
|---|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | Finance | Planning, services for financial and investment planning, banking, insurance, and business financial management. |
| 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. |

Agriculture, Food, & Natural Resources

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

| CTE Cluster | Strand | Year 1 | Year 2 | Year 3 | Year 4 | Certification | Endorsement |
|---------------------------------------------------|--------------------|---------------------------|----------------------|-------------------------------------------------------|-----------------------------------|--------------------------------|---------------------|
| AGRICULTURE, FOOD, & NATURAL RESOURCES | Veterinary Science | Principles of Agriculture | Livestock Production | Veterinary Medical Applications | Practicum | Certified Veterinary Assistant | Business & Industry |
| | Animal Science | Principles of Agriculture | Livestock Production | Equine Sciences/Small Animal Management | Advanced Animal Sciences | OSHA 30 | Business & Industry |
| | Plant Science | Principles of Agriculture | Floral Design | Landscape Design & Management / Turf Grass Management | Practicum Horticulture Science | TSFA Tx Floral Design L1 | Business & Industry |

Industry Certifications

Animal Science

Certified Veterinarian Assistant Level 1

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

OSHA 30 Hour General Industry

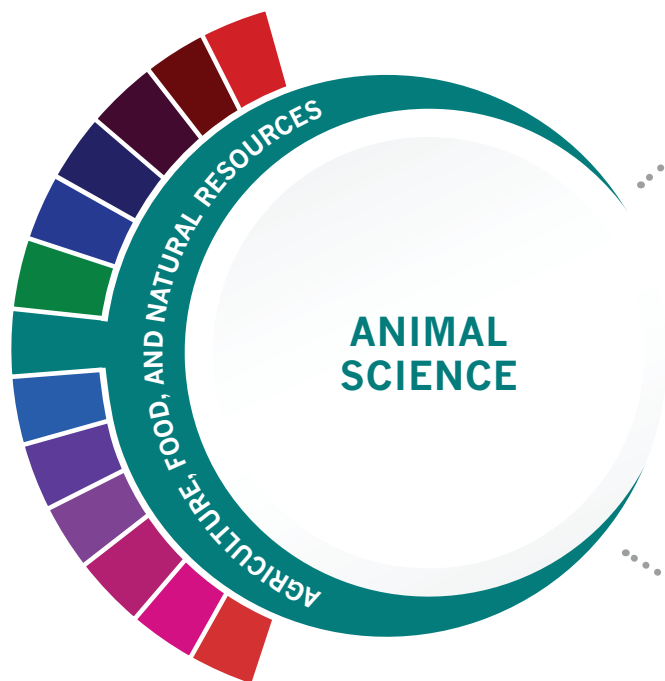
The OSHA Outreach Training Program provides workers with basic and more advanced training about common safety and health hazards on the job. Students receive an OSHA 30-hour course completion card at the end of the training.

Plant Science

Texas State Floral Association Level 1 Floral Certification

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

COURSES



LEVEL 1

Principles of Agriculture, Food, and Natural Resources

LEVEL 2

Small Animal Management
Equine Science

LEVEL 3

Livestock Production/Lab

LEVEL 4

Advanced Animal Science
Veterinary Medical Applications/Lab
Practicum in Agriculture, Food, and Natural Resources
Project-Based Research
Scientific Research and Design

POSTSECONDARY OPTIONS

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

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

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

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Texas FFA

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

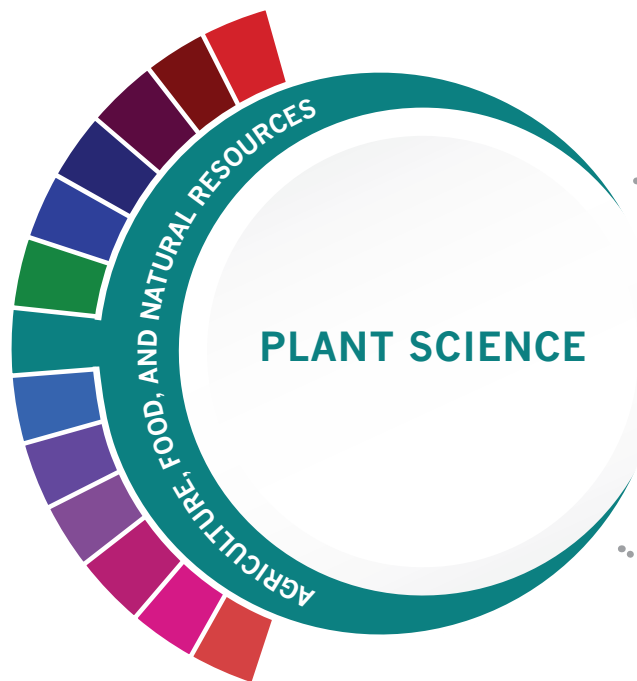
The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches students how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary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



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

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

COURSES



LEVEL 1

Principles of Agriculture, Food, and Natural Resources

LEVEL 2

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

LEVEL 3

Floral Design/Lab
Horticultural Science/Lab
Viticulture

LEVEL 4

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

POSTSECONDARY OPTIONS

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

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

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

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Texas FFA

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

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



The Agriculture, Food, and Natural Resources (AFNR) Career Cluster® focuses on the essential elements of life—food, water, land, and air. This career cluster includes a diverse spectrum of occupations, ranging from farmer, rancher, and veterinarian to geologist, land conservationist, and florist. It also includes non-traditional agricultural occupations like wind energy, solar energy, and oil and gas production.

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

Arts, Audio Visual Technology & Communications

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

| CTE Cluster | Strand | Year 1 | Year 2 | Year 3 | Year 4 | Certification | Endorsement |
|----------------------------------------------------|----------------------|------------------------------------------------------------|---------------------------------|---------------------------------|--------------------------|----------------------------------------|---------------------|
| AUDIO VISUAL TECHNOLOGY & COMMUNICATION | Broadcast Journalism | Principles of Arts Audio Visual Technology & Communication | Audio Visual Production 1 | Audio Visual Production 2 | Digital Audio Technology | Adobe Certified Associate Premiere Pro | Business & Industry |
| | Print Journalism | Principles of Arts Audio Visual Technology & Communication | Graphic Design & Illustration 1 | Graphic Design & Illustration 2 | Commercial Photography 1 | Adobe Certified Associate InDesign | Business & Industry |

Industry Certifications

Broadcast Journalism

Adobe Certified Associate Premier Pro

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

Print Journalism

Adobe Certified Associate InDesign

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

COURSES



LEVEL 1

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

LEVEL 2

Audio/Video Production/Lab
Digital Audio Technology

LEVEL 3

Audio Video Production II/Lab
Digital Audio Technology II

LEVEL 4

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

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

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

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

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Shadow a production team
SkillsUSA, TSA

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

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

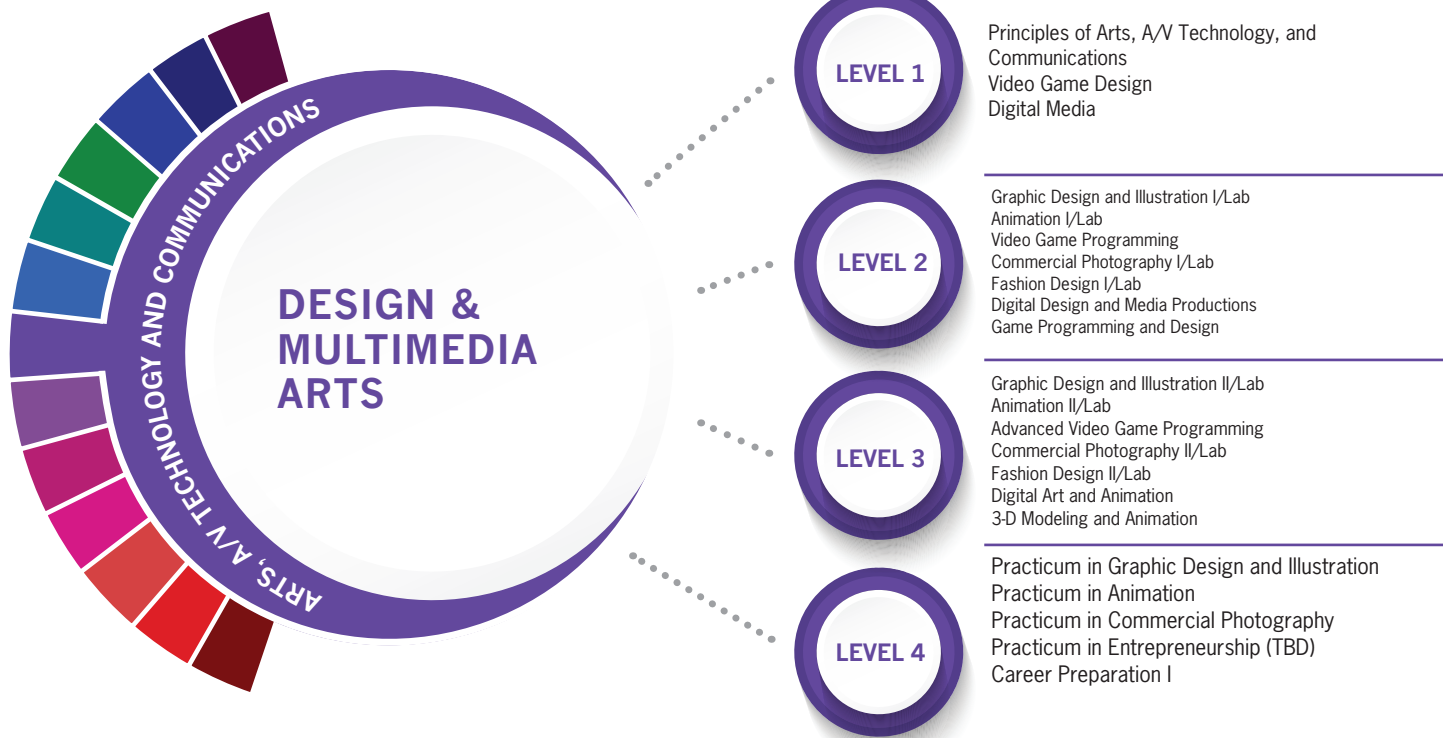


The Arts, A/V Technology and Communications (AAVTC) Career Cluster® focuses on careers in designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services. Careers in the AAVTC career cluster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

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

Approved Statewide Program of Study - September 2019

COURSES



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

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

The Graphic Design and Multimedia Arts program of study explores the occupations and educational opportunities associated with designing or creating graphics to meet specific commercial or promotional needs, such as packaging, displays, or logos. This program of study may also include exploration into designing clothing and accessories, and creating special effects, animation, or other visual images using film, video, computers, or other electronic tools and media, for use in computer games, movies, music videos, and commercials.



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

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

Approved Statewide Program of Study - September 2019

Business Management and Administration

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

| CTE Cluster | Strand | Year 1 | Year 2 | Year 3 | Year 4 | Certification | Endorsement |
|-----------------------------------------------------------|-------------------------------------|----------------------------------------------------------|--------------------------------------------|------------------------|--------------------------------------------------------|------------------|------------------------|
| BUSINESS ADMINISTRATION MAGNET PROGRAM | Business Administration | Principles of Business, Marketing, & Finance | Business Information Management 1 | Business Management | Practicum | Microsoft Office | Business & Industry |
| | | | | | Global Business/ Human Resource Management | | |
| | IB DP Business Administration | Principles of Business, Marketing, & Finance | Business Information Management 1 | DP Business | DP Business | Microsoft Office | Multidisciplinary |
| | | | | DP Economics | DP Economics | Microsoft Office | Multidisciplinary |
| | | AP Computer Science Principles | PrelB Computer Science | DP Computer Science | DP Computer Science | Java | Multidisciplinary |

Industry Certifications

Business Administration

Microsoft Office Specialist Excel

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

Microsoft Office Specialist Word

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

Microsoft Office Master Level 2016

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

Computer Science

Microsoft Technology Associate Introduction to Programming Using Java

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



COURSES

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

LEVEL 1

Business Law
Virtual Business
Business Information Management II/Lab

LEVEL 2

Business Management
Global Business
Human Resources Management

LEVEL 3

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

LEVEL 4

POSTSECONDARY OPTIONS

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

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

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

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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



The Business, Marketing, and Finance Career Cluster® focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

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

Finance

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

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

Industry Certifications

Intuit QuickBooks Certified User

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



COURSES

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

Accounting I
Banking and Financial Services
Financial Mathematics

Accounting II
Financial Analysis
Insurance Operations

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

POSTSECONDARY OPTIONS

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

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

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

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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



The Business, Marketing, and Finance Career Cluster® focuses on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

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

Hospitality and Tourism

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

| CTE Cluster | Strand | Year 1 | Year 2 | Year 3 | Year 4 | Certification | Endorsement |
|----------------------------------|------------------|-------------------------------------|-------------------------------|-----------------------------|----------------------|--------------------|---------------------|
| HOSPITALITY & TOURISM | Culinary Arts | Principles of Hospitality & Tourism | Introduction to Culinary Arts | Culinary Arts 2 | Practicum | Serve Safe Manager | Business & Industry |
| | | | | | Food Science | | |
| | Hotel Management | Principles of Hospitality & Tourism | Hotel Management | Travel & Tourism Management | Hospitality Services | OSHA 30 | Business & Industry |

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.



CULINARY ARTS

LEVEL 1

Introduction to Culinary Arts
Principles of Hospitality and Tourism

LEVEL 2

Culinary Arts
Foundations of Restaurant Management (TBD)

LEVEL 3

Advanced Culinary Arts

LEVEL 4

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

POSTSECONDARY OPTIONS

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

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

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

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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

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



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

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





COURSES

LEVEL 1

Principles of Hospitality and Tourism

LEVEL 2

Travel and Tourism Management
Entrepreneurship
Sports and Entertainment Marketing

LEVEL 3

Global Business
Tourism Marketing Concepts and Applications (TBD)

LEVEL 4

Practicum in Hospitality Services
Practicum in Entrepreneurship (TBD)
Career Preparation I

POSTSECONDARY OPTIONS

| HIGH SCHOOL/ INDUSTRY CERTIFICATION | CERTIFICATE/ LICENSE* | ASSOCIATE'S DEGREE | BACHELOR'S DEGREE | MASTER'S/ DOCTORAL PROFESSIONAL DEGREE |
|-----------------------------------------------------------|---------------------------------------|-------------------------------------------------|------------------------------------|-------------------------------------------------|
| Certified Hospitality and Tourism Management Professional | Travel and Tourism Professional | Tourism Management | | |
| Entrepreneurship and Small Business | Certified Tourism Executive | Business Administration and Management, General | | |
| Certified Associate in Project Management | Communication Management Professional | Tourism and Travel Services Management | Tourism Management | Recreation and Resources Development |
| | Certified Marketing Analyst | Tourism and Travel Services Marketing | Sport Event and Tourism Management | Recreation, Park, and Tourism Sciences |

| OCCUPATIONS | MEDIAN WAGE | ANNUAL OPENINGS | % GROWTH |
|----------------------------------------------------|-------------|-----------------|----------|
| Advertising and Promotions Managers | \$94,515 | 164 | 20% |
| Fundraisers | \$54,850 | 875 | 21% |
| Market Research Analysts and Marketing Specialists | \$70,346 | 4,664 | 40% |
| Marketing Managers | \$144,269 | 1,297 | 32% |

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:

Family, Career, and Community Leaders of America (FCCLA), SkillsUSA, Texas Travel Industry Association

Work Based Learning Activities:

Work at a local tourist attraction, theme park, or summer camp; volunteer at a local community event (fair or rodeo)

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

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

The Travel, Tourism, and Attractions program of study introduces students to occupations and educational opportunities related to the marketing or sales of travel and tourism services. This program of study allows students to learn how to plan, direct, and coordinate marketing or business policies and programs, including identifying potential customers and determining demand and promotional strategies for products and services.



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

Successful completion of the Travel, Tourism, and Attractions program of study will fulfill requirements of the Business and Industry Endorsement.

Approved Statewide Program of Study - September 2019



Human Services

The Human Services program of study focuses on preparing individuals for employment in careers that improve the quality of human lives. This program focuses on preparing individuals for employment in career pathways that relate to families and human needs such as family and community services and early childhood development and services. Students receive certification in Pediatric First Aid/CPR/AED and have the opportunity to observe and then intern in the Lamar High School Childcare Center.

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Certification | Endorsement |
|-------------------|------------------------------|-------------------|-----------------------------|----------------|-----------------------------|----------------|
| Child Development | Principles of Human Services | Child Development | Family & Community Services | Child Guidance | Child Development Associate | Public Service |

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.

COURSES



LEVEL 1

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

LEVEL 2

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

LEVEL 3

Counseling and Mental Health
Family and Community Services

LEVEL 4

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

POSTSECONDARY OPTIONS

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

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

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

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

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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



The Human Services Career Cluster® focuses on preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care services, and consumer services.

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

Science, Technology, Engineering, and Mathematics

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

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

Industry Certifications

Autodesk Certified User in AutoCAD

Autodesk Certified Professional in AutoCAD

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



COURSES

LEVEL 1

Principles of Applied Engineering
Computer Aided Drafting for Manufacturing (TBD)
Introduction to Engineering Design (PLTW)

LEVEL 2

Manufacturing Engineering Technology I

LEVEL 3

Engineering Design and Development (PLTW)
Engineering Design and Presentation I
Computer Integrated Manufacturing (PLTW)
Aerospace Engineering (PLTW)
Digital Electronics
Civil Engineering and Architecture (PLTW)
Engineering Science
Environmental Sustainability (PLTW)

LEVEL 4

Engineering Design and Problem Solving
Engineering Design and Presentation II
Practicum in STEM
Scientific Research and Design

| 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 |
| Certified SolidWorks Associate (CSWA) | Fluid Power Systems Designer | Drafting and Design Technology/ Technician, General | CAD/CADD Drafting and/or Design Technology/ Technician | Mechanical Engineering |
| Certified Engineering Technician - Audio Systems | 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 | \$91,707 | 1,535 | 11% |
| Chemical Engineers | \$112,819 | 474 | 9% |
| Electrical Engineers | \$98,405 | 1,137 | 10% |

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:
Participate in competitions like Skills USA

Career Preparation Activities:
Engineering internship
Job shadow a machinist

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

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

The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. Students 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.
Approved Statewide Program of Study - September 2019

Lamar High School Course Sequences

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

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

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

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

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

| Subject | IB Group | 8th Grade | 9th Grade | 10th | 11th | And/Or | 12th |
|---------|-----------------|----------------|------------------|-----------------|-----------------|--------|---------------------------------|
| Math | MYP Mathematics | 8th Grade Math | Algebra 1 | Algebra II | Geometry | And | Advanced Quantitative Reasoning |
| | DP Group 5 | Algebra 1 | Pre IB Algebra 2 | Pre IB Geometry | SL/HL Math Yr 1 | And | SL/HL Math Yr 2 |
| | DP Group 5 | Geometry | Pre IB Algebra 2 | AP Statistics | SL/HL Math Yr 1 | And | SL/HL Math Yr 2 |

If student wish to pursue the IB Diploma but did not take Algebra 1 in 8th grade they can take Algebra II between 9th and 10th grade or Geometry between 10th and 11th grade.

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

| CTE Cluster | Strand | Year 1 | Year 2 | Year 3 | Year 4 | Certification | Endorsement | Eligibility |
|-----------------------------------------|-------------------------------|------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|----------------------------------------|---------------------|-------------|
| AGRICULTURE, FOOD, & NATURAL RESOURCES | Veterinary Science | Principles of Agriculture | Livestock Production | Veterinary Medical Applications | Practicum | Certified Veterinary Assistant | Business & Industry | IB CP or DP |
| | Animal Science | Principles of Agriculture | Livestock Production | Equine Sciences/Small Animal Management | Advanced Animal Sciences | OSHA 30 | Business & Industry | IB CP or DP |
| | Plant Science | Principles of Agriculture | Floral Design | Landscape Design & Management / Turf Grass Management | Practicum | TSFA Tx Floral Design L1 | Business & Industry | IB CP or DP |
| AUDIO VISUAL TECHNOLOGY & COMMUNICATION | Broadcast Journalism | Principles of Arts Audio Visual Technology & Communication | Audio Visual Production 1 | Audio Visual Production 2 | Digital Audio Technology | Adobe Certified Associate Premiere Pro | Business & Industry | IB CP or DP |
| | Print Journalism | Principles of Arts Audio Visual Technology & Communication | Graphic Design & Illustration 1 | Graphic Design & Illustration 2 | Commercial Photography 1 | Adobe Certified Associate InDesign | Business & Industry | IB CP or DP |
| BUSINESS ADMINISTRATION MAGNET PROGRAM | Business Administration | Principles of Business, Marketing, & Finance | Business Information Management 1 | Business Management | Practicum Human Resource Management | Microsoft Office | Business & Industry | IB CP or DP |
| | IB DP Business Administration | Principles of Business, Marketing, & Finance | Business Information Management 1 OR PrelB Computer Science | DP Business OR DP Economics OR DP Computer Science | DP Business OR DP Economics OR DP Computer Science | Microsoft Office | Multidisciplinary | IB DP Only |
| FINANCE | Finance | Principles of Business, Marketing, & Finance | Money Matters | Accounting 1 | Accounting 2 | Intuit Quickbooks | Business & Industry | IB CP or DP |
| HOSPITALITY & TOURISM | Culinary Arts | Principles of Hospitality & Tourism | Introduction to Culinary Arts | Culinary Arts 2 | Practicum | Serve Safe Manager | Business & Industry | IB CP or DP |
| | Hotel Management | Principles of Hospitality & Tourism | Hotel Management | Travel & Tourism Management | Hospitality Services | OSHA 30 | Business & Industry | IB CP or DP |
| HUMAN SERVICES | Child Development | Principles of Human Services | Child Development | Family & Community Services | Child Guidance | Child Development Associate | Public Service | IB CP or DP |
| STEM | Engineering | Principles of Applied Engineering | Engineering Design & Presentation | Robotics 1 | Engineering Design & Presentation 2 | Auto Desk | STEM | IB CP or DP |

| Subject | IB Group | 8th Grade | 9th Grade | 10th | 11th | And/Or | 12th |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|-------------------|--------------------------------------------|--------------------------------------------|--------|--------------------------------------------|
| | DP Group 6 | | | | SL/HL Film | And | SL/HL Film |
| Fine Arts | DP Group 6 | | Theater Arts 1 | Theater Arts 2 | SL/HL Theater Yr 1 | And | SL/HL Theater Yr 2 |
| | MYP Arts * | | Theater Arts 1 | Theater Arts 2 | Theater Arts 3 | N/A | Theater Arts 4 |
| | DP Group 6 | | Visual Art 1 | Pre IB Visual Art 2 | SL/HL Visual Art Yr1 | And | SL/HL Visual Art Yr 2 |
| | | | | Sculpture/3D Art 2 or Mixed Media 2D Art 2 | Sculpture/3D Art 3 or Mixed Media 2D Art 3 | N/A | Sculpture/3D Art 4 or Mixed Media 2D Art 4 |
| | MYP Arts | | Visual Art 1 | | | | |
| | 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 | N/A | Rangerettes/ Adv Modern/ Adv Hip Hop |
| | MYP Arts | | Dance 1 | | | | |
| | 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

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

Extracurricular Activities

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

Clubs and Organizations

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

Clubs

| | | |
|-------------------------------------------------------|------------------------------------|---------------------------------------------------|
| African American Heritage Student Association | Italian Club | PAWS – Protection Animal Welfare Society |
| American Field Service | Japanese Club | Photography & Film Club |
| Artist Club | JROTC | Pilates and Yoga Club |
| Band | JROTC Color Guard | Pre-Med HOSA |
| Best Buddies | Key Club | Rangerettes Drill Team |
| Book Club | Know Thyself | Rangers |
| Break-Dance Club | Lamar Cable Television | Reading Aces |
| Cheerleading | Lamar Dance Theatre | Red Cross |
| Chess Team | Lamar Elite Engineering Team | Robotics-Science Club |
| Choir | Lamar for Healthy Living | Rubik's Cube Club |
| Christian Athletes Club | Lamar Life - Magazine | Smart Financial Credit Union |
| Computer Science Club | Lamar Robotics | Student Advisory Board |
| Debate/National Speech and Debate Association | Lamar Student Advisory Board | Spanish Club |
| Drama Club | Lamar Student Council | Spanish Poetry Club |
| Ecology/Environmental Club | Loading Dock Productions | Technology Student Association |
| ESL Club | Magic Club | Tennis |
| FCCLA Family, Career and Community Leaders of America | Math Interest and Competition Club | The American Israel Friendship League |
| Fifty-One Rising | Mind Masters | The DA |
| Foster Future | Model UN | Track & Field, Boys' |
| Freedom Society | National FFA Organization | UIL (University Interscholastic League) Academics |
| French Club | National Honor Society | Ultimate Frisbee |
| Gay/Straight Alliance | Npmi Human Trafficking Club | Vietnam War History Club |
| Get Up and Go Club | Odyssey of the Mind | Wakonda – Freshman Club |
| Girl Code | One Love | Young Democrats |
| Global Awareness Club | Operation Smile | Young Engineer's Club |
| Industrial Technology Club | Orchestra | Young Republican Club of America |
| Interact | Orenda – Yearbook | |

Fine Arts

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

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

ATHLETICS

Athletics Coordinator Michael Lindsey philip.lindsey@houstonisd.org

Athletics Clerk Liza Allred lallred@houstonisd.org

Baseball Head Coach David Munoz dmunoz@houstonisd.org

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

Boys' Basketball Head Coach Jerry Van Dusen jvanduse@houstonisd.org

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

Girls Basketball Head Coach Damion Hopkins Damion.Hopkins@houstonisd.org

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

Boys Cross Country Head Coach Jerry Martinez lallred@houstonisd.org

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

Track and Field Head Coach Patrick Jefferson Gerrick.green@houstonisd.org

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

Girls Cross Country (interim head coach) Brandon.coslor@houstonisd.org

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

Girls Track and Field Head Coach Brandon.coslor@houstonisd.org

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

Football Head Coach Michael Lindsey Philip.Lindsey@houstonisd.org

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

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

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

Boys Soccer Head Coach Jeremy Davison jdavison@houstonisd.org You must have the coach's permission to participate in soccer. Please e-mail the coach with your information and level of experience. Class times are 3rd (Advanced) and 7th period (FR/tryout/PE), there will be try-outs all year in class only. Soccer is a competitive sport that needs your full commitment and participation during all classes, training sessions, practices and games.

Girls Soccer Head Coach Zach Goolsbee jgoolsbe@houstonisd.org

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

Softball Head Coach Debra Crockett dcrock3@houstonisd.org

New softball players are encouraged to attend the summer strength and conditioning program at Lamar as well as softball skill sessions. Any student interested in softball must fill out the Athletic Packet Prior to admittance into the class. Contact Coach Crockett if you have any questions. Please go to the softball website for updates. <https://sites.google.com/houstonisd.org/lamarsoftball/> Follow Lamar Softball on twitter @_lamarsoftball

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

You must have Coach McDonald's permission to participate in swim. Please e-mail him and let him know your level of experience. Follow Lamar Swim, Water Polo, and Diving on twitter - @LamarAquatics
Tennis Head Coach Remus Anduiza remus.anduiza@houstonisd.org
You must have the coach's permission to participate in tennis. Please e-mail the coach with your information and level of experience. Class times are 4th (Advanced) and 8th period (FR/tryout/PE), there will be try-outs Aug 1st. Tennis is a competitive sport that needs your full commitment and participation during all classes, training sessions, practices and games.

Volleyball Head Coach – Leisa Brents Lbrents@houstonisd.org

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

Girls and Boys Wrestling Head Coach Justin Wingard Justin.Wingard@houstonisd.org

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

Club Sports

Field Hockey

Field Hockey Team Mom, Kyrsten Crawford, Kyrsten.crawford@gmail.com
PE Credit Coordinator, Paige Fajkus, cpfajkus@gmail.com

Boys Lacrosse

Dave Vollmer dmvollmer2@gmail.com

Girls Lacrosse

Erin Fox is the parent contact erinfox@gmail.com

Boys and Girls Rugby

Spencer Wheat parent contact and coach rugbylamar@yahoo.com

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

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

Note: Per HISD this policy has been relaxed for the 2020 2021 school year.

Dress and Grooming

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

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

The Uniform Policy

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

Tops

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

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

Pants, Shorts and Skirts

- Students are required to wear khaki uniform slacks, khaki shorts, khaki uniform skirts (**unrolled, mid-thigh**). A plaid skirt option will be available for purchase from Academic

Outfitters. **Note:** These items may be purchased at any nearby uniform store or department store that sells standard school uniforms.

- All slacks, shorts, and skirts must be worn at the natural waist height and be of proper length. All must fit properly and may not be excessively loose or baggy.

Shoes

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

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

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

Assessment and Grading Policy

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

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

Assessment in the IB

Assessment in the MYP

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

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

| Achievement level | Level descriptor |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | The student does not reach a standard described by any of the 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. |
| 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 25%

In flipped learning, students are asked to take responsibility for their learning outside of the classroom prior to the class period. These assignments may include watching videos or tutorials, reading a passage or researching a topic. Students are held accountable for the preparation with a graded assignment (Cornell Notes, open ended responses, short quizzes, online accountability checks such as Blend Space etc.)

Formative Assessments 50%

Formative Assessments provide both students and teachers with the information they need to improve the learning process while it's happening. The goal of a formative assessment is to monitor progress toward a goal or objective, providing information in an expedient manner which allows both teachers and students to respond to the academic needs of the students. (practice problems, quizzes, rough drafts, lab reports, in class assignments, notebook checks.)

Summative Assessments 25%

Summative assessments are generally administered at the end of a unit or course. Unlike formative assessments, which may occur several times during a course or unit, summative assessments occur only a few times over the course of the academic year. A common goal of this type of evaluation is to measure the mastery of learning standards. (projects, cumulative tasks, chapter tests, final draft essays, MYP Unit Tasks)

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