

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

**An International Baccalaureate World School**



## **Student Resource Guide**

**2021 - 2022**

SMALL SCHOOL FEEL...

# *Big School Opportunities*

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Mirabeau B. Lamar High School encourages ALL students to be inquiring and knowledgeable individuals who can achieve their highest potential within an atmosphere of shared responsibility, academic challenge, intercultural understanding, and mutual respect.



Lamar Texans,

Welcome to your guide to being successful and getting the most out of your time at Lamar! This was designed to give our students and parents one place to find the information they need the most. We hope this answers the question “How does \_\_\_\_ work?”. We can’t promise that this will answer every question, but we hope this helps you to feel a little more at ease when it comes to selecting your path and plan at Lamar and who to turn to when you do have questions. We have A LOT of options at Lamar and this can be confusing at times. In this guide you will find information about graduation requirements, IB programs, GPA, class rank, CTE programs, endorsements, course descriptions and much more! Whether you are thinking about which courses you want to take next year or wondering if you’re doing everything you need to get ready for college applications this guide should help. Of course, the faculty and staff at Lamar are always available for questions too! You can stop by your Neighborhood Assistant Principal or Academic Dean’s office and they can answer your question or point you in the right direction for something specific. Remember the College Corner, School Store, and Lamar Success Center are located on the second floor of the new building. The IB Coordinators, Magnet Coordinator, Testing Coordinator, 504 Coordinator, Special Education Coordinator, Business Office, and, of course Principal are located on the second floor of the North Building.

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## Academics

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

Our students choose a CTE pathway in 9<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grade without needing to take the year 1 course of the new pathway in 10<sup>th</sup> grade. Students only have the option to make this move once between 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> 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 10<sup>th</sup> grade, students who think they’re interested in the IB Diploma Programme should let their Academic Dean know in 9<sup>th</sup> 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 11<sup>th</sup> and 12<sup>th</sup> grades the courses are referred to as “DP” or “IB”.

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

## Lamar Instructional Cycle

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

## Assessment

### **Philosophy**

Assessment at Lamar High School is not only used to measure learning, but also used to drive instructional practice. Varied strategies are used to capture data and inform instruction. The intended result is development of the student as a lifelong learner.

### **Stakeholder Expectations**

We expect students to own their learning, by:

- Working diligently to meet deadlines
- Asking questions to clarify and extend their thinking
- Collaborating with peers and seeking feedback
- Submitting original, authentic work for assessment
- Reflecting on progress and performance, noting opportunities for growth

We expect teachers to support students, through:

- Being knowledgeable in their discipline, as well as in approaches to teaching and learning
- Guiding student inquiry
- Collaborating vertically and horizontally to continuously improve instruction
- Facilitating effective and meaningful learning experiences
- Using assessment results to improve teaching and learning

- Providing students with accurate and timely feedback on their performance and opportunities for growth
- Reporting assessment results using the district grade reporting tool that is accessible to students and parents
- Using of a broad range of formal and informal assessment methods, which allow students to demonstrate their learning in a variety of ways.
- Providing students with regular opportunities for reflection on their learning and the learning process.
- Designing assessment tasks that allow students to achieve at the highest levels in both familiar and unfamiliar contexts.
- Providing students with rubrics that define expectations for assessment tasks and align with subject area criteria.
- Providing students with exemplars that illustrate high levels of achievement on assigned tasks.
- Using assessment data to set goals that address students' learning needs, to plan learning experiences, and to drive instruction
- Reflecting regularly on assessment practices to seek opportunities for improvement

We expect campus leaders to support teachers and students, by:

- Providing effective and timely feedback to further teachers' professional growth
- Collaborating across disciplines to promote best practices
- Acting as stewards of resources
- Ensuring continuous reflection is used to further development of approaches to teaching and learning
- Providing a safe and nurturing environment which promotes access to a rigorous education for all students

We expect parents/guardians to support student learning, by:

- Partnering with students to set academic goals and monitor progress towards those goals.
- Maintaining awareness of class activities through the students' HUB courses
- Continuously monitoring student progress through PS connect tool
- Communicating with teachers and school leaders about student progress with PS connect tool

We expect all members of the Lamar family to strive to embody the IB learner profile.

### **Formative and Summative Assessment**

We use formative assessment on a daily basis to measure students' progress and gauge ongoing understanding throughout a learning experience. Teachers use a variety of assessment strategies, which may or may not involve technology, in order to monitor student learning. Results of formative assessment are continuously used to refine instruction and report progress.

We use summative assessment at the end of a teaching unit or concept for the purpose of evaluating mastery. Teachers use a variety of assessment methods such as presentations, projects, portfolios, performances, and exams in order to assess the level of mastery demonstrated by the student. The level of mastery is determined using a pre-published rubric.

### **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	Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.		
1–2	The student: <ul style="list-style-type: none"> <li>i. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides <b>limited</b> analysis of the effects of the creator's choices on an audience</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.</li> </ul>	5–6	The student: <ul style="list-style-type: none"> <li>i. <b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>competently</b> analyses the effects of the creator's choices on an audience</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. evaluates similarities and differences by making <b>substantial</b> connections in features across and within genres and texts.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides <b>adequate</b> analysis of the effects of the creator's choices on an audience</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li> </ul>	7–8	The student: <ul style="list-style-type: none"> <li>i. provides <b>perceptive</b> analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>perceptively</b> analyses the effects of the creator's choices on an audience</li> <li>iii. gives <b>detailed justification</b> of opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>perceptively compares and contrasts</b> by making <b>extensive</b> connections in features across and within genres and texts.</li> </ul>

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

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## DP/CP Assessment Components

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

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

essays) are submitted to the IB for moderation.

Moderation is the process of evaluation of the subject teachers' interpretation and application of the IB assessment criteria for the internal assessment component used by an appointed IB assessor from around the world. Moderation ensures that the IB's reliable global standards are maintained at all IB World Schools. Annual IA feedback is provided to the subject teachers to guide their teaching and evaluation of the IA component. The IB provides task-specific assessment rubrics for all internally-assessed components. Teachers use the IB IA rubrics to determine the total marks awarded for the component. Total marks awarded from the rubrics is reported to IB.

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

Marks awarded	Component grade	HISD grade
22 – 30	7	100
19 – 21	6	94
15 – 18	5	88
12 – 14	4	82
9 – 11	3	76
5 – 8	2	70
0 – 4	1	60

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

### **Predicted Grades in the DP/CP**

Teachers of all DP courses and Extended Essay are expected to predict final course grades for students when they submit internal assessment marks to IB. Teachers are expected to use Diploma Programme Grade Descriptors, found on the Programme Resource Centre and distributed annually by the IB Diploma Coordinator, to determine predicted grades. Predicted grades take into account performance on all internally and externally assessed components only and do not allow for consideration of other daily coursework.

### **IB Exam Registration DP/CP**

Seniors enrolled in DP courses are required to sit for the corresponding exams, which are factored into the students' spring final exam grades for state graduation purposes.

Juniors enrolled in DP courses as anticipated diploma candidates or diploma course students may only sit for a maximum of two Standard-Level (SL) exams at the end of their junior year. Juniors enrolled in DP courses as anticipated career-related program candidates may only sit for a maximum of one Standard-Level (SL) exam at the end of their junior year.

All students who are enrolled in an Advanced Placement (AP) course will be registered for the exam associated with that course.

### **Grade Determination and Reporting**

#### **Grading Categories**

##### *Preparation Assessments 20%*

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

Minimum of 6 preparation grades per cycle.

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

### *Formative Assessments 40%*

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

Minimum of 6 formative grades per cycle.

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

### *Summative Assessments 40%*

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

Minimum of 2 summative grades per cycle.

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

### *Semester Exam*

The semester grade is calculated based on three cycle grades of equal value and then the remainder is the exam. Each cycle is 25% of the grade and the final is 25% of the grade. HISD sets the final semester calculation.

Example of calculation for the semester 1 grade:

Cycle 1(0.25) + Cycle 2(0.25) + Cycle 3(0.25) + Final Exam 1(0.25) = Semester 1 grade.

### **Late Work Policy**

Students will be able to turn in 3 late formative assignments of the student's choice per cycle. Each late assignment submitted will be automatically deducted 30 points and may still have points deducted reflective of mastery. Each assignment must be turned in within two weeks of the original due date. After that, the late assignment will not be accepted. If the assignment is due within the last two weeks of the cycle, the assignment must be turned in by the Friday the cycle ends. After that, the late assignment will not be accepted.

### **Retake Policy**

Students should be allowed the opportunity to retake or redo any assignment in the Formative Assessment grading category (except for the district Common Assessment). The following guidelines apply to students wishing to retake an assignment.

Assignment must be turned in on time

Summative assessments and Preparation assignments do not qualify

Retake must be completed during tutorials under supervision of the teacher of record. (before school, after school, or during lunch time tutorial)

Students will have two weeks to retake an assignment from the time the grade is posted in PowerSchool, all retakes must be turned in by the Friday the cycle ends.

Teacher will post new grade in PowerTeacher under original assignment with a notation in the document column of the original grade within one week of completion

Teacher will average the original grade with the new grade.

## Tutorials

### Before School

These are campus-wide tutorials with support provided by a team of teachers for each content area. This is a great opportunity to get support with your class work when you need a different explanation or missed tutorials with your teacher. Tutorials are available for all subjects, Monday-Friday from 7:15 a.m. – 8:15 a.m. Tutorials are held in Paris (12B).

### Lunch Time

These are offered by your classroom teacher to support you with understanding current class work. Many teachers use this time to support you with retakes on assignments you struggled with earlier in the grading cycle. Tutorials take place during the second half of the lunch period from 12:15-12:45.

<b>A-Days</b>  <b>12:15-12:45</b>	Math	Science	Business, JROTC, AAV	French, Arabic, Chinese	TOK	Theatre, Dance, Visual Arts
<b>B-Days</b>  <b>12:15-12:45</b>	English	History, Geography, Economics, Government	Agriculture, Computer Sci, Human Services, Health Sciences, Culinary	Spanish	PPS	Choir, Piano, Band, Orchestra

### After School

These are campus-wide tutorials with support provided by a team of teachers for each content area. This is a great opportunity to get support with your class work when you need a different explanation or missed tutorials with your teacher. Tutorials are available for all course from 4:15 p.m. – 5:45 p.m. Monday-Thursday. Tutorials are held in Paris (12B).

## Academic Honesty

### Academic Honesty According to the International Baccalaureate

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

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

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

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

### **Lamar Philosophy**

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

We are committed to inquiry-based, cooperative, constructivist learning experiences. This dedication must be appropriately addressed through the lens of academic honesty. Educators must explicitly teach what is and is not appropriate when it comes to collaboration and use of others’ ideas, “stressing the scholarly role of the approaches to learning skills of information literacy, problem-solving and self-management” (Carroll 5).

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

### **Forms of Academic Misconduct**

- Plagiarism – any representation of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment, whether intentional or unintentional. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- Collusion – supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.
- Duplication of work – the presentation of the same work for different assessment components and/or Diploma/Career-related Program requirements.
- Examples of misconduct during an IB examination include:
- Taking unauthorized material or electronic devices into an examination (whether the student uses it or not)
- Behavior that disrupts the examination or may distract other students
- Communicating with another student during the examination
- Failing to comply with the instructions of the invigilator (test monitor) or other member of the school’s staff responsible for the conduct of the examination
- Stealing examination papers

### **Also considered misconduct:**

- Obtaining material intended for assessment through any means
- Offering or distributing material intended for assessment

- Discussing exam questions with or making information about exam questions available to other diploma candidates or course students in other time zones during the 24-hour period before and after the exam
- Submitting falsified documentation to satisfy CAS or CP requirements
- Impersonating another student

### Responses to Academic Misconduct

Academic misconduct can present an opportunity for learning. Teachers should use these occasions to correct misunderstandings and guide students towards the most principled actions in the future.

In Houston ISD, academic misconduct is considered a Level II offense requiring referral to an administrator. The disciplinary response to Level II offenses depends on the offense, previous actions, and the seriousness of the misbehavior.

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

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

### Policy Implementation

All students are bound by the Houston ISD Code of Student Conduct, which is available online and available in hard copy by request. All teacher, students, and parents/guardians have access to the Academic honesty in the Diploma Programme.

#### Resources to Support Teachers

Turnitin.com, a plagiarism detection service, is available to all teachers and can be used for any assignment.

Teachers are required to authenticate work intended for assessment by the IB before submission to the DP/CP Coordinator or electronic submission to IBIS. Work deemed inauthentic is not ever submitted to IB for assessment. Assistance is available from the DP/CP Coordinator.

#### TURNITIN.COM Examples of Issues

Turnitin.com is a tool that matches the text within an assignment by comparing a student's submission against an archive of internet documents, internet data, a repository of previously submitted papers, and subscription repository of periodicals, journals, and publications. The teachers then use their own professional judgment to determine if/when a case of academic misconduct may exist. Below are examples of what may appear in a Turnitin.com similarity report and what the likely explanation may be. No percentage of similarity in a report is indicative of work that contains, or is free of, academic honesty issues. For example, there may only be a 3% match, but the work is taken from another source without proper citation. That would be an academic honesty issue. On the other hand, a piece of student work may contain over 50% similarity, but all work is properly cited, and the nature of the assignment allowed for a high similarity. This would be acceptable.

in the fifth century amid the building's transformation to a congregation. As we can not have the first entire set, at that point the following best thing is clearly to have as close as could be allowed, to have each surviving piece. Beside culmination, there takes after the possibility of story. It would be a bizarre individual who routinely acquired books with parts removed, as it would be relatively difficult to comprehend the story without seeing everything in the right request. With the Parthenon models, there is additionally an account that goes through their

The similarity report is only picking up relatively few words as similar. However, the student simply swapped out the other words with synonyms. They also did not cite this. This serves as an example of failed summarization and lack

	of citations. This is clear example of academic dishonesty. Typically, this report will indicate that a match occurred between submitted writing and that of another student.
<p>overlap. Mythology can be broken down into categories that examine this. For example, it is stated that Monsters of Mythology is defined as, "Myths are stories that establish moral laws and models of behavior for people of a society. They often feature characters who are gods or heroes with supernatural abilities. In mythology, these heroes must overcome great challenges in order reach a final goal which is identified by the hero in the beginning of the story. The ending goal usually leads to some kind of moral theme that can be applied to everyone. These heroes are generally characterized as being very gifted, physically appealing, and very popular in their society. The archetypal hero must pass several tests on his journey. These tests can take the form of powerful monsters that the hero must battle and defeat". Examples of this theme is shown</p> <p>So having additional chromosomes regularly prompts genuine issues. Be that as it may, the donkey is all things considered OK.</p> <p>The additional qualities must not be that enormous an arrangement for the donkey. At the end of the day, the additional qualities on the steed chromosome don't cause issues for the consistently life of a donkey.</p> <p>So donkeys are sterile in light of the fact that steed and jackass chromosomes are simply excessively extraordinary. Yet, they are alive in light of the fact that steed and jackass chromosomes are sufficiently comparable to mate. He says they are more brilliant, more patient, and less demanding to work with than their pony mother and jackass father. Subsequent to investing energy around his marvels, I have a tendency to concur. Shockingly, I can't simply sit tight for his molly to foal – on the grounds that she in</p>	<p>This shows an exact copy and paste from an internet source. Though the student did use quotation marks (" ") to show it was a direct quote, they did not attribute this quote to any person or publication in particular. Though it may be unintended, the student is engaging in academic dishonesty by not properly citing the information.</p>
<p>So having additional chromosomes regularly prompts genuine issues. Be that as it may, the donkey is all things considered OK.</p> <p>The additional qualities must not be that enormous an arrangement for the donkey. At the end of the day, the additional qualities on the steed chromosome don't cause issues for the consistently life of a donkey.</p> <p>So donkeys are sterile in light of the fact that steed and jackass chromosomes are simply excessively extraordinary. Yet, they are alive in light of the fact that steed and jackass chromosomes are sufficiently comparable to mate. He says they are more brilliant, more patient, and less demanding to work with than their pony mother and jackass father. Subsequent to investing energy around his marvels, I have a tendency to concur. Shockingly, I can't simply sit tight for his molly to foal – on the grounds that she in</p>	<p>Although Turnitin.com picked up 0% similarity, it is clear that this student copied and pasted from an unknown source and used either a thesaurus and/or alternative website to replace enough words with synonyms so that it appears to be the student's own work. It is also an example of academic dishonesty.</p>
<p style="text-align: center;"><b>Table of Contents</b></p> <p>Intro.....Page 1</p> <p>Background.....Page 1</p> <p>Analogs.....Page 3</p> <p>Regulations.....Page 3</p> <p>Political Perspectives.....Page 4</p> <p>Corruption.....Page 5</p> <p>Genetic Disruption.....Page 6</p>	<p>Turnitin.com picked up 100% similarity of the entire work, including heading and table of contents. In this case, the student submitted their work twice and website has found the work to be an exact match to the previous submission. In cases like this, the teacher must carefully investigate similarity to other sources to determine whether there are issues of academic dishonesty. Turnitin.com allows for this by clicking on the 100%.</p>
<p>overcome problems faced and are taught to have hope. In addition, the novel also greatly taught that there would always be hope during hard and difficult times when it felt like there was none.</p> <p>"As she lifted the curtain to look out into the dreary night, the moon broke suddenly from behind the clouds and shone upon her like a bright, benignant face, which seemed to whisper in the silence." Be comforted, dear soul! There is always light behind the clouds." (Alcott 293).</p>	<p>This shows a properly quoted and cited excerpt from a novel. The student clearly indicates that the words within the quotations (" ") come from the author, Alcott, and using MLA format, notes the page number.</p>

### Other Examples of Academic Honesty Issues and Scenarios

Student A is struggling with an Independent Assignment and asks their friend, Student B, for help. Student B then sends their work to	Both students are taking part in academic dishonesty. The Teacher and/or Administrator will respond to both Student A and Student B by taking any combination of disciplinary actions outlined in this document. When students need help with
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Student A. Both students submit similar work for assessment.	schoolwork, they should notify their teacher and attend daily tutorials for assistance.
Facing an upcoming deadline, a student finds an online source for an essay. They pay for an essay on they specific topic they chose to write about.	This is a clear violation of academic honesty standards, and the student will face any/all disciplinary actions related to this matter.
After a significant amount of work, a student completes a major project on their own. The teacher assesses the work and records an A+ for their work. However, after completing the work, the student posts their work to CourseHero.com (or similar site).	Because the student has posted their work to a site designed to promote collusion and/or deception and has potentially made money from selling their work to others, the student is clearly in violation of academic honesty standards. The student will face any combination of disciplinary actions, including changing the grade for the assignment.
Student X knows Student Y's birthday and uses it to login to Student Y's HUB account. Student X then takes Student Y's work and submits is as their own.	Student X will face both academic and behavioral disciplinary consequences. Student Y's experience should serve as an example to all students. All students should reset their HISD password to a unique set of letters, numbers, and symbols that only they know.

During guided practice, students work in small groups to gain deeper understanding of a course concept. The students are then tasked with building on their group work by independently completing an assignment on their own. Student A and B worked together on both their group and independent practice (IP) together and submitted similar work for assessment.	Student A and Student B went against their teacher's directions when they continued to work together on the independent part of the assignment and turned in work on which they colluded. Both students will face any combination of disciplinary actions.
A student writes a research and analysis report. They fail to properly cite the resources they used for their report	The teacher should be using Turnitin.com to check for similarity to other sources. Once the teacher as determined there are plagiarism issues, the teacher must address this with the student and take any appropriate disciplinary actions.

	Responsibilities	Advice
Students	<p>For all assignments assessing independent mastery, students must:</p> <ul style="list-style-type: none"> <li>Complete all assignments on their own</li> <li>Avoid colluding with others (inside or outside of school)</li> </ul> <p>For all research-based assessments, students must:</p> <ul style="list-style-type: none"> <li>Properly cite all ideas which are not their own. This includes direct quotes and summarizations of main ideas</li> <li>Use a recognized style convention to present written</li> </ul>	<p>If the student needs help in Independent work, they should alert their teacher during class and attend daily tutorials.</p> <p>Use the following sites to help with best practices for research</p> <p>Lamar Research and Writing Website:</p>



	work, in-text citations, and Works Cited/Bibliography (MLA, APA, Chicago, etc.) Only use academically appropriate resources	<a href="https://tinyurl.com/researchLHS">https://tinyurl.com/researchLHS</a> Style Guides: <a href="https://owl.purdue.edu/">https://owl.purdue.edu/</a>
Teachers	All faculty and staff must: Model appropriate Academic Honesty practices for students Instruct students on how Turnitin.com is used to assess similarity and plagiarism issues Discuss common issues surrounding academic honesty Teach students research skills and proper citation techniques appropriate to course Use best judgement when deciding consequences for Academic Honesty issues	Use this Academic Honesty policy as guide  Use Turnitin.com regularly  Use the following sites to help with best practices for research  Lamar Research and Writing Website: <a href="https://tinyurl.com/researchLHS">https://tinyurl.com/researchLHS</a> Style Guides: <a href="https://owl.purdue.edu/">https://owl.purdue.edu/</a>
School	The school must: Ensure all stakeholders are aware of expectations for academic honesty practices Train teachers in use of tools like Turnitin.com, etc. Provide resources to teachers/students/families related to developing research skills Consistently enforce Academic Honesty standards across whole campus	Consult <a href="http://www.ibo.org">www.ibo.org</a> for further support  Align policies and procedures to district guidelines
Families	Families must: Be aware of the expectations for their students related to Academic Honesty Encourage and support their students to maintain the highest levels of academic integrity in all their work	Discuss the importance of honesty in all student work with their students

### Procedures and Rights of the Student

When a teacher discovers a case of academic misconduct, it is their responsibility to contact the student and family immediately. After discussing the issue with the student and family, the teacher may take appropriate disciplinary actions. The teacher, student, and/or family may also choose to contact the neighborhood Assistant Principal (AP). If the AP joins the discussion, then the AP holds the authority for all additional disciplinary actions. Teachers and students are responsible for providing any pertinent evidence related to the academic honesty issue.

### Works Cited

Carroll, J. July 2012. Academic honesty in the IB. IB Position Paper.

<http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf>

## 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 9<sup>th</sup> and 10<sup>th</sup> grade or Geometry between 10<sup>th</sup> and 11<sup>th</sup> grade. A fee will be assessed for accelerated summer school. Summer school dates and requirements will be announced in May and registration will also take place in May. Students will be enrolled by their Academic Dean and students should contact their Academic Dean or the Dean of Students with questions.

- 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.

- Composite Grading

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

- Physical Education Requirements

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

1. By taking a Physical Education course on the Lamar campus
2. By participating in a physical education equivalent activity. Several courses, including all athletic classes, will provide the equivalent credit of the physical education course. These courses include:

- On campus Lamar athletics (club sports do not qualify)
- Marching Band (Fall)
- Drill Team (Fall)
- Cheerleading (Fall)
- JROTC (full year)

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

## Graduation Requirements

Foundation Requirements (22 credits) include:

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

## Distinguished Level of Achievement

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

Distinguished Level of Achievement:

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

Performance Acknowledgements:

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

## Why it matters — Benefits

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

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

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

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

## Advantages

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

# Class Ranking

Class Rank and Grade Point Average (GPA):

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

Honors Classifications:

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

- The senior(s) with the highest grade point average (GPA) will be the **Valedictorian(s)**.
- The senior(s) with the second-highest GPA will be the **Salutatorian(s)**.
- Students whose GPA is in the top 5% of the senior class are classified as **Highest Honors**.
- Seniors whose GPA is outside the top 5% but in the top 15% are classified as **Honors**.
- Seniors whose weighted GPA is at least 4.0 become members of **Lone Star**.

# 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) | • Public Service            |
| • Business and Industry                                    | • 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      | • Science  |
| • Computer Science | • Combination of no more than two of the categories listed above |
| • Mathematics      |  |

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

## **Personal Graduation Plans (PGP's)**

The personal graduation plan is a working document used by Academic Deans 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. PGP's are updated each year during the Student-led Conference.

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

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

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

### **Seniors**

When: Beginning in October

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

## **Juniors**

When: Beginning in January

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

## **Sophomores**

When: Beginning in February

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

## **Freshmen**

When: Beginning in March

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

## **Summer School**

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

## **Standardized Testing**

Assessment is an integral part of teaching and learning. Assessment at Lamar High School is not only used to measure learning, but also used to drive instructional practice. It allows us to identify what students know, understand, can do, and feel at various stages in the learning process. Varied strategies

are used to capture data and inform instruction. In addition to classroom assessments, there are several standardized tests that students will also take while at Lamar HS.

### **STAAR EOC**

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

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

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

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

Masters Grade Level - Shows mastery of the course content (passing)

Meets Grade Level - Shows strong knowledge of course content (passing)

Approaches Grade Level - Shows some knowledge of course content but may be missing critical elements (passing)

Did Not Meet Grade Level - Shows a lack of basic understanding of course content (not passing)

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

### **PSAT/SAT**

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



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

PSAT 8/9 – fall of 9<sup>th</sup> grade

PSAT NMSQT – fall of 10<sup>th</sup> grade

PSAT NMSQT – fall of 11<sup>th</sup> grade (Qualifier for National Merit Scholarship)

SAT – spring of 11<sup>th</sup> grade

### **IB Exams**

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

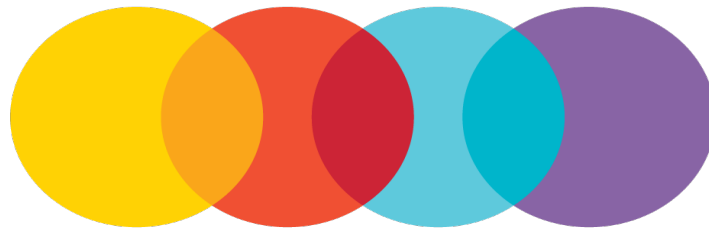
All Lamar HS students taking IB courses during their Junior/Senior year are required to take the corresponding IB exams. IB Diploma Program (DP) candidates will take a total of six IB exams during their Junior/Senior years. IB Career-related Program (CP) students will take at least two IB exams during their Junior/Senior years. IB exams are composed of internal assessments (IA), individual oral commentary (IOC) and external assessments taken in May. These exams will be at the Standard-Level (SL) or the Higher-Level (HL) based on the student's IB testing and personal graduation plans. Students will be automatically registered to take the appropriate IB exams by the IBDP Coordinator. There is a fee associated with taking IB exams that all students taking IB level courses must pay.

### **AP Exams**

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

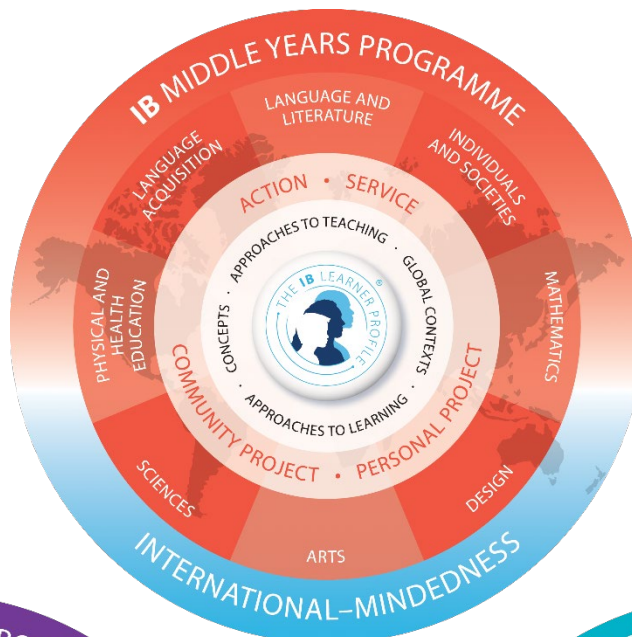
### **ASVAB**

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



# IB CONTINUUM CONTINUUM DE L'IB CONTINUO DEL IB

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





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

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

What the MYP offers students:

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

Students will:

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

## PERSONAL PROJECT

All MYP students in schools with the fifth year of the programme demonstrate consolidation of their learning through completion of a personal project. At Lamar all 10th grade students complete the Personal Project with the help of a staff mentor. The personal project encourages students to practice and strengthen their Approaches to Learning skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.



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-related Program Pathway

	9th	10th	11th	12th
English	PreIB/Recommended English 1	PreIB/Recommended English 2	IB English Year 1	IB English Year 2
Second Language/Elective	PreIB/Recommended Spanish 2	PreIB/Recommended Spanish 3	Additional Elective/Athletics	Additional Elective/Athletics
Social Studies	PreIB/Recommended Geography	AP/Recommended World History	PreIB/Recommended US History	Govt/Economics
Science	PreIB/Recommended Biology	PreIB/Recommended Chemistry	Anatomy & Physiology	IB Sports, Exercise, and Health Science
Math	PreIB/Recommended Algebra 1	PreIB/Recommended Geometry	Algebra 2	Statistics
CTE	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts 2	Practicum
Elective/PPS	Fine Art	Fine Art/Elective	PPS	PPS/Off Campus
Elective/Athletics	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	PreIB English 1	PreIB English 2	IB English Year 1	IB English Year 2	HL	Group 1
Second Language/Elective	PreIB Spanish 2	PreIB Spanish 3	IB Spanish	Additional Elective/Athletics	SL	Group 2
Social Studies	PreIB Geography	AP World History	PreIB US History	IB History of the Americas	HL	Group 3
Science	PreIB Biology	PreIB Chemistry	IB Science Year 1	IB Science Year 2	HL	Group 4
Math	PreIB Geometry	PreIB Algebra 2	IB Math Year 1	IB Math Year 2	SL	Group 5
CTE	Principles of Computer Science	PreIB Computer Science	IB Computer Science Year 1	IB Computer Science Year 2	SL	Group 6/Elective
Elective/PPS	Fine Art	Fine Art	AP Government/ TOK	TOK/Off Campus		TOK
Elective/Athletics	PE/Athletics	Additional Elective/Athletics	Additional Elective/Athletics	Additional Elective/Athletics		
SL = IB Standard Level						
HL = IB 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.

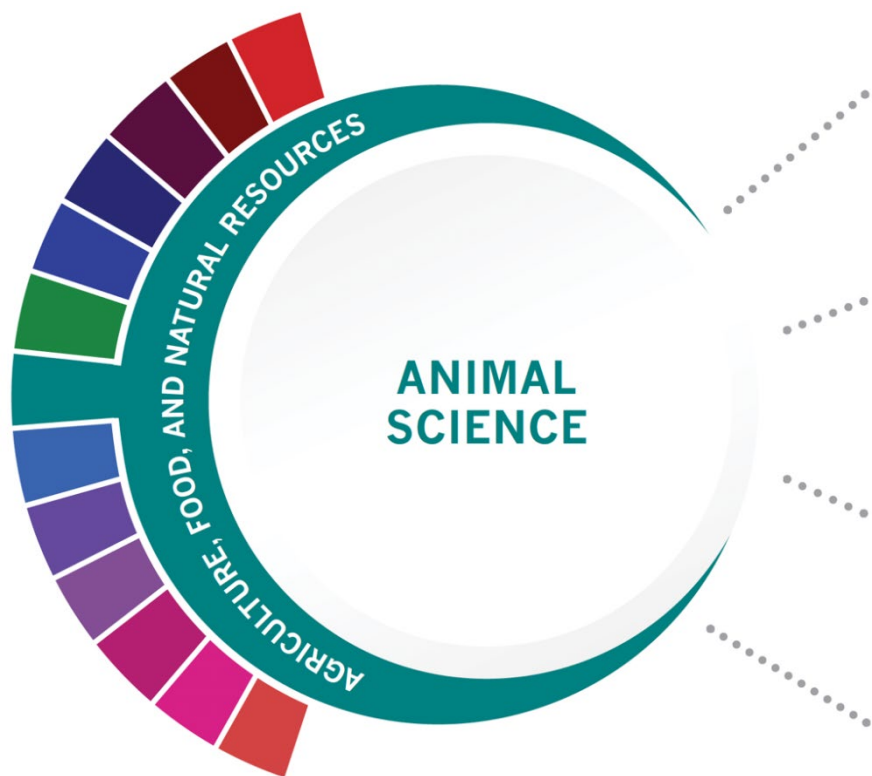
Research suggests that the DP is a strong pathway to university – the impact of studying the DP on admission to university and higher education depends on each student's performance.

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

Career and Technical Education (CTE) programs allow students the opportunity to begin exploring their potential careers in high school. These courses are designed to teach problem-solving skills, teamwork, communication, and allow students to apply knowledge from their core courses to real world problems. Students begin career exploration in 9<sup>th</sup> grade and follow a sequenced pathway through 12<sup>th</sup> grade. This exploration allows students to discover their best skills and what they love. They have the chance from an early age to combine their skills and passions which will help them decide on a career path in their post-secondary work or when they join the work force. A student in the Hospitality and Tourism program might not end up in this career path but they will learn that they are organized, attentive to details, can problem solve quickly, and remain calm under pressure. This knowledge will only help students as they leave Lamar and enter the next phase of their life. CTE courses play a vital role in the overall education and experience of our students at Lamar. CTE, Fine Arts, and Athletics are where our students apply the knowledge gained from their core curriculum to their real world. All students benefit from CTE coursework and at Lamar all students choose a pathway as part of their 9<sup>th</sup> grade course selection. CTE pathways lead to endorsements, required for students to graduate with the Distinguished Level of Achievement in Texas. Students can also gain industry certification in CTE pathways which they can take with them when they begin their post-secondary work. Students with industry certifications will find it easier to gain employment and internships during college or to immediately enter the workforce. The following pages offer more information about each of the Career Clusters and the individual pathways offered at Lamar.



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

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

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

Occupations	Median Wage	Annual Openings	% Growth
Animal Breeders	\$39,135	28	9%
Animal Scientists	\$57,533	22	12%
Medical Scientists	\$63,898	435	27%
Veterinarians	\$93,496	294	24%
Zoologists and Wildlife Biologists	\$67,309	45	32%

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

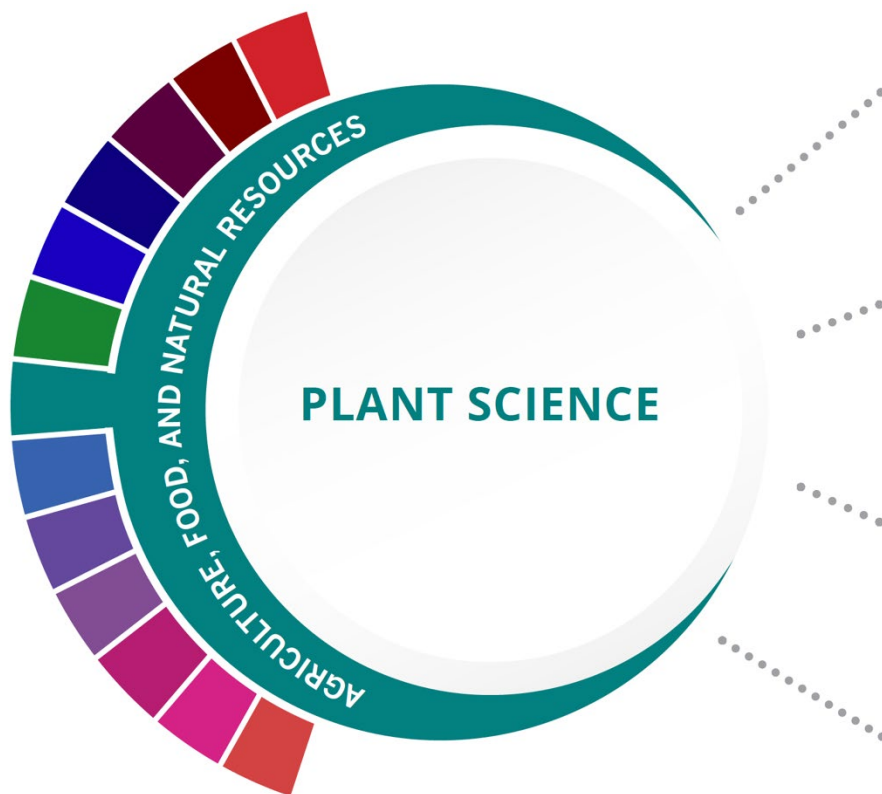
The Animal Science program of study focuses on the science, research, and business of animals and other living organisms. It teaches CTE learners how to apply biology and life science to real-world life processes of animals and wildlife, either in laboratories or in the field, which could include a veterinary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



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

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





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

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

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

Occupations	Median Wage	Annual Openings	% Growth
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:	Work Based Learning Activities:
Texas FFA	Work part-time at a florist; start or work for a local landscaping business FFA Supervised Agriculture Experience (SAE)

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



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

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

# Agriculture, Food, & Natural Resources

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

## Industry Certifications

### **Animal Science**

#### ***Certified Veterinarian Assistant Level 1***

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

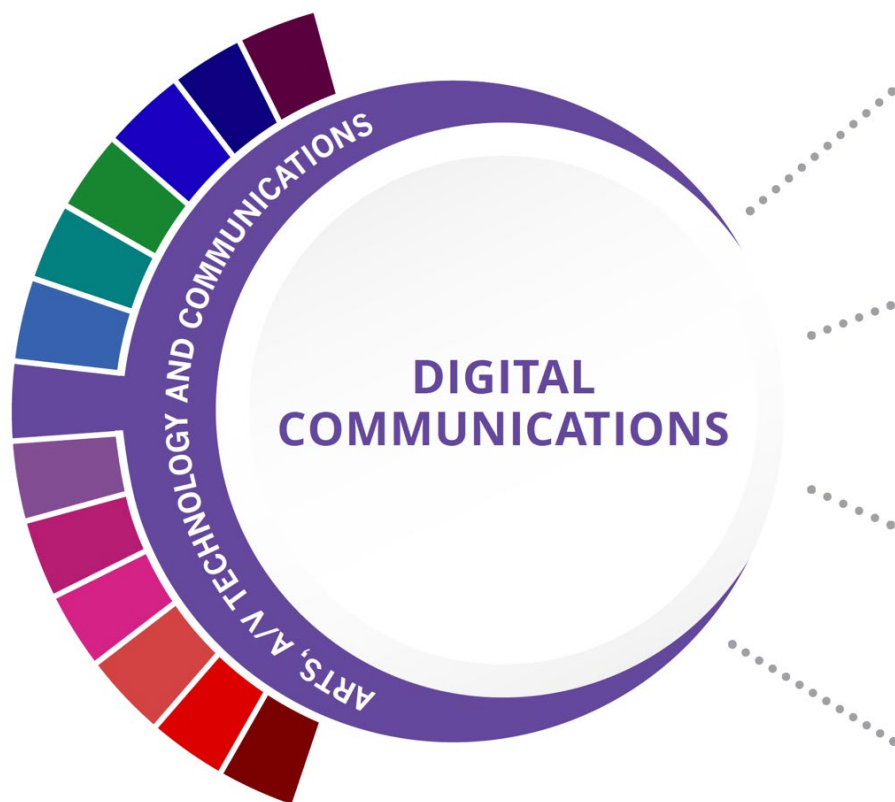
#### ***OSHA 30 Hour General Industry***

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

### **Plant Science**

#### ***Texas State Floral Association Level 1 Floral Certification***

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



**Level 1** Principles of Arts, A/V Technology, and Communications

**Level 2** Audio/Video Production I

**Level 3** Audio Video Production II

**Level 4** Digital Audio Technology

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

Occupations	Median Wage	Annual Openings	% Growth
Sound Engineering Technicians	\$39,562	79	27%
Camera Operators, Television, Video and Motion Picture	\$50,024	129	9%
Audio and Video Equipment Technicians	\$40,581	757	29%
Film and Video Editors	\$47,382	118	23%

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Shadow a production team Participate in SkillsUSA or TSA	Intern at a local television station or video production company Work with a local company on a project

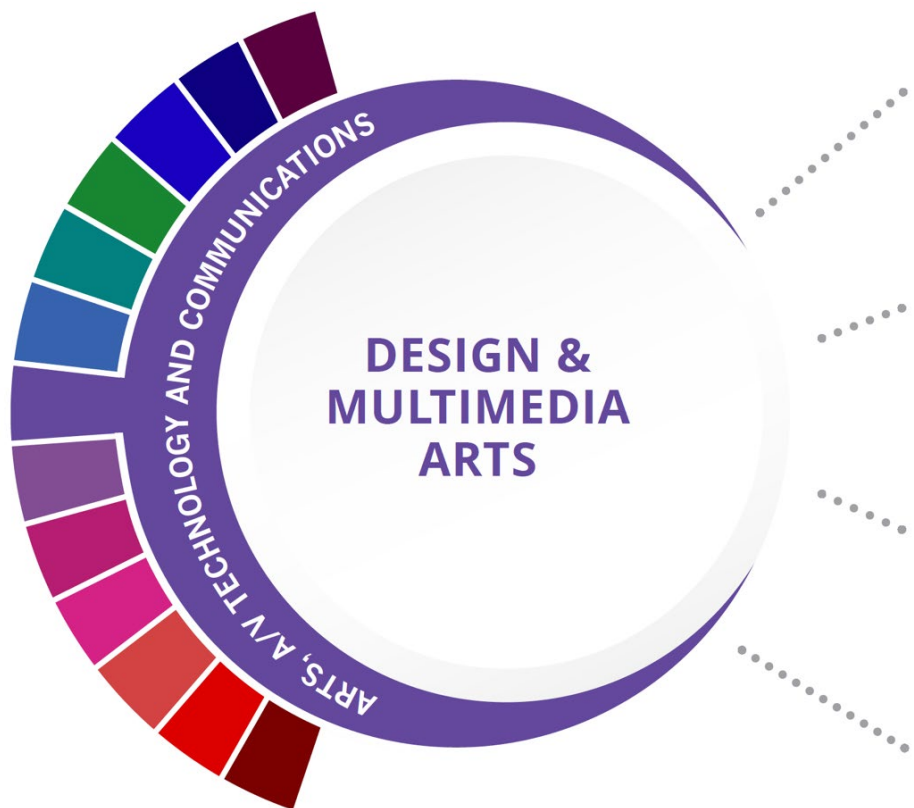
Additional industry-based certification information is available on the TEA CTE website. For more information on postsecondary options for this program of study, visit TXCTE.org.

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



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

Successful completion of the Digital Communications program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



**Level 1** Principles of Arts, A/V Technology, and Communications

**Level 2** Graphic Design and Illustration I

**Level 3** Graphic Design and Illustration II

**Level 4** Commercial Photography I

HIGH SCHOOL/INDUSTRY CERTIFICATION	CERTIFICATE/LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/DOCTORAL PROFESSIONAL DEGREE
Adobe Certified Associate Certifications	Certified Digital Designer	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects	Animation, Interactive Technology, Video Graphics and Special Effects
	WOW Certified Web Designer Apprentice	Graphic Design	Graphic Design	Graphic Design
	Adobe Suite Certifications	Game and Interactive Media Design	Game and Interactive Media Design	Intermedia/Multimedia

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

Occupations	Median Wage	Annual Openings	% Growth
Graphic Designers	\$44,824	1,433	15%
Multimedia Artists and Animators	\$67,392	186	21%

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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



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

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

# Arts, A/V Technology & Communications

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

## Industry Certifications

### Broadcast Journalism

#### ***Adobe Certified Associate Premier Pro***

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

### Print Journalism

#### ***Adobe Certified Associate InDesign***

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



**Level 1** Principles of Business, Marketing, and Finance

**Level 2** Business Information Management I

**Level 3** Business Management

**Level 4** Practicum  
OR  
Global Business & Human Resource Management

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

Occupations	Median Wage	Annual Openings	% Growth
Administrative Service Managers	\$96,138	2,277	21%
Management Analysts	\$87,651	4,706	32%
General and Operations Managers	\$107,640	18,679	20%
Operations Research Analysts	\$78,083	1,128	38%
Supervisors of Administrative Support Workers	\$57,616	14,982	20%

#### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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



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

Successful completion of the Business Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020



# Business, Marketing, & Finance

## Industry Certifications

### Business Administration

#### ***Microsoft Office Specialist Excel***

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

#### ***Microsoft Office Specialist Word***

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

#### ***Microsoft Office Master Level 2016***

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





**Level 1** Principles of Hospitality and Tourism

**Level 2** Hotel Management

**Level 3** Travel and Tourism Management

**Level 4** Hospitality Services

HIGH SCHOOL/ INDUSTRY CERTIFICATION	CERTIFICATE/ LICENSE*	ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S/ DOCTORAL PROFESSIONAL DEGREE
OSHA 30	Certified Hospitality Supervisor	Hotel/Motel Administration/Management	Hospitality Administration/Management, General	Hospitality Administration/Management, General
	Certified Hotel Administrator	Business Administration and Management, General	Business Administration and Management, General	Business Administration and Management, General
	Certification in Hotel Industry Analytics	Tourism and Travel Services Management	Hotel and Restaurant Management	Hospitality Administration
	Certified Guest Service Professional	Business Administration and Management	Marketing/Management, General	Marketing/Management, General

Occupations	Median Wage	Annual Openings	% Growth
General and Operations Managers	\$107,640	18,679	20%
Lodging Managers	\$48,381	396	19%
Administrative Services Managers	\$96,138	2,277	21%
Meeting, Convention, and Event Planners	\$47,446	1,083	21%

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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

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

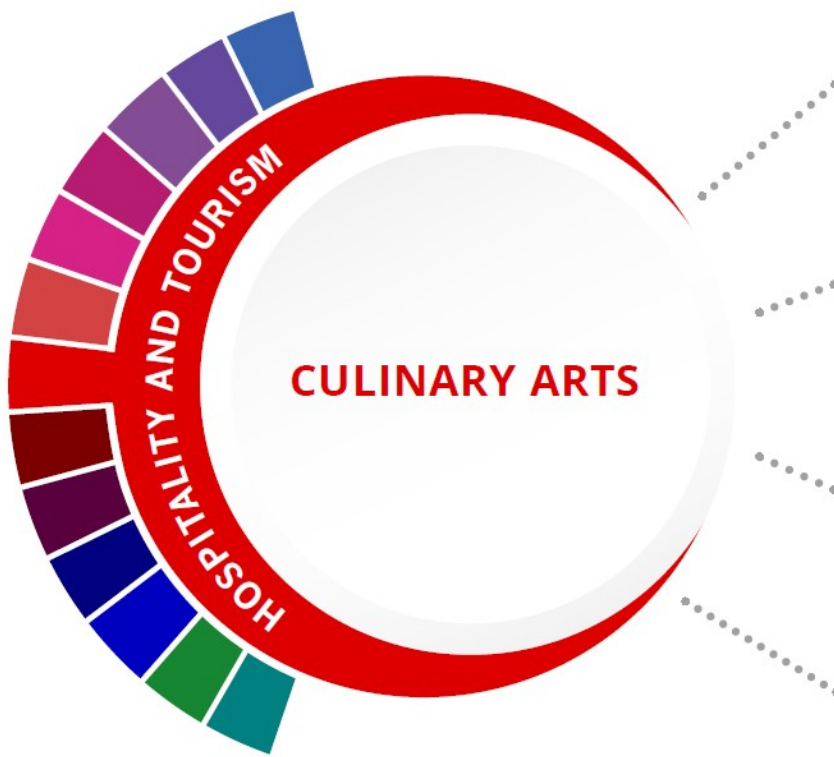


The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services. Students acquire knowledge and skills focusing on communication, time management, and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

Successful completion of the Lodging and Resort Management program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020







**Level 1** Principles of Hospitality and Tourism

**Level 2** Introduction to Culinary Arts

**Level 3** Culinary Arts

**Level 4** Practicum  
OR  
Food Science

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

Occupations	Median Wage	Annual Openings	% Growth
Food and Beverage Managers	\$55,619	1,561	28%
Chef and Head Cooks	\$43,285	1,366	25%
Food Science Technicians	\$34,382	236	11%

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
Family, Career, and Community Leaders of America (FCCLA), SkillsUSA, American Culinary Federation, Texas Restaurant Association	Plan a catering event or work for a catering company; participate in a cooking course; work in a restaurant; cook at home

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

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



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

Successful completion of the Culinary Arts program of study will fulfill requirements of the Business and Industry Endorsement. Revised - July 2020

# Hospitality & Tourism

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

## Industry Certifications

### Culinary Arts

#### ***ServeSafe Manager***

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

### Hotel Management

#### ***OSHA 30 Hour General Industry***

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



**Level 1** Principles of Exercise Science and Wellness

**Level 2** Kinesiology I

**Level 3** Anatomy and Physiology  
Kinesiology II

**Level 4** TBD

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

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

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

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

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



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

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

# Health Science

## Industry Certifications

### ***Certified Personal Trainer***

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



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

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

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%

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

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

Exploration Activities:	Work Based Learning Activities:
American Association of Family and Consumer Sciences, Family, Career and Community Leaders of America	Volunteer at a community center; intern for a community non-profit organization

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



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

Successful completion of the Family and Community Services program of study will fulfill requirements of the Public Service Endorsement. Revised - July 2020

# Human Services

## Industry Certifications

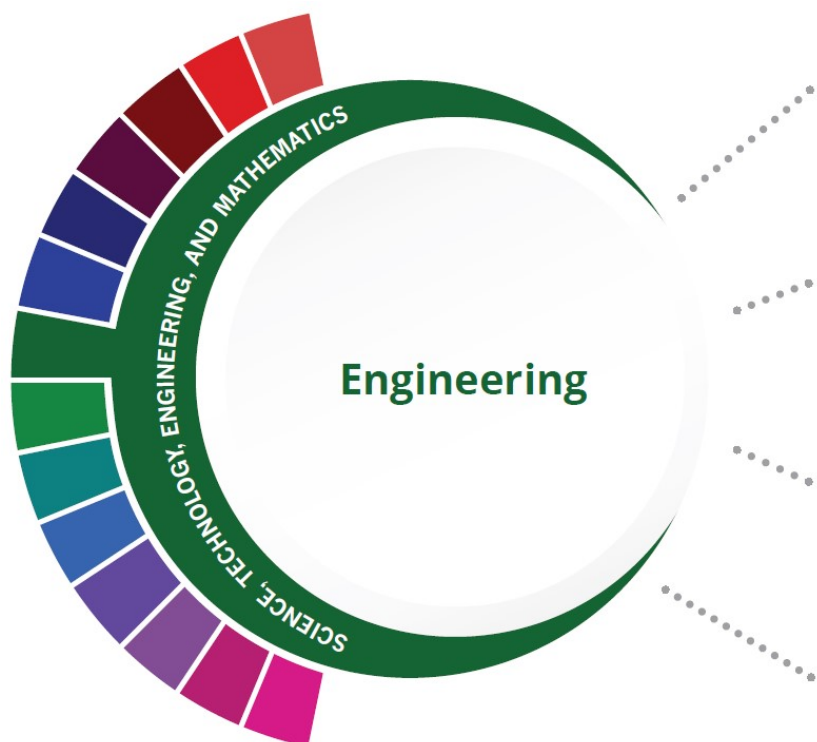
### ***Child Development Associate***

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

The six competency standards include:

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

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



**Level 1** Principles of Applied Engineering

**Level 2** Engineering Design and Presentation I

**Level 3** Engineering Science

**Level 4** Engineering Design and Presentation II

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

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

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

### WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES

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

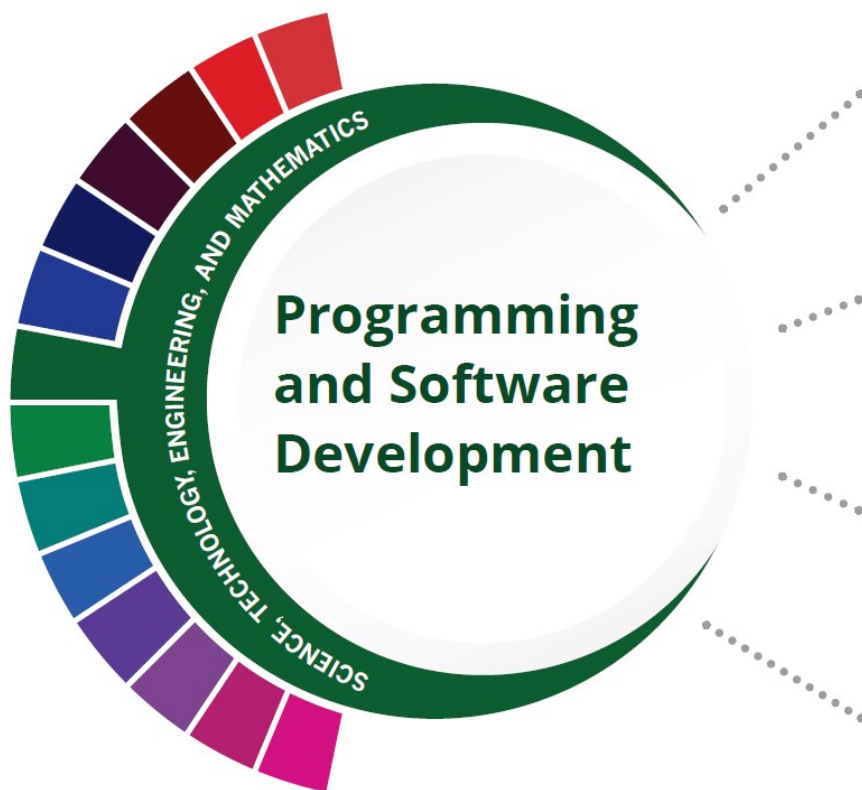
The Engineering program of study focuses on the design, development, and use of engines, machines, and structures. CTE learners will learn how to apply science, mathematical methods, and empirical evidence to the innovation, design, construction, operation, and maintenance of different manufacturing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



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

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





**Level 1** AP Computer Science Principles

**Level 2** Computer Science I (PreIB Computer Science)

**Level 3** IB DP Computer Science Standard Level Year 1

**Level 4** IB DP Computer Science Standard Level Year 2

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

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

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

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

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



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

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





# Science, Technology, Engineering, & Mathematics

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

## Industry Certifications

### Engineering

#### ***Autodesk Certified User in AutoCAD***

#### ***Autodesk Certified Professional in AutoCAD***

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

### Computer Science

#### ***Microsoft Technology Associate Introduction to Programming Using Java***

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

# Lamar High School Course Sequences

## 2021 - 2022

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

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

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

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

Subject	IB Course Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Science	MYP Sciences	8th Grade Science or IPC	Biology	Chemistry	Anatomy & Physiology	And	Earth and Space Science
							Aquatic Science
							SL Sports, Exercise & Health Science
	DP Group 4	8th Grade Science or IPC	Pre IB Biology	Pre IB Chemistry	SL/HL Science Yr 1	And	SL/HL Science Yr 2
	DP Group 4	Pre IB Biology	Pre IB Chemistry	Pre IB Physics	SL/HL Science Yr 1	And	SL/HL Science Yr 2
DP Sciences: Biology (SL & HL); Physics (SL & HL); Chemistry (SL only); Sports, Exercise & Health (SL only), and Environmental Systems (SL only)							

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

\*If student wishes to pursue the IB Diploma but did not take Algebra 1 in 8th grade they can take Geometry between 9th and 10th grade.

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

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
				Horticulture Science				
AUDIO VISUAL TECHNOLOGY & COMMUNICATION	Broadcast Journalism	Principles of Arts Audio Visual Technology & Communication	Audio Visual Production 1	Audio Visual Production 2	Digital Audio Technology	Adobe Certified Associate Premiere Pro	Business & Industry	IB CP or DP
	Print Journalism	Principles of Arts Audio Visual Technology & Communication	Graphic Design & Illustration 1	Graphic Design & Illustration 2	Commercial Photography 1	Adobe Certified Associate InDesign	Business & Industry	IB CP or DP
BUSINESS ADMINISTRATION MAGNET PROGRAM	Business Administration	Principles of Business, Marketing, & Finance	Business Information Management 1	Business Management	Practicum	Microsoft Office	Business & Industry	IB CP or DP
					Global Business/ Human Resource Management			
		Principles of Business, Marketing, & Finance	Business Information Management 1	DP Business	DP Business	Microsoft Office	Multidisciplinary	IB DP Only
				DP Economics	DP Economics	Microsoft Office	Multidisciplinary	IB DP Only
Health Science	Exercise Science and Wellness	Principles of Exercise Science and Wellness	Kinesiology 1	Anatomy & Physiology	TBD	Certified Personal Trainer	Public Service	IB CP or DP
HOSPITALITY & TOURISM	Culinary Arts	Principles of Hospitality & Tourism	Introduction to Culinary Arts	Culinary Arts 2	Practicum	Serve Safe Manager	Business & Industry	IB CP or DP
					Food Science			
	Hotel Management	Principles of Hospitality & Tourism	Hotel Management	Travel & Tourism Management	Hospitality Services	OSHA 30	Business & Industry	IB CP or DP
HUMAN SERVICES	Child Development	Principles of Human Services	Human Growth and Development	Child Development	Family and Community Services/Practicum	Child Development Associate	Public Service	IB CP or DP
STEM	Computer Science	AP Principles of Computer Science	PreIB Computer Science	DP Computer Science SL Yr 1	DP Computer Science SL Yr 2	Java	STEM	IB DP Only
	Engineering	Principles of Applied Engineering	Engineering Design & Presentation	Engineering Science	Engineering Design & Presentation 2	Auto Desk	STEM	IB CP or DP
					Practicum			
Courses and Industry Certifications are subject to change based on State and District offerings and requirements.								

Subject	IB Course Group	8th Grade	9th Grade	10th	11th	And/Or	12th
Fine Arts	DP Group 6				SL/HL Film	And	SL/HL Film
	DP Group 7				SL/HL Music	And	SL/HL Music
	DP Group 6		Theater Arts 1	Theater Arts 2	SL/HL Theater Yr 1	And	SL/HL Theater Yr 2
	MYP Arts *		Theater Arts 1	Theater Arts 2	Theater Arts 3	N/A	Theater Arts 4
				Sculpture/3D Art 2 or Mixed Media 2D Art 2	Sculpture/3D Art 3 or Mixed Media 2D Art 3		
	DP Group 6		Visual Art 1			And	SL Visual Art
				Sculpture/3D Art 2 or Mixed Media 2D Art 2	Sculpture/3D Art 3 or Mixed Media 2D Art 3		
	MYP Arts		Visual Art 1			N/A	Sculpture/3D Art 4 or Mixed Media 2D Art 4
	MYP Arts		Band 1	Band 2	Band 3	N/A	Band 4
			Jazz Band 1	Jazz Band 2	Jazz Band 3	N/A	Jazz Band 4
	MYP Arts		Choir 1	Choir 2	Choir 3	N/A	Choir 4
				Rangerettes/ Adv Modern/ Adv Hip			
	DP Group 6		Dance 1		SL/HL Dance Yr 1	And	SL/HL Dance Yr 2
				Rangerettes/ Adv Modern/ Adv Hip	Rangerettes/ Adv Modern/ Adv Hip Hop		Rangerettes/ Adv Modern/ Adv Hip Hop
	MYP Arts		Dance 1			N/A	
MYP Arts	Orchestra 1	Orchestra 2	Orchestra 3	N/A	Orchestra 4		
MYP Arts	Guitar Multilevel	Guitar Multilevel	Guitar Multilevel		Guitar Multilevel		
MYP Arts	Piano 1	Piano 2	Piano 3		Piano 4		
Fine Arts courses are not necessarily grade specific. i.e. 11th grader can take Year 1. *Theater Arts has several offerings. See course descriptions for more information.							
IBDC = All PDP/IB Cores + 4 yrs LOTE + 3SL/HL IB Exams + TOK, CAS, & EE							
IBCP = 2 PDP/IB Cores + 2 yrs LOTE + 2 IB Exams + PPS + Reflective Project							
Important Notes							
1. If you enroll in an IB course, you must pay for, and take, that IB Exam							
2. Depending on which, if any, High School credit(s) you bring with you from middle school, you may need to attend Summer School between 9 <sup>th</sup> and 10 <sup>th</sup> grade.							
3. If you do not earn credit for a course, you are required to recover that credit in Summer School before being promoted to the next grade level.							
4. Students must earn credit for Algebra 1 before being promoted to the next math. Students must earn credit for Algebra 1, Algebra 2, and Geometry before being promoted to the 4 <sup>th</sup> year of math.							
5. Students may not double up in core subjects.							

# Extra-Curricular Activities

## Clubs and Organizations

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

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

### To create a new club/organization,

Go to the school website at Lamarhs.org

Under the Activities Section, click on Clubs

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

### To update an existing club/organization

Go to the school website at Lamarhs.org

Under the Activities Section, click on Clubs

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

## Clubs, Fine Arts, and Athletic Organizations

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

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

## Fine Arts

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

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

## ATHLETICS

**[lamarathletics@houstonisd.org](mailto:lamarathletics@houstonisd.org)**

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

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

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

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

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

All players need Coach Van Dusen's permission to be in basketball 3<sup>rd</sup> and 7<sup>th</sup> period.

Incoming 9<sup>th</sup> graders will practice before school, not after and they will not be put in the basketball class period. There will be open gym this summer, times TBA so please check with Coach Van Dusen. Try-outs

will be held in October and there will be cuts at all levels. Follow Lamar Boys' Basketball on twitter - @lamartexansbas1

**Girls Basketball Head Coach [Louise.Madison@houstonisd.org](mailto:Louise.Madison@houstonisd.org)**

There will be open gyms all summer long and try-outs before school starts.

Please be sure to check the school calendar and the Girls basketball web-site for more information.

Follow Lamar Girls' Basketball on twitter - @LadyTexansHoops

**Boys Cross Country Head Coach Jerry Martinez [jmartin9@houstonisd.org](mailto:jmartin9@houstonisd.org)**

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

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

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

Follow Lamar Boys' Track & Field @Lamar\_BoysTrack on twitter.

**Girls Cross Country Coach Reagan House [Regan.House@houstonisd.org](mailto:Regan.House@houstonisd.org)**

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

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

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

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

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

**Golf Head Coach Jim Ray [kvessels@houstonisd.org](mailto:kvessels@houstonisd.org)**

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

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

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

**Girls Soccer Head Coach [Guy.Nell@houstonisd.org](mailto:Guy.Nell@houstonisd.org)**

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

**Softball Head Coach [Brandy.Mardis@houstonisd.org](mailto:Brandy.Mardis@houstonisd.org)**

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

**Swim, Water Polo and Diving Coordinator Dwayne Davis [Dwayne.Davis@houstonisd.org](mailto:Dwayne.Davis@houstonisd.org)**

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

**Tennis Head Coach [Khaleed.Matthews@houstonisd.org](mailto:Khaleed.Matthews@houstonisd.org)**

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

**Volleyball Head Coach – Leisa Brents [Lbrents@houstonisd.org](mailto:Lbrents@houstonisd.org)**

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

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

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

**Club Sports**

**Field Hockey**

Field Hockey Team Mom, Krysten Crawford, [Krysten.crawford@gmail.com](mailto:Krysten.crawford@gmail.com)  
PE Credit Coordinator, Paige Fajkus, [cpfajkus@gmail.com](mailto:cpfajkus@gmail.com)

**Boys Lacrosse**

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

**Girls Lacrosse**

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

**Boys and Girls Rugby**

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



# **Student Resources**

## **Student Service Center**

Ensuring student health, safety and well-being is of utmost importance to all of us at Lamar High School. While academics are at the heart of our district, we cannot understate the significance of providing a safe and comfortable space for all of our students. An area that offers our students emotional, social and academic support.

With that in mind, we have the Student Support Center, and we are located directly behind the School Store on the second floor of the new building. Within the SSC, we have Communities in Schools (CIS) which provides 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. If students choose to spend time in the LSC, with approval, their teachers will visit them and provide one on one assistance. They will also have easy access to our counselors/therapists, if they so choose.

We provide the following through the SSC:

- Tutors
- Mentors
- Group counseling
- Uniform assistance
- Access to social service agencies
- Walk-in counseling
- Crisis support
- 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 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).
- The Bridge – A classroom with a teacher for students that have violated the Student Code of Conduct and have been found in possession of drugs or drug paraphernalia. Time required: 45 successful days. Approval must be made through Mr. Jackson.

## **Social Emotional Learning**

CIS promotes the process for helping children and adults develop fundamental skills for life effectiveness. CIS teaches social competencies and interpersonal skills we need to be successful citizens, have positive relationships, and function effectively in society. These skills are designed to foster positive student academic outcomes and to help adults understand, develop, and model skills such as:

- recognizing and managing our emotions

- developing care and concern for others
- establishing positive relationships
- making responsible decisions, and
- managing challenging situations constructively and ethically.

#### At home:

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

#### Wraparound Services

- The Wraparound Services Department connects students and their families with community-resources that address the non-academic challenges that students face which ultimately impact their ability to learn.
- For the 2020-2021 school year, the Wraparound Resource Specialist role will be added to 70 additional campuses; meaning that this position will exist full-time at 210 of the district's 280 campuses. By the 2021- 2022 school year, every HISD campus should have a full-time Wraparound Specialist.
- Wraparound Resource Specialists will use a data-based approach to identify students in need, and to connect them to the appropriate non-academic supports that address critical issues such as mental health and physical needs, food insecurity, lack of stable housing, violence, incarceration of a parent, legal and crisis support and many other challenges that can have adverse effects on a student's readiness and ability to learn.
- Wraparound Resource Specialists will build partnerships between their campuses and resources available in their local communities, helping to leverage partnerships to meet the unique needs of HISD campuses.
- Wraparound Resources Specialists will work collaboratively with school leadership, counselors, nurses and teachers to ensure that students and families with the greatest needs are being properly connected to resources that will enhance their academic outcomes.
- Wraparound specialists will also assist students and families that campuses are having difficulty locating
- Wraparound specialists will collaborate with the Student Assistance department (homeless/foster care/residential) to provide additional layered support to such student groups.
- Wraparound specialists will work closely with the Strategic Partnerships department to ensure that additional community resources are made available.
- Additional information and a directory of all wraparound specialist can be found at [www.houstonisd.org/wraparound](http://www.houstonisd.org/wraparound)

## **Business Office**

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

## **College Access**

The Lamar College Corner is located on the second floor of the Academic Building. Our College Access Coordinators can help you plan for your path after Lamar. The College Corner is open during lunch for drop ins. Students who have off campus 1st/5th or 4th/8th will need to make an appointment and will be given a pass for their session. Please check your HISD email regularly as College Corner will send many emails about college visits, scholarship opportunities, internship opportunities, and student study abroad opportunities. Naviance is a great tool to build your college list, look up scholarships, request transcripts, and track your progress and GPA. You can find this through the HUB under digital resources. You will login using the Clever tool.

### **Requesting Transcripts**

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

Getting Registered

1. Go to the Lamar website at [www.lamarhs.org](http://www.lamarhs.org)
2. Select Information
3. Select Transcript
4. Select "How to use Naviance to order a Transcript"

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

### **College visits and attendance**

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

## **Communications**

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

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

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

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

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

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

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

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

### ***Updating Contact Information***

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

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

## **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 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. 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 reasonable accommodations. Section 504 accommodations are developed and implemented to provide the student an “equal opportunity” and/or “equal access.” After a student’s 504 eligibility is established, the 504 Committee will periodically review his/her 504 plan to determine continued eligibility and to update his/her accommodations. At the beginning of each school year, all Lamar HS faculty and staff are provided an updated list identifying the 504 students on campus. Classroom teachers are also provided copies of the accommodation plans for their specific students.

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

## Special Education

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

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

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

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

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

## Technology at Lamar

Students will check out a laptop from Lamar at the beginning of the school year. Information regarding laptop pick up will be sent to students and parents via school messenger. Forms for laptop checkout must be signed by the parent and your \$25 nonrefundable insurance must be paid prior to pick up.

### ***How to log in to your laptop***

Username: S (student ID number) Sxxxxxxxxx


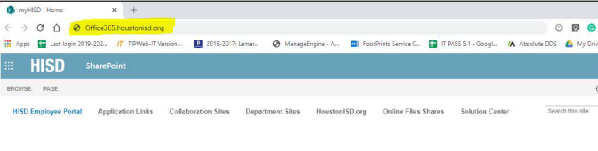
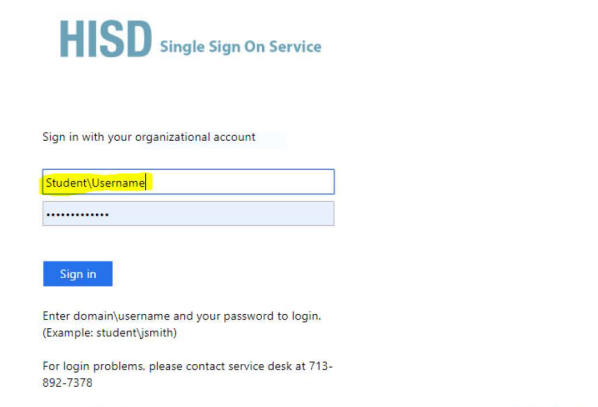
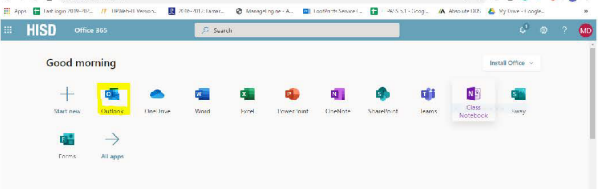
#X's represent your ID Number.

Password: #####


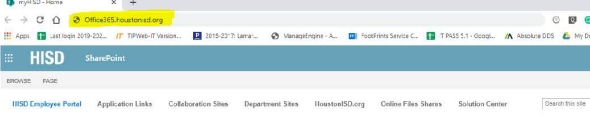
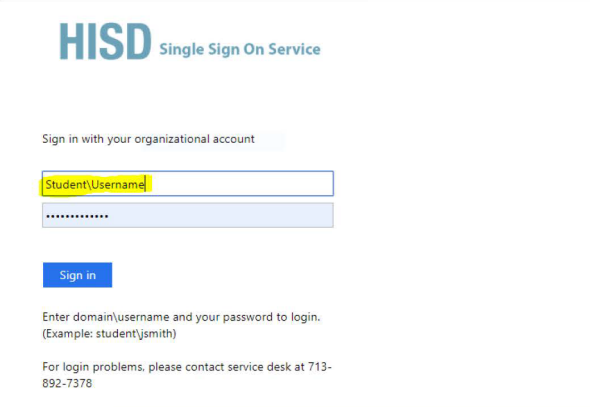
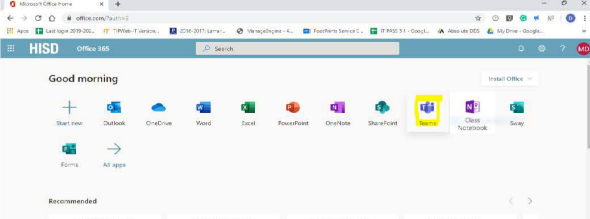
Is your birthday MMDDYYYY

#'s represent your password

## How to access your school email

Step 1	Open Google Chrome	
Step 2	In the search bar type <a href="https://Office365.houstonisd.org">Office365.houstonisd.org</a>	
Step 3	Login using your HISD credentials	
Step 4	click on the <b>Outlook</b> application that is located on the top of the page.	

## How to access Microsoft Teams

Step 1	Open Google Chrome	
Step 2	In the search bar type <a href="https://Office365.houstonisd.org">Office365.houstonisd.org</a>	
Step 3	Login using your HISD credentials	
Step 4	click on the <b>Teams</b> application that is located on the top of the page.	

**How to find all credit recovery apex courses:**

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

## Overview of Technology Supports

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



### ***Office 365***

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

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

### ***Microsoft Teams***

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

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

### ***The HUB (it'sLearning)***

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

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

### ***GSuite***

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

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

### ***Digital Resources Page***

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

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

***HISD Connect Parent Portal***

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

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

Information that HISD Connect Parent Portal provides access to includes:

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

***Parent and Student Resources***

Where to get support: [HISD Technology Service Desk](#)

Phone: 713-892-7378

Email: [servicedesk@houstonisd.org](mailto:servicedesk@houstonisd.org)

# Student Expectations

## Attendance

### School Attendance

#### ***Texas Compulsory Attendance Law***

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

#### ***Daily Attendance Reporting***

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

#### ***Absences & Course Credit***

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

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

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

#### ***Field Trip Absences***

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

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

#### ***UIL and Extracurricular Absences***

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

#### ***College Visits***

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

be offered. **Additional college-visit days will be counted as regular excused absences, if proper documentation of the visit is presented to the Neighborhood Office.**

### **Excused Absences**

#### ***Acceptable Reasons for Excused Absences:***

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

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

#### ***Notes for Absences***

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

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

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

### **Unexcused Absences**

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

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

#### ***Truancy***

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

#### ***Closed Campus Policy***

Once a student arrives on campus for the school day, he or she will not be permitted to leave the campus without administrative approval. Students leaving with parent permission must be signed out by the parent

in the Welcome Center. Also, students are not allowed to leave campus during lunch periods. Leaving campus without permission and without following procedure for being checked out will result in disciplinary consequences.

## **Make-Up Work**

### ***Opportunities for Make-up Work***

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

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

Remember that make-up work is the responsibility of the student. Also, the teacher schedules the time to complete make-up work, not the student. If a student is going to be absent for five or more days in a row, a parent or guardian may contact their Academic Dean to request collection of the assignments.

Students who miss class for an approved school activity are to notify the teacher in advance concerning the possibility of completing any tests or assignments *before* the class is missed.

## **Leaving School Early**

### ***Off-Campus Permits***

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

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

### ***Parents Picking up Students Early***

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

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

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

### ***To Leave School Early Due to Illness***

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

Please Note —

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

### ***Returning to school after leaving early the previous day***

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

## Tardies

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

*The following rules apply:*

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

### **Penalties for Tardiness** (per semester)

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

The following applies to unexcused tardies per semester:

- 1<sup>st</sup> and 2<sup>nd</sup> = warning / pass to class
- 3<sup>rd</sup> = lunch detention (30 min.) and parent contact
- 4<sup>th</sup> = after-school detention (1 hr.) and parent contact
- 5+ = mandatory parent conference and support plan

Daily Class Schedule	
8:30 - 10:03	1 <sup>st</sup> and 5 <sup>th</sup> Period
10:10 – 11:45	2 <sup>nd</sup> and 6 <sup>th</sup> Period
11:45 – 12:15	Lunch
12:15 – 12:48	Tutorials/Club Meetings/Neighborhood Meetings
12:55 – 2:28	3 <sup>rd</sup> and 7 <sup>th</sup> Period
2:35 – 4:10	4 <sup>th</sup> and 8 <sup>th</sup> Period

## Conduct and Discipline

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

### **Campus Distributions**

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

### **Cell phones**

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

### **Confiscated items**

**Unauthorized** selling or solicitation of items, such as snacks, is prohibited on campus or at Lamar functions. **Prohibited items will be confiscated by school administration and will not be returned.**

**Fundraising**

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

**Use of skateboards**

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

**Damage to School Property**

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

**Hall Passes**

Students are expected to remain in class during instructional time. Should there be an urgent need to leave the classroom, staff will ensure that all the information requested on the hall pass (including student name, destination, and date and time) is included in ink.

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

**No Smoking**

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

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

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

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

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

**Use of the School Name and Mascot**

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

**Bullying**

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

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

**Cyber Bullying**

Cyber bullying, at or away from campus, defined as the use of the Internet, cell phones, or other devices to send, post, or text-message images and material intended to hurt or embarrass another student. This may include, but is not limited to, continuing to send an email to someone who has said he or she wants no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate

speech); ganging up on victims by making them the subject of ridicule in electronic forums and posting false statements as fact intended to humiliate another student; disclosure of personal data such as another student's real name, address, or school on web-sites or forums to embarrass or harass; posing as another student for the purpose of publishing material in his or her name that defames or ridicules him or her; sending threatening and harassing text, instant messages, or e-mails to another ; and posting or sending rumors or gossip to incite others to dislike and/or gang up on the target, which is determined to have a material and substantial interference with school activities or with the rights of students.

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

## Dress Code

### ***Dress and Grooming***

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

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

### ***The Uniform Policy***

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

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

The following items are prohibited:

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

### ***Tops***

- Students must wear a uniform white or navy blue polo shirt with "LAMAR IB" embroidery. These may be purchased in the school store.
- Lamar spirit shirts may be worn on Fridays.
- 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.



### ***Pants, Shorts and Skirts***

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

### ***Shoes***

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

***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.*

## **Lunch Expectations**

### ***Breakfast, Lunch, and Dinner***

Lamar High School provides breakfast, lunch, and dinner on campus. HISD publishes menus monthly.

Breakfast is provided free of charge to all students and is served from 7:30 AM to 8:20 AM in the Grand Hall, second floor landing near the skybridge, and outside the neighborhoods on the third and fourth floors, daily. Dinner is served Monday through Friday immediately afterschool in the Grand Hall.

### ***Lunch Expectations***

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

### **No Deliveries**

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

### **To and From Lunch**

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

### **Food & Drink (and Trash)**

- The consumption of food is allowed only in the neighborhoods, Grand Hall, and at the tables in the patio area. No food may be consumed in other areas of the campus.

- All trash must be disposed of in the containers provided around campus. Recyclable items should be deposited in the recycling bins provided in the lunch areas. After eating, students must clear their table of all food service items and dispose in trash cans.
- Celebratory items and other shared foods (i.e. birthday cakes, cupcakes, balloons, etc.) are prohibited.

#### Maintaining a pleasant eating environment

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

## Off Campus

### Off-Campus Permits

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

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

## Student Activities

### Definitions

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

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

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

### Dress Requirements

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

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

### Approval, Scheduling, & Supervision

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

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

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

### ***Official Recognition***

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

## **Transportation and Parking**

### ***General Regulations***

The parking garage is on the east side of campus. There will be a yearly parking permit fee of \$180.00 (cash, schoolpay or money order) for students wishing to use the school parking garage. The speed limit in the garage is 5 mph and traffic travels in both directions, traffic flows in and out at any time. Violations may result in the revocation of your parking permit without a refund.

When purchasing a parking tag, a student must furnish:

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

Students may register an EZtag (or other Texas toll tags) for access or be provided a Lamar parking tag. Vehicles parked illegally will be towed. Students are reminded that faculty parking areas and the visitors’ parking lot are off limits before school and at all times during the school day; any student automobiles found parked there will be towed at owner’s expense.

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

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

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

### ***Parking Violations***

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

### ***Bus Transportation***

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

Students riding the bus should remember:

- Students must have bus ID to ride an HISD bus.
- Stand away from the road while waiting for the bus.
- Exhibit appropriate behavior at the bus stop. Behavior that is disruptive, destructive, or unsafe for traffic will not be tolerated.

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

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

#### ***Private Car Drop Off & Pick Up***

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

## **UIL Eligibility**

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

#### ***First Grading Cycle***

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

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

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

#### ***Subsequent Grading Cycles***

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

Suspensions from participating due to six-week (report card) grades shall become effective seven calendar days after the last day of the six-week grading period in which the failing grade was earned. (For example, if the fourth six-week grading period ended on Tuesday, March 5, and a student received a failing grade in that

fourth six-week period, he or she could participate in any activity that occurred during the next week until Tuesday, March 12, at 4:00 p.m.).

### ***Incomplete Grades***

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

### ***Participation and Eligibility***

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

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

### ***Two-Period Rule***

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

### ***Five-Day Rule***

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

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

### ***Students Requesting a Campus Transfer***

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

### ***Conduct Requirements***

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

## **Visitors**

All persons visiting Lamar must check in at the Welcome Center in the North Building. Effective August 23m 2021 visitors to campus are limited and must be approved. Visitor parking is available in the surface lot on the west side of campus. This lot is only accessible from Westheimer. No visitors are allowed during standardized testing periods.

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

## ***What do I do...***

### ***You arrive late to class . . .***

Report to your neighborhood clerk or to a tardy pass station in the area of your class to get a pass.

### ***You are returning after an absence . . .***

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

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

### ***You need to leave school early . . .***

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

### ***You need to use a telephone . . .***

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

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

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

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

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

### ***You need to leave your classroom . . .***

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

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

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

### ***You become ill or injured during school . . .***

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

### ***You need to take medication during school . . .***

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

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

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

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

- that the student has asthma or severe allergic reactions and is capable of self-administering the prescription asthma or anaphylaxis medication;
- the name and purpose of the medicine;
- the prescribed dosage for the medicine;

- the time at which or circumstances under which the medicine may be administered; and
- the period for which the medicine is prescribed.

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

***You have a conflict with another student . . .***

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

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

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

***You need information about HISD buses . . .***

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

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

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

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

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

# Lamar Course Descriptions

## 2021-2022 School Year

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

### ENGLISH

#### MYP: Language and Literature

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

##### **MYP English 1 Recommended**

Grade 9

Prerequisite: None

Credit: 1.0

GPA: 4.0

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

##### **MYP PDP English 1**

Grade 9

Prerequisite: None

Credit: 1.0

GPA: 5.0

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

##### **MYP English 2 Recommended**

Grade 10

Prerequisite: English 1

Credit: 1.0

GPA: 4.0

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

##### **MYP PDP English 2**

Grade 10

Prerequisite: English 1

Credit: 1.0

GPA: 5.0



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

### **MYP English 3 Recommended**

Grade 11

Prerequisite: English 2

Credit: 1.0

GPA: 4.0

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

### **MYP English 4 Recommended**

Grade 12

Prerequisite: English 3

Credit: 1.0

GPA: 4.0

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

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

Grades 11 & 12

Prerequisite: English 2 PDP

Credits: 2.0

GPA: 5.0

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

## **English for Speakers of Other Languages (ESOL) 1**

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

## **English for Speakers of Other Languages (ESOL) 2**

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

## **English 3 Transitional ESL**

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

## **English 4 Transitional ESL**

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

## **ESL Reading**

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

## **Public Speaking**

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

## **Reading**

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

## **Language Other Than English (LOTE)**

**MYP: Language Acquisition**

**DP/CP: Group 2: Language Acquisition**

### **MYP Arabic 1 Recommended**

Grade: 9, 10, 11, 12

Prerequisite: None

Credit: 1.0

GPA: 4.0

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

### **MYP PDP Arabic 2**

Grade: 9, 10, 11, 12

Prerequisite: Arabic 1

Credit: 1.0  
GPA: 5.0

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

### **MYP PDP Arabic 3**

Grades: 9, 10, 11, 12  
Prerequisite: Arabic 2  
Credit: 1.0  
GPA: 5.0

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

### **IB DP Arabic SL/HL**

Grades: 11 and 12  
Prerequisite: Arabic 2 or 3  
Credits: 2.0  
GPA: 5.0

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

### **MYP Chinese 1 Recommended**

Grades: 9, 10, 11, 12  
Prerequisite: None  
Credit: 1.0  
GPA: 4.0

In Chinese 1, students will learn basic Chinese vocabulary and how to make simple sentences in Chinese. Students will learn how to pronounce Chinese using the Pinyin Romanization system and how to write the characters and pronounce the four tones in the Chinese language.

Time is spent learning about the Chinese culture, some important events in Chinese history, social behaviors, cultural norms, and Chinese festivals. There is a special celebration for Chinese New Year and a Chinese calligrapher visits class to demonstrate how to write Chinese characters with the traditional maobi (writing brush) and ink stone.

### **MYP PDP Chinese 2**

Grades 9, 10, 11, 12  
Prerequisite: Chinese 1  
Credit: 1.0  
GPA: 5.0

In Chinese 2, students will continue their study of basic Chinese. Students will learn vocabulary and how to build sentences for shopping, days of the week, how to tell time, colors, how to count money, make phone calls to friends, and many basic daily routine

vocabularies. Students will continue learning correct stroke order for writing the characters and will learn the correct tones for each word. Each semester the class will read one outside reading book about China. This book will be provided by the teacher.

### **MYP PDP Chinese 3**

Grades: 9, 10, 11, 12

Prerequisite: Chinese 2 PIB

Credit: 1.0

GPA: 5.0

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

### **IB DP Chinese SL & HL**

Grades 11 & 12

SL Prerequisite: Chinese 2 PIB

HL Prerequisite: Chinese 3 PIB

Credits: 2.0

GPA: 5.0

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

### **MYP French 1 Recommended**

Grades: 9, 10, 11, 12

Prerequisite: None

Credit: 1.0

GPA: 4.0

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

### **MYP PDP French 2**

Grades: 9, 10, 11, 12

Prerequisite: French 1

Credit: 1.0

GPA: 5.0

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

### **MYP PDP French 3**

Grades: 9, 10, 11, 12

Prerequisite: PDP French 2

Credit: 1.0

GPA: 5.0

The course begins with a review of the material covered in French 1 & 2. Students will improve communicative proficiency in the four skills of listening, speaking, reading, and writing. Students work to expand their understanding of vocabulary and grammar. Students increase awareness and foster and understanding of French Speaking cultures and are encouraged to develop a life-long love of language acquisition and exploration of new cultures.

### **IB DP French Ab Initio SL**

Grades: 11 & 12

Prerequisite: None

Credits: 2.0

GPA: 5.0

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

### **IB DP French SL & HL**

Grades: 11 & 12

SL Prerequisite: PDP French 2

HL Prerequisite: PDP French 3

Credits: 2.0

GPA: 5.0

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

### **MYP Spanish 1 Recommended**

Grades: 9, 10, 11, 12

Prerequisite: None

Credit: 1.0

GPA: 4.0

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

### **MYP PDP Spanish 2**

Grades: 9, 10, 11, 12

Prerequisite: Spanish 1

Credit: 1.0

GPA: 5.0

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

### **MYP PDP Spanish 3**

Grades: 9, 10, 11, 12

Prerequisite: Spanish 2

Credit: 1.0

GPA: 5.0

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

### **Spanish Seminar**

Grades: 9 or 10

Prerequisite: Spanish 3

Credit: 1.0

GPA: 5.0

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

### **IB DP Spanish SL Ab Initio**

Grades 11 & 12

Prerequisites: None

Credits: 2.0

GPA: 5.0

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

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

Grades: 11 & 12

SL Prerequisites: PrelB Spanish 2

HL Prerequisites: PrelB Spanish 3

Credits: 2.0

GPA: 5.0

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

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

## **Math**

**MYP: Mathematics**

**DP/CP: Group 5: Mathematics**

### **MYP Algebra 1 Recommended**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

### **MYP PDP Algebra 1**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 5.0

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

### **MYP Geometry Recommended**

Grade: 10

Prerequisites: Algebra 1

Credit: 1.0

GPA: 4.0

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

### **MYP PDP Geometry**

Grade: 9 or 10

Prerequisites: PDP Algebra 1

Credit: 1.0

GPA: 5.0

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

### **MYP PDP Algebra 2**

Grade: 9 or 10

Prerequisites: Geometry

Credit: 1.0

GPA: 5.0

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

### **MYP PDP Pre-Calculus**

Grade: 10

Prerequisites: PDP Geometry

Credit: 1.0

GPA: 5.0

*This course is only for students who complete Algebra 1, Algebra 2, and Geometry prior to 10<sup>th</sup> grade.* Precalculus is a course that combines reviews of algebra, geometry, and functions into a preparatory course for calculus. The first semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including laws of cosine and sine. The second semester includes linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions.

### **MYP Algebra 2 Recommended**

Grade: 11

Prerequisites: Geometry

Credit: 1.0

GPA: 4.0

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

### **MYP Statistics**

Grade: 12

Prerequisites: Geometry

Credit: 1.0

GPA: 4.0

The course introduces students to the theory of probability and its field of application, statistics. Topics studied included descriptive measures for empirical data, the theory of probability, probability distributions, sampling distributions of statistics from large and small samples, hypothesis testing, correlation, and regression.



## **IB DP Applications & Interpretations (AI) SL/HL**

Grade: 11 and 12

Prerequisites: PDP Geometry

Credits: 2.0

GPA: 5.0

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose this subject at Standard (SL) or Higher Level (HL) should enjoy seeing mathematics used in real-world contexts and to solve real-world problems. Students who wish to take Mathematics: applications and interpretation at HL will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable undertaking this exploration using technology.

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

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

## **IB DP Analysis & Approaches (AA) HL**

Grade: 11 and 12

Prerequisites: PDP Geometry

Credits: 2.0

GPA: 5.0

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, there is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. There will be a recognition that the development of mathematical thinking is important for a student.

Students who choose this subject should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Students who wish to take Mathematics: analysis and approaches at HL will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

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

**SCIENCE**  
**MYP: Sciences**  
**DP/CP: Group 4: Experimental Sciences**

**Biology 1 Recommended**

Grade 9  
Prerequisite: None  
Credit: 1.0  
GPA: 4.0

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

**PDP Biology 1**

Grade 9  
Prerequisite: None  
Credit: 1.0  
GPA: 5.0

This course includes the standard Biology curriculum while introducing topics that students will see in IB DP Biology. Students will gain more in depth knowledge of biomolecules, genetics, and specialized cells and their functions.

**Chemistry 1 Recommended**

Grade 9 or 10  
Prerequisite: Biology  
Credit: 1.0  
GPA: 4.0

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

**PDP Chemistry 1**

Grade 9 or 10  
Prerequisite: Biology  
Credit: 1.0  
GPA: 4.0

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

**PDP Physics 1**

Grade 10  
Prerequisite: Chemistry  
Credit: 1.0  
GPA: 5.0

This course is for 10<sup>th</sup> graders who completed Biology in 8<sup>th</sup> grade. In this course, students will learn to analyze the physical interactions that govern reality and develop novel solutions to global problems using mathematical models. The relationship between course concepts and the environment is emphasized as part of the MYP fundamental concepts. The students will be encouraged to adapt the IB learner profile to their own academic development as they study the physics curriculum and its lab applications.

### **Anatomy and Physiology**

Grade 11

Prerequisite: Chemistry

Credit: 1.0

GPA: 4.0

Anatomy and Physiology is a discussion and laboratory based study of the human body. The study will include molecules, cells, body systems, and processes. The format of the course will ensure student-driven learning through real-life application of concepts. Throughout the year, student will be encouraged to become inquirers, communicators, principled, risk takers, balanced, caring and reflective in their learning. This course builds on biological concepts taught in 9<sup>th</sup> grade Biology.

### **Aquatic Science**

Grade 12

Prerequisite: Anatomy and Physiology

Credit: 1.0

GPA: 4.0

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

### **Earth and Space Science**

Grade 12

Prerequisite: Anatomy and Physiology

Credit: 1.0

GPA: 4.0

Earth and Space Science is a capstone course designed to build on students' prior scientific knowledge and skills to develop an understanding of Earth's systems in space and time. Students will study the geosphere (solid Earth), hydrosphere (water), and atmosphere systems. They will focus on how these systems interact with each other and how all of them interact with the biosphere (life). Additionally, students will investigate how the Earth is part of the much larger solar and stellar systems.

### **Diploma Program Sciences:**

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

### **IB DP Biology**

Grades 11 & 12

Prerequisite: Chemistry PDP

Credits: 2.0

GPA: 5.0

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

### **IB DP Biology (SL)**

IB Biology SL at Lamar High School provides students with extensive material such as basic biochemistry, cell structure and function, genetic patterns of inheritance, plant function, evolution, ecology, and the international nature of science. Lamar's student

environment promotes critical thinking with rigorous class activity. Students will acquire advanced knowledge of experimental procedure and data examination.

### **IB DP Biology (HL)**

At Lamar High School, the IB Biology HL course will provide students with higher order investigative experiences. Activities throughout the course will promote a deeper understanding of critical concepts in Biology. Such concepts will include basic molecular biology, biochemistry, genetic patterns of inheritance, plant form and function, evolution, ecology, animal physiology and the international nature of science. It will emphasize the development of inquiry skills and higher order thinking via experiential learning in both a classroom and laboratory settings.

### **IB DP Chemistry:**

Grades 11 & 12

Prerequisite: Chemistry PDP

Credits: 2.0

GPA: 5.0

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

### **IB DP Chemistry (SL)**

IB Chemistry Standard Level course promotes students' academic study with the acquisition of practical and investigational skills that are essential for experimental science. It facilitates students' development of a wide range of practical skills and enhances their ability in the use of mathematics that are both transferable to other scientific fields and crucial for 21st century learners.

### **IB DP Physics**

Grades 11 & 12

Prerequisite: Chemistry PDP

Credits: 2.0

GPA: 5.0

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

### **IB DP Physics (SL)**

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

### **IB DP Physics (HL)**

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

### **IB DP Environmental Systems and Societies (SL)**

Grades 11 & 12

Prerequisite: Chemistry PDP

Credits: 2.0

GPA: 5.0

You possess a wide range of skills, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. Through studying ESS, students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students develop thinking and research skills

related to text analysis, comprehension, knowledge transfer, and use of primary sources. For students interested in the liberal arts, interdisciplinary studies, human sciences, political science, non -science endeavors.

### **IB DP Sports, Exercise and Health Science**

Grade 12

Prerequisite: Anatomy & Physiology

Credits: 1.0

GPA: 5.0

The SEHS course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. A combination of syllabus content and experimental work provides the opportunity for students to acquire the knowledge and understanding necessary to apply scientific principles and analyze human performance. The SEHS course has strong international dimensions such as international sporting competition and the international bodies that regulate them. Ethical issues that exist within sporting competitions are considered.

## **Social Studies**

**MYP: Individuals & Societies**

**DP: Group 3: Individuals and Societies**

### **MYP World Geography Recommended**

Grade: 10

Prerequisites: World Geography/AP Human Geography

Credit: 1.0

GPA: 4.0

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

### **MYP PDP Geography**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 5.0

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

### **MYP World History Recommended**

Grade: 10

Prerequisites: World Geography/AP Human Geography

Credit: 1.0

GPA: 4.0

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

### **AP World History**

Grade: 10

Prerequisites: World Geography/AP Human Geography

Credit: 1.0

GPA: 4.0

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

### **MYP US History Recommended**

Grade: 11

Prerequisites: World History/AP World History

Credit: 1.0

GPA: 4.0

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

### **MYP PDP US History**

Grade: 11

Prerequisites: World History/AP World History

Credit: 1.0

GPA: 5.0

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

### **MYP Government Recommended**

Grades: 11 or 12

Prerequisites: None

Credit: 0.5

GPA: 4.0

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

### **AP US Government**

Grades: 11 or 12

Prerequisites: None

Credit: 0.5

GPA: 5.0

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

## **MYP Economics Recommended**

Grades: 11 or 12

Prerequisites: None

Credit: 0.5

GPA: 4.0

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

## **IB DP Economics SL/HL**

Grades: 11 and/or 12

Prerequisites: None

Credits: 2.0

GPA: 5.0

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

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

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

## **IB DP Art History SL**

Grades: 11 or 12

Prerequisites: None

Credit: 1.0

GPA: 5.0

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

## **IB DP History of the Americas HL**

Grade: 12

Prerequisites: PDP US History

Credit: 1.0

GPA: 5.0

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

## **IB DP Psychology**

Grades: 11 or 12

Prerequisites: None

Credit: 1.0

GPA: 5.0

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

### **IB DP World Religions SL**

Grades: 11 or 12

Prerequisites: None

Credit: 1.0

GPA: 5.0

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

## **IB Core**

### **Theory of Knowledge**

Grades 11 & 12

IB Diploma Program Only

GPA: 5.0

Theory of knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role in the IB Diploma Program by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. It is a core element undertaken by all DP students.

Theory of knowledge (TOK) plays a special role in the International Baccalaureate Diploma Programme, by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

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

What counts as evidence for X?

How do we judge which is the best model of Y?

What does theory Z mean in the real world?

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

### **Personal and Professional Skills**

Grades 11 & 12

IB Career-related Program Only

Credit: 1.0

GPA: 5.0



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

## **Career and Technical Education**

### **MYP: Design**

#### **Agriculture, Food, and Natural Resources**

##### **Animal Science**

###### **Principles of Agriculture**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

###### **Livestock Production**

Grade: 10

Prerequisites: Principles of Agriculture

Credit: 1.0

GPA: 4.0

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

###### **Veterinary Medical Applications**

Grade: 11

Prerequisites: Livestock Production

Credit: 1.0

GPA: 4.0

This course provides instruction on related careers in the field of veterinary medicine and develop knowledge and skills regarding career opportunities, entry requirements, and industry expectations. Suggested animals which may be included in the course of study include, but are not limited to, small mammals, amphibians, reptiles, avian, dogs, and cats.

###### **Equine Science**

Grade: 11

Prerequisites: Veterinary Medicine

Credit: 0.5

GPA: 4.0

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

###### **Small Animal Management**

Grade: 11

Prerequisites: Veterinary Medicine

Credit: 0.5

GPA: 4.0

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

### **Advanced Animal Sciences**

Grade: 12

Prerequisites: Small Animal Management and Equine Science

Credit: 1.0

GPA: 4.0

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

### **Practicum in Agriculture, Food, and Natural Resources: Veterinary Science**

Grade: 12

Prerequisites: Veterinary Medical Applications

Credit: 1.0

GPA: 4.0

The Veterinary Science Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. Students will be required to obtain a position or placement in a Veterinary Clinic through the assistance of the Program Coordinator.

### **Plant Science**

#### **Principles of Agriculture**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

#### **Floral Design**

Grade: 10

Prerequisites: Principles of Agriculture

Credit: 1.0

GPA: 4.0

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

#### **Landscape Design**

Grade: 11

Prerequisites: Floral Design

Credit: 0.5

GPA: 4.0

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

### **Turf Grass Management**

Grade: 11

Prerequisites: Floral Design

Credit: 0.5

GPA: 4.0

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

### **Horticulture Science**

Grade: 12

Prerequisites: Turf Grass Management

Credit: 1.0

GPA: 4.0

Horticulture Science is designed to develop an understanding of common horticulture management practices as they relate to food and ornamental plant production. Students will learn about careers in various areas of the horticulture industry, the personal skills needed to obtain one of these jobs and how skills needed for success have changed over time.

### **Practicum in Agriculture, Food, and Natural Resources: Horticulture**

Grade: 12

Prerequisites: Turf Grass Management

Credit: 1.0

GPA: 4.0

The Horticulture Science Practicum is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experiences such as employment, independent study, internships, assistantships, mentorships, or laboratories. Students will be required to obtain a position or placement through the assistance of the Program Coordinator.

## **Arts, Audio/Video Technology, and Communications**

### **Broadcast Journalism**

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

### **Principles of Arts, Audio/Video Technology & Communication**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

## **Audio Video Production 1**

Grade: 10

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

Credit: 1.0

GPA: 4.0

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

## **Audio Video Production 2**

Grade: 11

Prerequisites: Audio Video Production 1

Credit: 1.0

GPA: 4.0

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

## **Digital Audio Technology**

Grade: 12

Prerequisites: Audio Video Production 2

Credit: 1.0

GPA: 4.0

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

## **Print Journalism**

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

## **Principles of Arts, Audio/Video Technology & Communication**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

## **Graphic Design & Illustration 1**

Grade: 10

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

Credit: 1.0

GPA: 4.0

The mission of the graphic design I class is to prepare all students to become successful career professionals in the field of Digital Media design, which will be the central CTE interest area of our school. Students will be given the opportunity to explore the design

process and; using critical thinking skills, find creative visual solutions while designing many of their own projects. Software training includes use of Adobe, In Design and Photoshop. The class is project based and allows students will work on various Lamar publications.

## **Graphic Design & Illustration 2**

Grade: 11

Prerequisites: Graphic Design & Illustration 1

Credit: 1.0

GPA: 4.0

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

## **Commercial Photography 1**

Grade: 12

Prerequisites: Graphic Design & Illustration 2

Credit: 1.0

GPA: 4.0

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

## **Business Management & Administration**

### **Principles of Business, Marketing, & Finance**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

### **Business Information Management 1**

Grade: 10

Prerequisites: Principles of Business, Marketing, & Finance

Credit: 1.0

GPA: 4.0

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

## **Business Management**

Grade: 11

Prerequisites: Business Information Management 1

Credit: 1.0

GPA: 4.0

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

### **Human Resources Management**

Grade: 12

Prerequisites: Business Management

Credit 0.5

GPA: 4.0

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

### **Global Business**

Grade: 12

Prerequisites: Business Management

Credit 0.5

GPA: 4.0

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

### **Practicum in Business Management**

Grade: 12

Prerequisites: Business Management

Credit: 1.0

GPA: 4.0

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

### **IB DP Business Management SL/HL**

Grades: 11 & 12

Prerequisites: Business Information Management 1

Credits: 2.0

GPA: 5.0

The IB business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate. The course covers the key characteristics of business organization and environment and the business functions of human resource management, finance and accounts, marketing and operations management. Links between the topics are central to the course. Through the exploration of six underpinning concepts (change, culture, ethics, globalization, innovation and strategy), the course allows students to develop a holistic understanding of today's complex and dynamic business environment. The conceptual learning is firmly anchored in business management theories, tools and techniques and placed in the context of real world examples and case studies. The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

## **Health Science**

### **Principles of Exercise Science and Wellness**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

The Principles of Exercise Science and Wellness course is designed to provide for the development of knowledge and skills in fields that assist patients with maintaining physical, mental, and emotional health. Students in this course will understand diet and exercise, as well as techniques to help patients recover from injury, illness, and disease. They will also learn about introductory health science topics such as employability skills, lifespan development, and ethical and legal standards. Students who take this course are ideally interested in such careers as physical therapy, athletic training, nutrition, personal training, and recreational therapy. The central focus of this course is to provide students with a solid foundation in the topics of health and wellness and increase their interest in the various careers available in these fields.

### **Kinesiology I**

Grade: 10

Prerequisites: Principles of Exercise Science and Wellness

Credit: 1.0

GPA: 4.0

This course is designed to introduce students to the basic concepts of kinesiology. Students will gain an understanding of body mechanics, physiological functions of muscles and movements, the history of kinesiology, and the psychological impact of sports and athletic performance. Students will also explore careers within the kinesiology field and be able to explain the societal demand for kinesiology-related jobs. Students will develop a foundation in Kinesiology I that will prepare them for upper-level courses that will dive deeper into the anatomical and physiological functions of the body and provide opportunities for an industry-certified exam such as a certified personal trainer.

## **Hospitality and Tourism**

### **Culinary Arts**

#### **Principles of Hospitality and Tourism**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

#### **Introduction to Culinary Arts**

Grade: 10

Prerequisites: Principles of Hospitality and Tourism

Credit: 1.0

GPA: 4.0

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

### **Culinary Arts2**

Grade: 11

Prerequisites: Introduction to Culinary Arts

Credit: 1.0

GPA: 4.0

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

### **Food Science**

Grade: 12

Prerequisites: Culinary Arts

Credit: 1.0

GPA: 4.0

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

### **Practicum in Culinary Arts**

Grade: 12

Prerequisites: Culinary Arts

Credit: 1.0

GPA: 4.0

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

### **Hotel Management**

#### **Principles of Hospitality and Tourism**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

### **Hotel Management**

Grade: 10

Prerequisites: Principles of Hospitality and Tourism

Credit: 1.0

GPA: 4.0

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

### **Travel & Tourism Management**

Grade: 11

Prerequisites: Hotel Management

Credit: 1.0

GPA: 4.0



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

## **Hospitality Services**

Grade: 12

Prerequisites: Travel and Tourism Management

Credit: 1.0

GPA: 4.0

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

## **Human Services**

### **Principles of Human Services**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

### **Human Growth and Development**

Grade: 10

Prerequisites: Principles of Human Services

Credit: 1.0

GPA: 4.0

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

### **Child Development**

Grade: 11

Prerequisites: Human Growth and Development

Credit: 1.0

GPA: 4.0

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

### **Family & Community Services**

Grade: 12

Prerequisites: Child Development

Credit: 1.0

GPA: 4.0

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

### **Practicum in Human Services**

Grade: 12

Prerequisites: Family & Community Services

Credit: 1.0

GPA: 4.0

Practicum in Human Services provides background knowledge and occupation-specific training that focuses on the development of consumer services, early childhood development and services, counseling and mental health services, and family and community-services careers. Content for Practicum in Human Services is designed to meet the occupational preparation needs and interests of students and should be based upon the knowledge and skills selected from two or more courses in a coherent sequence in the human services cluster. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

## **STEM**

### **Engineering**

#### **Principles of Applied Engineering**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 4.0

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

#### **Engineering Design and Presentation 1**

Grade: 10

Prerequisites: Principles of Applied Engineering

Credit: 1.0

GPA: 4.0

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

#### **Engineering Science**

Grade: 11

Prerequisites: Engineering Design and Presentation 1

Credit: 1.0

GPA: 4.0

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

## **Engineering Design & Presentation 2**

Grade: 12

Prerequisites: Engineering Science

Credit: 1.0

GPA: 4.0

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

## **Practicum in STEM**

Grade: 12

Prerequisites: Engineering Science

Credit: 1.0

GPA: 4.0

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

## **Computer Science**

### **AP Principles of Computer Science**

Grade: 9

Prerequisites: None

Credit: 1.0

GPA: 5.0

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

### **MYP PDP Computer Science**

Grade: 10

Prerequisites: AP Principles of Computer Science

Credit: 1.0

GPA: 5.0

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

### **IB DP Computer Science SL**

Grade: 11 and 12

Prerequisites: MYP PDP Computer Science

Credits: 2.0

GPA: 5.0

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

## **Fine Arts**

**MYP: The Arts**

**DP/CP: Group 6: The Arts**

### **Visual ART 1/2/3/4**

Credit: 1.0

GPA: 4.0

Art 1, Sculpture 3D, Mixed Media 2D

Art courses are offered on three different levels which all share the same four basic strands—perception, creative expression/performance, historical and cultural heritage, and critical evaluation. Students rely on their perceptions of the environment, developed through increasing visual awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills

### **Art IB DP Visual Arts SL**

Grade: 12

Prerequisites: Art 3

Credits: 1.0

GPA: 5.0

The visual arts are an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. They range from traditional forms embedded in local and wider communities, societies and cultures, to the varied and divergent practices associated with new, emerging and contemporary forms of visual language. They may have socio-political impact as well as ritual, spiritual, decorative and functional value; they can be persuasive and subversive in some instances, enlightening and uplifting in others. We celebrate the visual arts not only in the way we create images and objects, but also in the way we appreciate, enjoy, respect and respond to the practices of artmaking by others from around the world. Theories and practices in visual arts are dynamic and ever-changing and connect many areas of knowledge and human experience through individual and collaborative exploration, creative production and critical interpretation. The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts. Supporting the International Baccalaureate mission statement and learner profile, the course encourages students to actively explore the visual arts within and across a variety of local, regional, national, international and intercultural contexts. Through inquiry, investigation, reflection and creative application, visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture.

### **BAND 1/2/3/4**

Credit 1.0

GPA: 4.0

Marching Band, Jazz Band, Color Guard

### **ORCHESTRA 1/2/3/4**

Credit 1.0

GPA: 4.0

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

### **Guitar Multilevel**

Credit 1.0

GPA: 4.0

Provides students in the proper historical techniques and styles of the mariachi ensemble. Emphasis is placed on individual and ensemble tone production, mastery of fundamentals, and music reading. The students are reinforced with skills needed for the intricate rhythm and technique.

### **CHOIR 1/2/3/4**

Credit 1.0

GPA: 4.0

#### **Beginning Men's Chorus**

#### **Beginning Women's Chorus**

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

#### **Varsity Women's Chorus**

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

### **MADRIGAL SINGERS**

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

### **IB DP Music SL/HL**

Grades: 11 and 12

Prerequisites: Level 1 and 2 of respective Music courses

Credits: 2.0

GPA: 5.0

Involving aspects of the composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. They develop practical and communicative skills which provide them with the opportunity to engage in music for further study, as well as for lifetime enjoyment.

Both standard level (SL) and higher level (HL) music students are required to study musical perception.

### **DANCE**

#### **Intro Dance/Dance 1**

GPA: 4.0

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

#### **Rangerettes Drill Team**

GPA: 4.0

A Rangerette shall be loyal, have high morals and standards, set good examples in and out of school, and develop self-discipline and confidence. Being a member of the team is an honor. Hard work and discipline are major components of the program. A Rangerette's commitment is to both academics and the Rangerettes organization. Prospective members of the Rangerettes Drill Team shall be selected through an audition process. The term of membership is one calendar year, beginning when the name is posted as a team member and continuing until the tryouts for the following year's team. Applicants can be in grades 8th through 11th during the year of tryouts. Applicants must meet all criteria as described in the tryout application. Applications will be available one month prior to tryouts.

#### **IB DP DANCE SL**

Grades: 11 and 12

Credits: 2.0

GPA: 5.0

Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar. The students learn to express themselves through movement. Both IB DP Dance SL and IB DP Dance HL require prior dance training and approval through Mr. Ayala.

#### **IB DP Dance 2 HL**

Grades: 11 and 12

Credits: 2.0

GPA: 5.0

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

#### **Lamar Dance Theatre (LDT)**

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

#### **Advanced Hip Hop**

Credit: 1.0

GPA: 4.0

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

#### **Advanced Modern**

Credit: 1.0

GPA: 4.0

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

#### **PIANO 1/2/3/4**

Credit: 1.0

GPA: 4.0

Provides students in the proper fundamentals and technique for piano. Emphasis is placed on individual tone production, fundamentals, technique and music reading. In advanced levels, the students are reinforced with the proper repertoire, sequencing, fundamentals and technique for piano to extend their playing ability.

### **Debate 1/2/3/4**

Credit: 1.0

GPA: 4.0

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

## **THEATRE**

### **Theatre 1**

Credit 1.0

GPA: 4.0

Students will learn basic theatre principles in stage movement, voice, diction, pantomime, improvisation, and creative dramatics. They will discover the history and vocabulary of the theatre world. They will practice techniques to overcome stage-fright and develop self-confidence.

Students will develop acting skills for in-class performances and video projects. Write and perform original monologues, and act in established scenes. In this course students will develop oral interpretation skills, study the works of selected major playwrights. Part of the requirements include students attending live performances and analyzing the show based on a given criteria. Students are also exposed to all aspects of production.

### **Technical Theatre 1:**

Credit: 1.0

GPA: 4.0

Technical Theatre 1 is an introductory course which establishes the basic skills necessary to create lighting, set, and sound for the theatre with an emphasis on best practices in construction and design. Students will explore how design and technical aspects of the theatre serve to create theatrical productions by investigating the design, rehearsal and construction processes through hands-on, in class projects that place them in the role of theatre technicians. The course will conclude by placing the students in the role of theatrical designer, where they use the practical and aesthetic skills that they have developed throughout to create a hands-on theatrical design of their own, preparing them for upper level Technical Theatre courses.

### **Theatre 2**

Credit: 1.0

GPA: 4.0

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

### **Technical Theatre 2/3/4: Stagecraft**

**Prerequisite: Technical Theater 1**

**Grades: 10, 11, 12**

Credit: 1.0

GPA: 4.0

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

#### **Technical Theatre 2/3/4: Costume Construction**

**Prerequisite:** Technical Theater 1

**Grades:** 10, 11, 12

Credit: 1.0

GPA: 4.0

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

#### **Mainstage Theatre Production 1/2/3/4**

**Audition Only**

**Grades** 9, 10, 11, 12

Credit: 1.0

GPA: 4.0

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

#### **UIL Theatre Production 1/2/3/4**

**Audition Only**

**Grades:** 9, 10, 11, 12

Credit: 1.0

GPA: 4.0

A production-oriented course which takes students through the process of creating a piece from conception through production. In class, students take on roles as actors and theatre technicians to produce full-length/one-act/musical/scenes/productions as part of the LDP season of plays. Students will improve their technique through script analysis, ensemble work, and stagecraft skills. Students are expected to participate in all UIL work.

#### **IB DP Theatre SL/HL**

**Grades** 11 & 12

Credits: 2.0

GPA: 5.0

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

#### **IB DP Film SL/HL**

**Grades** 11 & 12

Credits: 2.0



GPA: 5.0

Film is a powerful and stimulating art form and practice. The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others. DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds. At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

The aims are to promote:

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

## **Physical Education**

### **MYP: Physical Health and Education**

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

### **Foundations of Physical Fitness**

Credit: 1.0

GPA: 4.0

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

### **Junior Reserve Officer Training Corps**

#### **JROTC 1/2/3/4**

Credit: 1.0

GPA: 4.0

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

# Home of the Texans

## Fight Song

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



## I'm So Glad

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

## Alma Mater

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