

Lamar High School makes every effort to ensure that information in this catalog is correct as of its

date of publication. Courses offered at Lamar must conform to the curricular requirements of the Texas Education Agency's *Texas Essential Knowledge and Skills* (TEKS) and other state and district guidelines. Any questions you have concerning a course offered at Lamar are best answered by one of the Lamar High School counselors. Please feel free to contact the counselors as needed.

Mention of an elective in this catalog does not guarantee that Lamar will offer that course every semester. Various considerations such as staffing, number of enrollees, and the need to offer required courses may affect the ability of the school to offer an elective.

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**ENGLISH**

**English 1, Recommended, CR**

Grade: 9  
 Prerequisite: none  
 Credit: 1

This two-semester course lays the groundwork for a sequentially developed college-bound literature-based curriculum that builds upon each student's mastery of academic skills in reading, writing, listening, and speaking. The course places emphasis on study skills, vocabulary building, role-playing, research tools, and grammar and usage. Vocabulary study, journal writing, and creative and expository writing are central to the course that covers a variety of literature.

**English 1, Pre-IB**

Grade: 9  
 Prerequisite: admission into IB Program  
 Credit: 1

The purpose of this honors course is to introduce students to the thorough analysis of literature with special attention paid to the elements of poetry and narrative technique. Students will also develop and sharpen their paragraph, essay, and creative writing skills; the focus here will be on logic, grammar and usage, evidence, and stylistic voice. Critical thinking, reading, speaking, and listening skills will be strengthened to meet and exceed performance requirements of the Texas Essential Knowledge and Skills. This course provides a solid foundation for success in the IB program through rigorous study.

**English 2, Recommended, CR**

Grade: 10  
 Prerequisite: English 1  
 Credit: 1

This two-semester course continues to sequentially develop a college-bound student's academic skills through a literature-based curriculum that emphasizes mastery in test preparation, vocabulary building, language structure and usage, reading comprehension through literary analysis, and intense writing in response to reading and thinking. Course content and student performance link academic skills and knowledge to real-life experiences.

**English 2, Pre-IB**

Grade: 10  
 Prerequisite: successful completion of Pre-IB English 1 or admission into IB English, IB program participation  
 Credit: 1

This two-semester course utilizes the foundation acquired in pre-IB English 1 to further develop reading comprehension, writing, vocabulary, and listening skills. First semester content, which is an in-depth study of the works of major American authors, is integrated with the development of various modes of writing. Second semester uses a thematic approach to cultivate an awareness of world literature and the style of selected world writers. An emphasis is also placed on strengthening various forms of oral discourse. In addition to reading comprehension, literature, and oral communications, this course will promote PSAT and SAT skills as well as develop mastery of the entire vocabulary in *Word Smart*. Students must keep a journal in addition to completing their regular assignments in creative and expository writing.

**TAKS Preparation, Recommended**

Grade: 9-12  
 Prerequisite: counselor recommendation; poor TAKS and academic performance  
 Credit: 1 (Local credit: Not applied to graduation)

This course reviews basic English skills with a focus on the exit-level TAKS. Other test taking strategies will be taught and reviewed.

### English 3, Recommended

Grade: 11  
Prerequisite: English 1, English 2  
Credit: 1

This course is for the highly motivated, college-bound student interested in developing higher-level cognitive skills necessary to analyze, evaluate and synthesize the historical influences of literature. Emphasis is placed on the chronological development of American literature, which includes the Colonial, Revolutionary, and Romantic periods, with the integration of thematic pairings of various genres. A major focus is also placed on exposing the student to various modes of writing, research skills, seminars, and oral communications. Additionally, this course will prepare the student for the PSAT test by reinforcing basic grammar, spelling, analogies, and vocabulary enrichment.

### English 4, Recommended

Grade: 12  
Prerequisite: English 1, English 2, and English 3  
Credit: 1

This two-semester course reinforces and refines students' mastery of academic skills in reading, writing, listening, and speaking that will lead to success in higher education. Continued vocabulary development, reflective and expository writing, grammar and usage review, reading comprehension development through critical literary analysis, and research activities are central to the course. Students read a range of literature with emphasis upon British works. Elements of the novel, drama and poetry are explored. Test preparation for the SAT and the THEA take place in this course.

## IB ENGLISH, HL

*IB Language A1/English 4 requires students to undergo an Internal Assessment of seminars and a formal oral examination, and an External Assessment of a formal world literature paper written using both primary and secondary (research) sources.*

*Higher Level (HL) IB English is a demanding, two-year course of study. Students complete the first half of HL English as juniors in English 3 and the second half as seniors in English 4. During the two years, students read and study in depth a minimum of fifteen major works. Moreover, students write extensively, make a number of demanding oral presentations, and participate in seminars designed to reveal their understanding of the subject, formal use of language, quality of ideas, literary insights, and analysis of literary themes and stylistic devices.*

*Objectives of HL IB English are to:*

- o Develop students' powers of expression, both in oral and written communication; provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations;*
- o Encourage a personal appreciation of literature; develop an understanding of the techniques involved in literary study and criticism;*
- o Introduce students to classics and modern writing in different literary genres, styles, and contexts;*
- o Promote an international perspective through the comparative study of works from the students' own culture and from other cultures;*
- o Introduce students to a study of literature, leading to the development of an understanding and appreciation of the relationship among different works;*
- o Develop the ability to engage in close, detailed, and critical examination of written text; and*
- o Promote in students an enjoyment of, and lifelong interest in literature.*

### IB English 3

### IB English 4, HL

Grade: 11-12  
Prerequisite: successful completion of Pre-IB English 1 and 2, IB English teacher approval, IB program participation  
Credit: 1

The first World Literature component of the IB course for eleventh-grade students involves extensive reading and writing, and culminates in the preparation of a 1200 to 1500-word essay. External IB examiners evaluate this essay according to international standards. In addition, juniors complete a number of oral assignments, both prepared in advance and unrehearsed, keyed to a series of titles chosen primarily from the official IB Prescribed Book List. External examiners oversee the classroom teacher's evaluations of the oral assignments. All students must keep a "Reader's Response Journal." Students complete summer reading assignments prior to the start of class.

In their senior year, IB English students complete the second part of the World Literature component. This segment involves reading a number of works in translation as well as completing extensive and detailed writing assignments. External IB examiners evaluate one of these essays. In May of the senior year, all IB English 4 students sit for an externally evaluated, four-hour essay examination. Additionally, IB English 4 students participate in a number of oral assignments and seminars that culminate in an externally moderated formal oral examination. Colleges and universities will commonly award credit and/or advanced placement to students who have successfully completed the IB English HL course and examination process. All students must keep a "Reader's Response Journal." Students complete a list of summer reading assignments prior to the start of class in August.

**NOTE: Students enrolled in this course are required to take the IB exam in senior year.**

### **Creative Writing, Recommended**

Grade: 9-12  
Prerequisite: none  
Credit: 1

Creative Writing gives the students the opportunity to explore the various creative writing forms. Students will compose poetry and short fiction in an evolving process of writing and revising. All students will have the opportunity to enter their most creative pieces in local and national writing contests.

## **SCIENCE**

### **INTEGRATED PHYSICS & CHEMISTRY**

*Integrated Physics and Chemistry is a two-semester course. The first semester is an introduction to chemistry concepts and the second semester is an introduction to physics concepts. The major difference among the Pre-IB and the Recommended Program Integrated Physics and Chemistry courses is the depth of the material covered. The instructional materials and techniques are geared toward the ability levels of the students.*

#### **Integrated Physics & Chemistry, Recommended, CR**

Grade: 9  
Prerequisites: none  
Credit: 1

This two-semester course covers the composition of matter and the relationship of energy and matter. Specific topics in the chemistry section include metric measurement, atomic structure, types of chemical reactions and the role of chemicals at home and in industry. Specific topics in the physics section include straight-line motion, mechanics, electrical energy and its sources, magnetism and its relationship to electrical energy, light energy, color, and the fundamentals of sound.

#### **Integrated Physics & Chemistry, Pre-IB**

Grade: 9  
Prerequisites: Admission into IB program  
Credit: 1

This two-semester honors course is an introduction to the study of the structure, properties, and changes of matter. The topics investigated include the diversity of matter, composition of matter, chemical and physical properties of matter, mole concept, organic nomenclature, nuclear reactions, mechanical energy, motion, magnetism, electrical energy, heat, light, and sound. Interactions of matter and energy are emphasized.

## **BIOLOGY**

*Biology is a two-semester course. It explores the global interdependence of all life forms and the interrelationships of all types of matter. The topics range from the chemical basis of life to the development and evolution of biological systems in man. The major difference between the Pre-IB and Recommended Program biology courses is the depth of the material covered. The Pre-IB has a greater emphasis on the biochemical concepts. The instruction materials and techniques are geared toward the ability levels of the students. The topics covered in IB Biology will prepare students for the IB Standard Level or Higher Level exam and/or Advanced Placement exam.*

#### **Biology 1, Recommended, CR**

Grade: 9-10  
Prerequisites: Integrated Physics & Chemistry, or teacher approval  
Credit: 1

This two-semester course offers an introduction to cell structure and chemistry, classification of living organisms, photosynthesis and cell respiration, genetics, and the systems of organisms such as digestion, circulatory, muscular, skeletal, respiratory, endocrine, nervous, excretory, and reproductive. There is an emphasis on the biochemical nature of systems in this course.

### **Biology 1, Pre-IB**

Grade: 9-10  
Prerequisites: Integrated Physics & Chemistry, admission into IB program  
Credit: 1

This two-semester honors course is an introductory survey of biological science intended for college bound students who are interested in science and/or want the challenge of an honors science course. Emphasis is placed on the study of living organisms in relation to their environment and their capacity to change, genetics, and body systems of organisms, particularly man. A major emphasis is placed on biochemical concepts and the origin of life, natural selection, evolution, and ecology.

### **IB Biology, SL**

### **IB Biology, HL**

Grade: 11-12  
Prerequisites: Pre-IB Biology, IB Chemistry, IB program participation  
Credit: 1

This two-semester honors course is an extension of first-year biology. A greater emphasis is placed on genetics, biochemistry, and inquiry labs. Students are prepared to take either the Standard Level (SL) or Higher Level (HL) IB examination in biology. Lab notebooks and portfolios, including a group project (in association with IB physics and chemistry students) are internally assessed by the teacher and submitted to IB examiners for review.

**NOTE: Seniors enrolled in this course are required to take the IB exam.**

## **CHEMISTRY**

*One year of Chemistry is required for graduation. Students must have three years of a laboratory science and usually take chemistry as the third science. It is an essential course for those students planning some type of science career. In the Recommended Program Chemistry and International Baccalaureate Chemistry courses, emphasis is placed on learning basic chemical calculations. A facility with numbers and elementary algebra courses are prerequisites.*

### **Chemistry 1, Recommended**

Grade: 10-11  
Prerequisites: Algebra 2 or concurrent enrollment in Algebra 2, Biology 1  
Credit: 1

This two-semester course is for college-bound students. Many topics covered in the IB Chemistry 1 course are included but are not covered in as much depth. The Recommended Chemistry has more emphasis on descriptive chemistry than does IB Chemistry.

### **Chemistry for the Community, Recommended**

Grade: 10-11  
Prerequisites: Biology 1  
Credit: 1

This two-semester course will meet the graduation requirement for science, but it is for not a preparation for college level Chemistry. Many topics covered in the recommended level Chemistry 1 course are included. Additional topics on food additives, and water quality are examples of the focus in Chemistry for the Community on relating chemistry to its affect on everyday living rather than using math and chemical equations.

### **Chemistry 1, Pre-IB**

Grade: 10-11  
Prerequisites: IB Algebra 2 or concurrent enrollment in IB Algebra 2, Pre-IB Biology, IB program participation  
Credit: 1

This is a 2-semester honors course for students who are candidates for the IB diploma. Topics include measurements, classification of matter, quantitative data from formulas, mole concept, stoichiometry, enthalpy changes, application of kinetic theory to solids, liquids, and gases. Gas laws and associated stoichiometry, radiant energy and its application to the development of the atomic model, electron configuration, and development of the periodic table and properties of elements are also studied. Chemical bonding and molecular geometry, hybrid and molecular orbitals, reaction rates, gaseous equilibrium, concentrations of solutions, acid-base theory, pH, pOH, redox reactions and electrochemistry, introduction to organic and nuclear chemistry are also part of the curriculum. The relationship between course concepts and the environment is emphasized.

### IB Chemistry SL

Grade: 11-12  
Prerequisites: Pre-IB Chemistry 1, IB program approval  
Credit: 1

The IB Chemistry program is a rigorous honors course. IB recommends 150 class hours and 40 hours of laboratory work. Laboratory work and the correlation of class work with lab experiences are emphasized.

Topics are the same as those for Pre-IB Chemistry but are covered in greater depth to insure adequate preparation for the IB SL exam. Lab notebooks and/or portfolios, including a group project (with IB Physics and Biology students) are internally assessed and submitted to IB examiners for review. Those completing the entire IB Chemistry syllabus will be well prepared for the SAT II Chemistry test.

**Note: At the end of this course, students may take the IB SL exam and/or go on to Chemistry HL. Seniors enrolled in this course are required to take the IB exam.**

### IB Chemistry HL

Grade: 12  
Prerequisites: IB Chemistry SL, IB program approval  
Credit: 1

IB Chemistry HL is a continuation of IB Chemistry SL and is designed to prepare students for IB higher level and AP exams. Students completing this two-semester honors course should be able to place out of their first year of college chemistry or should be very well prepared for college chemistry.

General topics are similar to PIB and IB/SL Chemistry, but also include advanced studies in physical and organic chemistry emphasizing mathematics, use of instrumental analysis, and mechanisms of organic reactions.

Lab notebooks and/or portfolios, including a group project (in association with IB physics and biology students) are internally assessed by the teacher and submitted to IB examiners for review.

Those completing the entire IB Chemistry syllabus will be well prepared for the SAT II Chemistry test or the AP Chemistry exam.

**Note: Seniors enrolled in this course are required to take the IB exam.**

## PHYSICS

*Those who have not had Integrated Physics and Chemistry must complete one year of IPC or Physics to meet graduation requirements. Physics is an essential course for those students planning a career in a science-related field.*

### Physics 1, Recommended

Grade: 11-12  
Prerequisites: Chemistry 1, concurrent enrollment in Pre-Calculus  
Credit: 1

This two-semester course is a survey of introductory physics. The course will cover such topics as kinematics, conservation laws, basic electricity and magnetism, thermodynamics, and wave theory. Graphical analysis of experimental and published data will be a major portion of Recommended Physics 1.

### Physics 1 Pre-IB

Grade: 11-12  
Prerequisites: IB Chemistry 1, enrollment in a fourth year of math (preferably calculus)  
Credit: 1

This two-semester honors course is a comprehensive survey of introductory physics, integrating history, theory, applications, philosophy, problem solving, and experimentation. Topics covered include kinematics, dynamics, conservation, laws of momentum and energy, gravitation, heat and thermodynamics, wave properties, geometric and physical optics, electricity and magnetism, elements of quantum theory, and an introduction to nuclear physics. Students are expected to carry out extra projects and have a high degree of abstract reasoning ability. Lab notebooks and portfolios, including a group project (in association with IB chemistry and biology students) are internally assessed by the teacher and submitted to IB examiners for review.

### IB Physics SL

### IB Physics HL

Grade: 12  
Prerequisites: IB Physics 1, Calculus 1  
Credit: 1

This two-semester honors course continues topics from Pre-IB Physics 1 with an increase in the depth of study. Optional studies required by IB such as atomic and nuclear physics, energy sources, biomedical physics, historical physics, astrophysics, and special and general relativity will be studied in depth. Lab notebooks and portfolios, including a group project (in association with IB chemistry and biology students) are internally assessed by the teacher and submitted to IB examiners for review.

**NOTE: Seniors enrolled in this course are required to take the IB exam.**

### **Aquatic Science, Recommended**

Grade: 10-12  
Prerequisites: Integrated Physics & Chemistry, Biology 1  
Credit: 1

This two-semester course introduces 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 ways in which marine organisms interact with each other and with their physical environment. It will also introduce students to all of the major groups of marine organisms either through examination or dissection. This class will educate students about the importance of marine ecosystems to terrestrial ecosystems and to humankind.

### **Anatomy & Physiology of Human Systems, Recommended**

Grade: 11-12  
Prerequisites: Biology 1, Chemistry 1  
Credit: 1

This is a two-semester, laboratory-oriented course emphasizing three integrating themes: the interrelationships of body organ systems, homeostasis, and complementary structures and functions. It includes emphasis on manipulative laboratory skills, skills in acquiring data through the observation and dissection of anatomical structures, the examination of physiological systems, and the use of medical terminology. Students will be provided opportunities to apply the principles of human anatomy and physiology to human health and well being; and to evaluate their applications and career implications through research, lab practical examinations, and essays or other writing assignments.

## **SOCIAL STUDIES**

### **World Geography, Recommended, CR**

Grade: 9  
Prerequisite: none  
Credit: 1

In this course, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment such as the characteristics of major land forms, climates, and ecosystems and their interrelationships. The political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region is also studied. Students begin mastering the basic skills of geography: map skills and data interpretation, physical geography, ecology and the natural environment, and human and economic geography. Skills are addressed with emphasis on the regions of the Western Hemisphere. Students will complete a research paper and oral presentation. Students should develop a well-developed spatial perspective of the world and an understanding of how countries and cultures interact with each other and their environment.

In the spring semester, students employ the basic skills of geography: map skills and data interpretation; physical geography; ecology and the natural environment; and human and economic geography. The Eastern Hemisphere is the primary focus of this semester's work. Students will complete one referenced research paper, one oral presentation, and one novel with a geographic theme.

### **World Geography, Pre-IB**

Grade: 9  
Prerequisite: admission into IB program  
Credit: 1

This course is part of a two-semester summary course of theoretical concepts and models underlying the discipline of geography. It includes physical geography (geomorphology and climatology/meteorology), ecology and the environment, population geography (including demography), spatial and economic geography (including rural, urban, and economic spatial models and the study of world and regional development and underdevelopment, all on national and international scales), and macroscopic regional geography of the world. Students use theoretical concepts and models to understand, compare and contrast countries and regions of the world. Students are required to write three referenced research papers using books, periodicals, and computer-aided research materials as sources. Students are also required to role play a political speech of political leaders of a selected developing country outlining their problems and solutions. Pre-IB world geography covers the Texas Essential Knowledge and Skills using a framework constructed from the *IB World Geography Subject Guide*.

### **World History, Recommended, CR**

Grade: 10  
Prerequisite: none  
Credit: 1

This is a survey course that presents a chronological narrative of world history from the earliest civilizations to the 16th century. Improvement of reading, writing and critical thinking skills is emphasized. Constant monitoring and evaluation of students is accomplished through homework assignments and classroom discussion as well as through the use of quizzes and tests. Spring semester presents a chronological narrative of world history from the 16th century to the 20th century.

### **World History, Pre-IB**

Grade: 10  
Prerequisite: admission into IB program  
Credit: 1)

This survey course presents a chronological narrative of world history from the earliest civilizations to the 16th century. Improvement of writing and critical thinking skills is emphasized. Constant monitoring and evaluation of students is accomplished through homework assignments and classroom discussion as well as through the use of quizzes and tests. Students are asked to read considerably more material both in the text and outside the text than they would at the Recommended Level. Students are expected to be reading and writing at the college level. Analysis of relevant articles and primary sources is undertaken with an eye to developing skills for a research project in the spring semester. This research constitutes a major portion of the final six-week grade. Students are expected to be competent writers. The course is designed to help students improve their writing skills. The second semester presents a chronological narrative of world history from the 16th century through the 20th century.

### **U.S. History Since Reconstruction, Recommended**

Grade: 11  
Prerequisite: none  
Credit: 1

This course is a survey of U.S. history from 1877 to the present. This course begins with a review of key issues and principles upon which the United States was established and a brief overview of key historical events from the U.S. revolution through reconstruction. The course continues through World War I and its aftermath. Course content includes: reform movements; westward expansion; industrialization and imperialism; and U.S. involvement in foreign affairs. Students will develop and improve their geography and vocabulary skills. Teachers evaluate students by means of homework, effective classroom discussion, and success on quizzes and tests. A major aim of this course is developing critical thinking, conceptualization, and analysis based on evidence. Additional aims are to develop disciplined thinking based on evidence through comparison, interpretation, and analysis of primary and secondary historical sources. Essays and/or other writing assignments, including research projects, are expected.

During the spring semester, students cover U.S. history from World War I to the present. Course content includes: World War I and the failure of peace; the post-war world; the Great Depression and the rise of totalitarian regimes; World War II and the Cold War; and the modern world including the civil rights movement. Additional essays and/or other writing assignments, including one or more short research projects, will be expected of all students.

### **U.S. History, Pre-IB**

Grade: 11  
Prerequisite: Only for IB participants who will take the IB History of the Americas HL exam senior year  
Credit: 1

This course meets the requirements of U.S. History for graduation, but with a regional and international focus. History in the diploma program seeks to explain trends and developments, continuity and change through time and through individual events. This course is concerned with individuals and societies in Latin America, United States, Canada and the Caribbean in the widest context: political, social, economic, technical, and cultural. This class prepares students for IB History HL: Americas or Europe.

The course spans the mid 18<sup>th</sup> century to 1995, but focuses on a 100-year period for in-depth study. Though impossible to study the history of more than a few countries in the Americas, significant topics and how they impact the region and foreign policy issues with other parts of the world will be studied.

### **IB History: Europe or Americas HL**

Grade: 12  
Prerequisite: Pre-IB World History, IB program participation  
Credit: 1

This course is an in-depth and intensive study of selected 20th century topics and current events. Along with historical content, students use historiographical approaches and skills to conduct research, and in comparing, interpreting, analyzing, and synthesizing data. Students view subjects from various national perspectives and using diverse sources. Content includes: causes, practices, and effects of wars; nationalist and independence movements; rise and rule of one-party states; establishment and work of international organizations; Cold War; and the state and its relationship with religion and with minorities. All students engage in group presentations, discussions, writing research papers, the analysis and critique of readings, and role-playing. This HL course requires students to make an in-depth study of Europe or the Americas. Students strengthen critical thinking and research skills and enhance their ability to detect bias and error in media while maintaining a sense of historical accuracy and continuity. Content includes: development and current status of world regions such as Latin America, Africa, and Asia; interdependence of nations; role of minorities in the modern state; effect of personalities upon the development of modern states; and the relationship between the arts and society.

**NOTE: Students enrolled in this course are required to take the IB exam.**

### **Government, Recommended**

Grade: 12  
Prerequisite: Geography, World History, U.S. History  
Credit: ½

This one-semester survey course covers foundations of the U.S. political system and the development, structures, and functions of the U.S. governmental system. Students analyze the U.S. Constitution and evaluate how it limits the role of government, including checks and balances, federalism, separation of powers, popular sovereignty, political participation, and individual rights. Students will be provided opportunities to analyze major historical documents relating to the development of the United States and compare U.S. political institutions, processes, and values with other governmental systems. Students analyze and evaluate information from various primary and secondary sources. Students interpret graphs, maps, and statistical information, and use decision-making processes to identify political issues and evaluate possible policy alternatives. All students will complete an independent or guided research project that requires a detailed study of a government sector or of a contemporary issue.

### **Economics, Recommended**

Grade: 12  
Prerequisite: Geography, World History, and US History  
Credit: ½

This one-semester course, *Economics with Emphasis on the Free Enterprise System*, analyzes the major characteristics, benefits and goals of the US free enterprise system. Students will compare and contrast various economic systems and analyze the role of societal values in determining the economy of a country. The course will cover economic concepts such as scarcity, opportunity cost, choice, and factors of production, supply and demand, price and international trade. Students will examine the monetary system, foreign currencies, inflation, deflation, the business cycle, the Federal Reserve and global economics. Students will identify the rights and responsibilities of consumers, ways savings can be invested, and the process of acquiring consumer goods and services including credit, interest and insurance. Students will describe the characteristics of stocks and bonds and evaluate the economic impact of investing in the stock and bond market. Students will analyze the contributions of entrepreneurs and describe the characteristics, advantages and disadvantages of types of US business organization. Students will describe the goals of U.S. economic policy, analyze the roles of government and examine the federal income tax system and the federal budget. All students will complete a research project related to economics.

### **IB Economics SL**

Grade: 11-12  
Prerequisite: Geography, World History, IB or Magnet School participation  
Credit: 1 (elective, but may be used to satisfy Economics requirement)

IB Economics SL (Standard Level) is a two-semester, honors-level course designed primarily to prepare students for the IB examination in Economics SL. Magnet students may take this course as a magnet elective. Students may not elect to take only

one of the two semesters; those who begin in the fall must continue in the spring semester. One-half of the credit earned satisfies the economics graduation requirement.

The fall semester deals largely with macroeconomics, while the spring semester covers microeconomic topics. Macroeconomics gives students a thorough understanding of the principles of economics that apply both to a national economy and to relations between and among national economies. Although the primary focus of the course is on Western industrialized countries with mixed-market economies, course work will often direct students to developing countries and to comparative economic analyses. Students will produce a portfolio of commentary on articles from economic journals throughout the year. Students who test in IB Economics will use the portfolio to satisfy the internal assessment requirements.

Microeconomics is designed to give students a thorough understanding of the principles of economics that apply to the actions of individual economic decision-makers, both consumers and producers, within a particular economic system. Resource allocation in general, and factor and product markets in particular, are key subjects of study, as is the role of government in ensuring economic equity, stability, and efficiency. As a summative activity of the course, students may be required to complete and economic study of a developing country and then propose and defend an appropriate plan of development for that country, or some similar project.

**NOTE: Seniors enrolled in this course are required to take the IB exam.**

### **Economics, HL, IB**

Grade: 12  
Prerequisite: IB Economics SL, IB or Magnet School participation  
Credit: 1 (elective)

IB Economics HL (Higher Level) is a two-semester, honors-level course designed primarily to prepare students for the IB examination in Economics HL. Magnet School students who are also IB students may take this course as a magnet elective.

The HL curriculum builds on the core content covered in the IB Economics SL course. The objective is to help serious students of economics improve their ability to analyze and apply economic concepts using real-world situations and data. Students will engage in two major research projects during the course. Additionally, students will produce a portfolio of commentary on articles from economic journals throughout the year. All students enrolled in the course must sit for the IB Economics HL exam.

**NOTE: Students enrolled in this course are required to take the IB exam.**

### **Psychology, Recommended**

Grade: 11-12  
Prerequisite: THEA testing requirements needed for college credit class  
Credit: Dual Credit: ½ high school credit and 3 hours college credit

Psychology is a one-semester elective taught by faculty of Houston Community College on the Lamar campus during the school day during the fall semester. The human mind is one the world's most profound mysteries. Introductory psychology students will discover what psychologists have learned about human behavior, while at the same time making discoveries about their own life and behavior. Students will be asked to observe, describe, and analyze human behavior through a variety of learning experiences that include class discussion, experiments, journals, essays, projects, tests, and quizzes. Course topics include: theories of human development; methods and measurement in psychological research; sensation and perception; emotional intelligence; states of consciousness; intelligence and creativity; learning; personality; and abnormal psychology. In the spring semester, students will enroll in sociology.

### **Sociology, Recommended**

Grade: 11-12  
Prerequisite: THEA testing requirements needed for college credit class  
Credit: Dual Credit: ½ high school credit and 3 hours college credit

Sociology is a one-semester elective taught by faculty of Houston Community College on the Lamar campus during the school day during the spring semester. Sociology is a discussion-orientated journey into the world of social problems, human interaction and the study of society. Students will study their role in society, and how society and human interaction influence humans. Students will gain an appreciation and understanding of the following topics: culture; race and ethnicity; socialization; cultural and social norms; the mass media; family and other social institutions; stratification; roles and status; gender; and selected social issues and problems faced by contemporary adolescents. Students will engage in class discussions, oral presentations, journals, essays, experiments, projects, tests and quizzes.

### **Special Topics: Holocaust Studies, Recommended**

Grade: 10-12  
Prerequisite: none  
Credit: ½

The purpose of this course is to understand the role prejudice and hatred played in the systematic murder of twelve million people during World War II by the Nazis. Students examine the historical and cultural forces that allowed the Nazis to come to power and implement a policy of genocide against European Jews and others. Students will identify other examples of genocide both today and in the past, and will discuss ways in which genocide may be prevented.

**Special Topics: African-American Studies, Recommended**

Grade: 10-12  
Prerequisite: none  
Credit: ½

This course provides an opportunity for the study of selected cultural, racial, and ethnic groups -- with a primary focus on African-Americans -- and the nature of oppression and tolerance between or among groups. Content of the course includes: the African homeland and the historical origins of African-Americans; the African slave trade; historical challenges to slavery; the possibility of freedom without equality; the US civil rights movement; African-American contributions to the growth and development of the United States; and significant individuals and organizations.

**Special Topics: African-American Studies, Recommended**

Grade: 10-12  
Prerequisite: THEA testing requirements needed for college credit class  
Credit: Dual Credit: ½ high school credit and 3 hours college credit

African-American Studies is a one-semester elective taught by faculty of Houston Community College on the Lamar campus during the school day during the fall semester. This course will survey the political, social, economic, cultural and religious forces and movements affecting African-Americans. It will identify major cultural facets of the African-American experience beginning with its roots in African slavery continuing through current, mainstream and popular culture.

## MATHEMATICS

**Algebra 1, Recommended, CR**

Grade: 9-12  
Prerequisite: none  
Credit: 1

Taught from a functions approach, this two-semester course is the foundation of all mathematics courses. Students will analyze data as it relates to the real world. Concepts and skills involve operations and properties of real numbers, linear functions, linear inequalities, quadratic functions, factoring polynomials, exponential functions, variation, and systems of linear equations and inequalities.

**Algebra 1, Pre-IB**

Grade: 9  
Prerequisite: Admission to the IB program  
Credit: 1

The course content is the same as Algebra 1, but at an accelerated pace, with more extensions, and in greater depth.

**Geometry, Recommended, CR**

Grade: 9-12  
Prerequisite: Algebra 1  
Credit: 1

Major areas of concentration in this two-semester course include the nature of inductive and deductive reasoning; the study of properties of lines, angles, and triangles; congruence; area; similarity; circles; surface area; volume; and transformations.

**Geometry, Pre-IB**

Grade: 9-10  
Prerequisite: Algebra 1, admission into IB program  
Credit: 1

Major areas of concentration in this two-semester honors course include: symbolic logic, angles, properties of lines, congruent and right triangles, similar polygons, trigonometric functions and their applications, circles, transformations, coordinate geometry, surface area and volume, and inductive and deductive reasoning.

### **Algebra 2, Recommended**

Grade: 10-12  
Prerequisite: Algebra 1, Geometry  
Credit: 1

Major areas of concentration in this two-semester course include matrices, linear functions, polynomials, rational expressions, radicals, quadratic, exponential and logarithmic functions, conic sections, variation, mathematical models, and applications.

### **Algebra 2, Pre-IB**

Grade: 10-11  
Prerequisite: Pre-IB Algebra 1, Geometry, and admission into IB program  
Credit: 1

Major areas of concentration in this two-semester honors course include: number systems (real and complex), equalities, inequalities, permutations, combinations, probability, the factor, remainder, and binomial theorems, systems of linear equations in two and three variables, descriptive statistics, oblique triangles, properties of trigonometric and circular functions. Throughout the course there is a thorough and exhaustive study of functions (linear, polynomial, quadratic, and exponential).

### **IB Math Studies, SL**

Grade: 11-12  
Prerequisite: Pre-IB Algebra 2 and Pre-IB Geometry; IB Diploma candidates only  
Credit: 1

Math Studies is designed for students who do not anticipate a need for Math Methods (Calculus) in their future studies. The population most likely to select this subject would be students whose main interest lie outside math and made a C in Pre-IB Algebra 2, or find it consistently difficult to understand.

Topics in Math Studies include Algebra 2, trigonometry, and statistics. Students must be diploma candidates and will take the IB exam at the end of the course.

**NOTE: Students enrolled in this course are required to take the IB exam.**

### **Pre-Calculus, Recommended**

Grade: 11-12  
Prerequisite: Algebra 2 and Geometry  
Credit: 1

Major areas of concentration in this two-semester course include circular functions, functions and mappings, real and complex number systems, trigonometric properties, sequences, series and limits, vectors lines and planes, matrices, linear transformations, exponential and logarithmic functions, linear, quadratic and polynomial inequalities. Also taught are applications of trigonometric, exponential, and logarithmic functions.

### **Pre-Calculus, Pre-IB**

Grade: 11-12  
Prerequisite: Pre-IB Algebra 2  
Credit: 1

Major areas of concentration in this honors course include: circular functions, mathematical induction, functions and mappings, real and complex number systems, trigonometric applications, sequences, series and limits, vectors lines and planes, matrices, linear transformations, exponential and logarithmic functions, probability, the derivative and its applications, and the definite integral.

### **Calculus AB, AP**

Grade: 10-12  
Prerequisite: Pre-Calculus with a grade of C or better  
Credit: 1

Major areas of emphasis in this two-semester honors course include functions, graphs, and limits; limits of functions; asymptotic and unbounded behavior; and continuity as a property of functions. Derivatives, concept of the derivative, derivative at a point, derivative as a function, second derivatives, applications of derivatives, computation of derivatives, differential equations;

integrals, and Riemann sums are also studied. Interpretations and properties of definite integrals, application of integrals, Fundamental Theorem of Calculus, techniques of anti-differentiation, applications of anti-differentiation, numerical approximations to definite integrals; and volumes of revolution are also part of the curriculum. The course is designed to prepare students for the AP Calculus AB test.

### **IB Math Methods SL**

Grade: 11-12  
Prerequisite: successful completion of IB Pre-Calculus, IB program participation  
Credit: 1

Major areas of concentration in this two-semester honors course include all the topics in the AP Calculus course as well as vector functions, matrices, and basic statistics. This course is designed to prepare students for the IB examination in Mathematical Methods (Standard Level) as well as the AP Calculus AB examination.

**NOTE: Students enrolled in this course are required to take the IB exam.**

### **IB Math, HL**

Grade: 12  
Prerequisite: successful completion of IB Pre-Calculus and IB Math Methods, IB program participation, IB math teacher approval  
Credit: 1

Major areas of concentration in this two-semester honors course include functions, graphics and limits, differential calculus, graphing of rational algebraic equations, differentiation of algebraic, trigonometric and exponential functions. Also included is integration theory with its applications to area, volume, and fluid pressure, indeterminate forms, and improper integrals. Infinite series, and partial differentiation, and multiple integrals with applications, polynomial approximations and series, and basic statistics are also part of the curriculum. This course is designed to prepare students for the IB examination in Mathematics (Higher Level) as well as the AP Calculus BC examination.

**NOTE: Students enrolled in this course are required to take the IB exam.**

### **Probability and Statistics, AP**

Grade: 11-12  
Prerequisite: Geometry, Algebra 2, and IB Program participation  
Credit: 1

The topics for AP Statistics are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference. Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Data refers to the need for collecting data according to a well-developed plan if valid information on a conjecture is to be obtained. Probability is the tool used for anticipating what the distribution of data should look like under a given model. Statistical inference guides the selection of appropriate models.

## **LANGUAGES OTHER THAN ENGLISH**

*This description can only serve as a general guide. The basic plan for each year may vary slightly according to the language. International Baccalaureate foreign language (accelerated) classes serve to enhance and intensify the general aims listed for each year and to anticipate many of those listed for more advanced levels in preceding years.*

### **First Year Courses:**

French 1, Recommended

French 1, Accelerated

German 1, Recommended

Russian 1, Recommended

Italian 1, Recommended

Spanish 1, Recommended

Spanish 1, Accelerated

Japanese 1, Recommended

Mandarin Chinese 1, Recommended

Mandarin Chinese 1, Accelerated

Hebrew 1, Recommended

Grade: 9-12

Prerequisite: none

Credit: 1 (No bonus grade points are given for any level in first year languages.)

First-year languages represent the novice progress checkpoint at the high school level. The novice language learner will deal with the following familiar topics: school and classroom routine; family, home, health, and age; weather, time and measurements; leisure time, sports and vacation; and clothing and colors. The student will develop knowledge and skills in communication, cultures, connections, comparisons, and communities. Communication will be acquired using the skills of listening speaking, reading, and writing. Cultures will be appreciated by gathering knowledge of other cultures. Connections will be constructed by developing relationships with other subjects and by participating in cultural events. Reading will be introduced at the level of beginner/children's books.

**Second Year Courses:**

- French 2, Recommended
- French 2, Pre-IB
- German 2, Recommended
- German 2, Pre-IB
- Russian 2, Recommended
- Russian 2, Pre-IB
- Italian 2, Recommended
- Italian 2, Pre-IB
- Spanish 2, Recommended
- Spanish 2, Pre-IB
- Japanese 2, Recommended
- Mandarin Chinese 2, Recommended
- Mandarin Chinese 2, Pre-IB
- Hebrew 2, Recommended
- Hebrew 2, Pre-IB

Grade: 9-12  
Prerequisite: completion of the first year language or placement by examination  
Credit: 1

Students in level 2 continue to develop at the novice level. The novice language learner, while continuing to address familiar topics such as the weather, time, family, age, school, home, travel, health, sports, clothes and foods, will also augment his or her knowledge and skills. Objectives at this level include: enhancing communication skills of listening, speaking, reading, and writing; fostering a deeper appreciation of cultures by gaining greater knowledge and understanding of other cultures. Strengthening the connections with other subjects, emphasizing comparisons with one's first language, and fostering a sense of community through a variety of activities designed to bring about personal enrichment and career development are also part of the curriculum.

**Third Year Courses:**

- French 3, Recommended
- French 3, Pre-IB
- German 3, Recommended
- German 3, Pre-IB
- Russian 3, Recommended
- Russian 3, Pre-IB
- Italian 3, Recommended
- Italian 3, Pre-IB
- Spanish 3, Recommended
- Spanish 3, Pre-IB
- Japanese 3, Recommended
- Mandarin Chinese, Recommended
- Mandarin Chinese 3, Pre-IB
- Hebrew 3, Recommended
- Hebrew 3, Pre-IB

Grade: 10-12  
Prerequisite: completion of the second year language or placement by examination  
Credit: 1

The students in level 3 will expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. When dealing with everyday topics, the students will intensify their knowledge and skills in communication, cultures, connections, and communities. Students will be presented information and convey short messages on everyday topics. Literature will be introduced. Reading in target languages will be emphasized. Grammar will be stressed and studied. Communities will be integrated through activities, cultural events, and technology to promote life long learning.

**Fourth Year Courses:**

French 4, Recommended  
French 4, IB/SL  
German 4, Recommended  
German 4, IB/SL  
Russian 4, Recommended  
Russian 4, IB/SL  
Italian 4, Recommended  
Italian 4, IB/SL  
Spanish 4, Recommended  
Spanish 4, IB/SL  
Mandarin Chinese 4, Recommended  
Mandarin Chinese 4 IB/SL  
Hebrew 4, Recommended

Grade: 11-12  
Prerequisite: completion of the third year language or placement by examination  
Credit: 1

Levels 3 and 4 represent an intermediate progress checkpoint. Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. In classical languages, the skills of listening, speaking, and writing are used to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level 3.

Students, by communicating in a language other than English, use the skills of listening, speaking, reading, and writing. Students are expected to engage in oral and written exchanges to socialize, and provide and obtain information, and to interpret and demonstrate understanding of announcements, reports, conversations, and literature. By gaining knowledge and understanding of other cultures, students are expected to use the language at the intermediate level to demonstrate an understanding and awareness of cultural practices and patterns of behavior of the tangible and intangible products of the other cultures. By using the language to make connections with other disciplines in the school curriculum, students will acquire extended access to other information. Additionally, students develop insight into the nature of language and culture by comparing their own language and culture to another. Students are expected to use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate. Ideally, students at this level will show evidence of becoming lifelong learners by using the language for personal enrichment and career development.

**NOTE: Seniors enrolled in the IB courses are required to take the IB exam.**

**Courses for the Fifth Year and Beyond:**

French 5, IB/HL  
German 5, IB/HL  
Spanish 5, IB/HL  
Russian 5, IB/HL  
Mandarin Chinese 5, IB/HL

Grade: 12  
Prerequisite: completion of the fourth year language or placement by examination  
Credit: 1

Levels 5 and beyond represent advanced progress checkpoints. Using age-appropriate activities, students expand their ability to perform intermediate tasks and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading. The student is expected to engage in oral and written exchanges to socialize, and provide and obtain information, and to interpret and demonstrate understanding of announcements,

reports, conversations, and literature. By gaining knowledge and understanding of other cultures, students are expected to use the language at the advanced level to demonstrate an understanding and awareness of cultural practices and patterns of behavior of the tangible and intangible products of the other cultures. Also, by using the language to make connections with other disciplines in the school curriculum, students will acquire extended access to other information. Students develop insight into the nature of language and culture by comparing their own language and culture to another.

**NOTE: Students enrolled in the 5<sup>th</sup> year of an IB foreign language are required to take the IB test.**

## **NATIVE SPEAKER SERIES**

### **Spanish for Native Speakers 1, Recommended**

Grade: 9-12  
Prerequisite: Spanish as a first or dual language  
Credit: 1

This course is designed for those students who speak and read Spanish as a first or dual language to fulfill the TEKS for Languages other than English and to meet the TAKS reading and writing objectives. The students will be provided the opportunity to enhance the skills they already possess in the Spanish language in the areas of reading, writing, and speaking.

In the reading domain, students will read literary, cultural, and historical selections to enhance the ability to read for meaning, increase vocabulary, and develop reading strategies. In the writing domain, students will acquire written composition skills to write coherently, including the ability to explain, narrate, and describe in the past, present and future time. In this process, students will achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar and orthography. In the speaking domain, students will use their knowledge of all components of language to increase their accuracy of expression in face-to-face and public speaking situations.

Through this intensive course of study of the Spanish language, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students who successfully complete the course will have advanced the development of their native language and will have been provided opportunities for success.

### **Spanish for Native Speakers 2, Recommended**

Grade: 9-12  
Prerequisite: Spanish as a first or dual language, teacher approval  
Credit: 1

This course is designed for those students who speak and read Spanish as a first or dual language. The students will be provided the opportunity to enhance the skills they already possess in the Spanish language in the areas of reading, writing, and speaking.

In the reading domain, students will read literary, cultural, and historical selections to enhance the ability to read for meaning, increase vocabulary, and develop reading strategies. The students will also be provided increased opportunities to compare and contrast Spanish with English with a goal of creating fluency in both. In the writing domain, students will acquire written composition skills to write coherently, including the ability to explain, narrate, and describe in the past, present and future time. In this process, students will achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar and orthography. In the speaking domain, students will use their knowledge of all components of language to increase their accuracy of expression in face-to-face and public speaking situations.

### **Spanish for Native Speakers 3, Recommended**

Grade: 9-12  
Prerequisite: Spanish as a first or dual language, teacher approval  
Credit: 1

This course is designed for those students who speak and read Spanish as a first or dual language. The students will be provided the opportunity to enhance the skills they already possess in the Spanish language in the areas of reading, writing, and speaking. Additionally, students will prepare for the Advanced Placement (AP) examination in Spanish Language.

In the reading domain, students will read literary, cultural, and historical selections to enhance the ability to read for meaning, increase vocabulary, and develop reading strategies. The students will also be provided increased opportunities to compare and contrast Spanish with English with a goal of creating fluency in both. In the writing domain, students will acquire written composition skills to write coherently, including the ability to explain, narrate, and describe in the past, present and future time. In this process, students will achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar and orthography. In the speaking domain, students will use their knowledge of all components of language to increase their accuracy of expression in face-to-face and public speaking situations.

### **Spanish for Native Speakers 4**

Grade: 9-12  
Prerequisite: Spanish as a first or dual language, and teacher approval

Credit: 1

This course is designed for those students who speak and read Spanish as a first or dual language. The students will be provided the opportunity to enhance the skills they already possess in the Spanish language in the areas of reading, writing, and speaking. Additionally, students will prepare for the Advanced Placement (AP) examination in Spanish Literature.

In the reading domain, students will read literary, cultural, and historical selections to enhance the ability to read for meaning, increase vocabulary, and develop reading strategies. The students will also be provided increased opportunities to compare and contrast Spanish with English with a goal of creating fluency in both. Additionally, students will analyze selected literary works in preparation for taking the Advanced Placement exam in Spanish Literature. In the writing domain, students will acquire written composition skills to write coherently, including the ability to explain, narrate, and describe in the past, present and future time. In this process, students will achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar and orthography. In the speaking domain, students will use their knowledge of all components of language to increase their accuracy of expression in face-to-face and public speaking situations.

## TECHNOLOGY APPLICATIONS

*These computer courses meet graduation requirements for technology applications.*

### **Business Computer Information Systems, Recommended**

Grade: 10 - 12

Credit: 1 (Meets graduation requirement for Technology Applications)

Develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and develops intermediate-level skills.

### **Computer Science 1, Pre IB**

Grades: 9-12

Prerequisites: Algebra 1, IB or Magnet program participation

Credit: 1 (Meets graduation requirement for Technology Application)

Involves the understanding of programming language concepts and how these are applied to problem solving. Growth of programming languages requires a changing curriculum while a diverse student population requires flexibility in the pace of instruction. This course covers problem solving, computer architecture, and programming concepts. Understanding how software is written increases the student's ability to learn application software through understanding of the basic concepts. Programming equips students with skills that involve more than the syntax of a programming language; it is a form of communication. When developing program solutions, students consider clarity of expressing (readability), program maintenance, and ease of debugging, program extension, reliability, utility, and validity. Concept mastery of a high level language, while creating solutions which are well structured and modular is the primary emphasis rather than syntax.

Students learn common algorithms and analyze algorithm efficiency, ease of implementation, and maintenance in terms of execution speed and computer memory requirements. Students solve significant problems related to a variety of applications by designing and implementing appropriate programming solutions. Skills will be developed in the selection of appropriate data structures that allow efficient storage and manipulation of data.

### **IB Computer Science, SL**

Grades: 11-12

Prerequisites: Computer Science 1, Pre IB, IB or Magnet participation

Credit: 1 (Meets graduation requirement for Technology Applications)

This class expands of the concepts in Computer Science 1 Pre IB. It prepares students for the IB Computer Science SL exam.

**NOTE: Seniors enrolled in this course are required to take the IB exam.**

### **IB Computer Science, HL**

Grade: 12

Prerequisites: IB Computer Science SL, IB or Magnet program participation, teacher approval

Credit: 1 (Meets graduation requirement for Technology Applications)

IB Computer Science HL reinforces and increases the depth of understanding of basic concepts, and covers advanced programming concepts that are useful in preparation for the IB Computer Science SL and HL tests.

**Note: Students enrolled in this course are required to take the IB exam.**

### **Computer Aided Drafting, Recommended**

Grade: 11-12  
Prerequisite: Engineering Graphics or Architectural Graphics  
Credit: 1 (Meets graduation requirement for Technology Application)

In Computer-Aided Drafting, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems using computers. Knowledge and skills in the proper application of computer technology, the design of technology, the efficient production of technology, and the assessment of the effects of technology prepare students for success in the modern world. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers. This course is usually the final class of a four course series.

### **Magnet Business Image Management and Multimedia, Recommended**

Grade: 10-12  
Prerequisite: Magnet student status  
Credit: 1 (Meets graduation requirement for Technology Applications)

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment.

### **Desktop Publishing, Recommended**

Grade: 11 – 12  
Prerequisite: Journalism; 1-year experience in Advanced Journalism; Yearbook, Newspaper or Broadcast Journalism staff member; teacher approval  
Credit: 1 (Meets graduation requirement for Technology Applications)

Students who use computers extensively in the Advanced Journalism program with approval for this class will earn graduation credit for Technology Applications.

## **FINE ARTS**

### **DANCE**

*The Dance Program at Mirabeau B. Lamar High School provides a creative and rewarding performing art experience. Students in grades 9-12 may enroll in dance and receive fine art or physical education credit. We offer beginning dance classes for those with little, or no, background as well as advanced levels for the most proficient dancer. Our curriculum includes techniques in modern, jazz, tap, and hip hop/break dance. Students study elements of technique and performance as each semester will end with a presentation in concert format.*

### **Beginner Dance 1(Modern), Recommended**

Grade: 9-12  
Prerequisite: none  
Credit: 1 (Fine arts or PE requirement)

In Modern Dance 1, the students will learn to appreciate dance as an art form as well as develop fundamental technical skills with the principals of ballet as the foundation. Individually, students will develop an understanding of kinesthetic awareness, creative expression, and self-confidence through the use of the body as an expressive instrument. To expand their creative potential, students are expected to participate in improvisation, choreography, and performance. Students must purchase, and wear, appropriate dance attire.

### **Dance 2 (Modern), Recommended**

Grade: 9-12  
Prerequisite: Modern Dance 1 or placement by audition  
Credit: 1 (Fine arts or PE requirement)

Modern Dance 2 is the intermediate level for students who have had Modern Dance 1 (or equivalent training approved of through the audition process). Students will continue their training and the development of technical skills in modern dance.

Individually, students will continue working on creative expression, choreography, improvisation, and performance skills. Students must purchase, and wear, appropriate dance attire.

### **Dance 3 (Modern), Recommended**

Grade: 9-12  
Prerequisite: Audition only  
Credit: 1 (Fine arts or PE requirement)

In Modern Dance 3, students will be working at the intermediate/advanced level. Students will be continuing their study of modern dance technique, improvisational skills, choreography, and performance qualities. Students will be expected to have a heightened sense of spatial awareness and body alignment.

### **Dance 4 (Modern), Recommended**

Grade: 10-12  
Prerequisite: Audition Only  
Credit: 1 (Fine arts or PE requirement)

Modern Dance 4/*Lamar Dance Theatre* is a concert dance ensemble. *LDT* is widely recognized as a first class performing company. Specializing in contemporary dance, this group performs throughout the year in concerts, recruiting shows, conventions, and guest appearances, often in collaboration with Dance 4 Hip-Hop. Each dancer is required to engage fully in class work that can include: working with guest artist(s), master classes, faculty/staff-based technique classes and choreography, and peer choreography. Students must have the organizational skills to juggle a heavy rehearsal schedule. *LDT* participates in a student-based choreography concert in the fall and a formal concert in the spring consisting of faculty and guest artist choreography. Students must maintain appropriate academic standing and meet the requirements of all eligibility policies. *Lamar Dance Theatre* is only for the most dedicated dancer.

### **Dance 1 (Hip Hop), Recommended**

Grade: 9-12  
Prerequisite: none  
Credit: 1 (Fine arts or PE requirement)

Hip Hop dance is an idiosyncratic and improvisational style of dance. This class will consist of break, house, capoeira, and pop/lock. Students will learn basic movement as well as the history of hip-hop. Students are evaluated on skill development, class participation, and performance. Students will explore elements of choreography and improvisation. Students are expected to dress appropriately for movement, tennis shoes and loose clothing are essential.

### **Dance 2 (Hip-Hop), Recommended**

Grade: 9-12  
Prerequisite: Dance 1 Hip-Hop or placement by audition  
Credit: 1 (Fine arts or PE requirement)

This class will continue the study of break, house, capoeira, and pop/lock at an intermediate level. Students will perfect basic movement and add new, more challenging elements of hip-hop dance. Students are evaluated on skill development, class participation, and performance. Students will continue to explore elements of choreography and improvisation. Students are expected to dress appropriately for movement, tennis shoes and loose clothing are essential.

### **Dance 3 (Hip-Hop), Recommended**

Grade: 9-12  
Prerequisite: Audition only  
Credit: 1 (Fine arts or PE requirement)

In Dance 3 Hip-Hop, students will be working at the intermediate/advanced level. Students will continue their study of the hip-hop dance style as well as the other aspects of the hip-hop culture. Elements of choreography and improvisation will be emphasized. Students are expected to dress appropriately for movement, tennis shoes and loose clothing are essential.

## **Dance 4 (Hip Hop/Break Dance), Recommended**

Grade: 10-12  
Prerequisite: Audition only  
Credit: 1 (Fine arts or PE requirement)

Dance 4 Hip-Hop/Lamar Dance Theatre is a concert dance ensemble and is widely recognized as a first class performing company. Specializing in break dance, house, capoeira, and pop/lock, this group performs throughout the year in concerts, recruiting shows, conventions, and guest appearances, often in collaboration with Modern Dance 4. Each dancer is required to engage fully in class work that can include working with guest artist(s), master classes, faculty/staff-based technique classes and choreography, and peer choreography. Students must have the organizational skills to juggle a heavy rehearsal schedule. LDT participates in a student-based choreography concert in the fall and a formal concert in the spring consisting of faculty and guest artist work(s). Students must maintain appropriate academic standing and meet the requirements of all eligibility policies. Lamar Dance Theatre is only for the most dedicated dancer.

## **Jazz/Tap Dance 9, Recommended**

## **Jazz/Tap Dance 10, Recommended**

## **Jazz/Tap Dance 11, Recommended**

## **Jazz/Tap Dance 12, Recommended**

Grade: See above  
Prerequisite: Audition only  
Credit: (Fine arts or PE requirement)

This course will include both tap and jazz dance forms. Students must provide flat tap shoes and jazz shoes as well as appropriate dance attire. Technique classes will include warm-up, center combinations, and traveling sequences "across the floor". Students will explore elements of improvisation and choreography, and dancing with props. The instructor will decide upon the style of dance selected for each performance.

## **Drill Team, Recommended**

Grade: 9-12  
Prerequisite: Audition only  
Credit: 1 (Fine arts or PE requirement)

The Lamar Rangerette Drill Team offers a wonderful opportunity for students to participate in a wide variety of dance activities. Performance opportunities include Lamar High School football games, pep rallies, competitions, and an annual spring show. Team members are required to purchase uniforms and maintain eligibility requirements. The Rangerettes have a heavy rehearsal schedule year-round and is only for the most disciplined and dedicated student.

## **IB Dance 1**

Grade: 11  
Prerequisite: Audition/Interview  
Credit: 1 (Fine arts or PE requirement)

IB Dance is predicated on the beliefs that dance is expressive movement with intent, purpose, and form communicated through the body. The course reflects that dance is a vital and integral part of human life and that it exists in many forms and styles and is practiced in all cultures, taking place in a range of contexts for various purposes. The course consists of dance performance, dance composition and analysis, and the study of dance traditions in more than one culture. Students will participate in class discussions, choreographic and improvisational studies, develop their own choreography, and write daily journal entries. Students will also be expected to attend dance performances and participate in distant culture dance classes. Students must be highly self-motivated.

## **IB Dance 2**

Grade: 12  
Prerequisite: IB Dance 1  
Credit: 1 (Fine arts or PE requirement)

This course is a continuation of IB Dance, SL. Students will participate in class discussions and be prepared to complete all composition and performance work. Students will gain a deeper understanding and appreciation for cultural dance in various forms demonstrated through a written paper. A workbook, documenting a personal account of the entire 2-year process, will be submitted.

**NOTE: Students enrolled in the course are required to take the IB exam. The teacher and the student must mutually agree upon the potential for HL credit.**

## MUSIC

*The Music Department at Mirabeau B. Lamar High School offers a wide variety of opportunities for students who wish to learn about and perform music. The Choir, Band, and Orchestra are enjoying steady growth while continuing to maintain high standards of excellence in teaching and performance.*

### **Music Theory, Pre-IB**

Grade: 10-12

Prerequisite: Concurrent or previous enrollment in Band, Orchestra, or Choir or approval of instructor; IB participation

Credit: 1 (Fine arts requirement or elective)

An honors course in music fundamentals of sight-singing, ear-training, part writing and composition taught as prerequisite for IB Music SL and especially HL. Students are assessed through homework, teacher-generated tests, and composition.

### **IB Music SL**

### **IB Music HL**

Grade: 11-12

Prerequisite: Music Theory, Pre-IB, or teacher recommendation

Credit: 1 (Fine arts requirement or elective)

This honors course encompasses the chronological study of music history (with emphasis on score analysis and evolutionary development of music), composition, advanced music theory, vocal and/or instrumental performance, sight-reading, and ear training. Students prepare to sit for the SL IB Music exam given at the end of the year. IB Music students are graded on the following criteria: Students are assessed in performance, written and oral presentations, seminar style discussions and music listening examinations.

**NOTE: Seniors enrolled in this course are required to take the IB exam.**

### **Piano 1**

Grade: 9-12

Prerequisite: none

Credit: 1 (Fine arts requirement or elective)

Beginners and experienced students can learn or refine their piano skills in this first year course.

### **Music History and Literature**

Grade: 9-12

Prerequisite: none

Credit: 1 (Fine arts requirement or elective)

Students learn basic music notation and form. Major composers, performers, and artists of the Renaissance, Baroque, Classical, Impressionistic, Modern and Contemporary periods are studied and analyzed. This is a nonperformance fine art option.

## BAND

*The Lamar Band Department offers students a wide variety of opportunities to perform on their respective instruments. The Marching Band is the primary function of the band program in the fall semester, performing at all varsity football games and pep rallies. The Marching Band may also participate in several marching competitions/festivals. In the spring semester, students are placed into ability level concert bands and have the opportunity to participate in many individual and group competitions. All the performing bands at Lamar may participate in UIL activities throughout the year. Placement in the Lamar High School Bands is based on playing ability, attitude, and academic eligibility. All students who demonstrate a mastery of skills and maintain academic eligibility will be placed in a band that participates in various competitions and off campus trips and performances. All students involved in the department are offered the opportunity to take private lessons on their instrument.*

Grade: 9-12

Prerequisite: By audition & director approval only

Credit: 1 per year (PE in the Fall, Fine Arts/Elective in the Spring)

This class is a full year course. All students must agree to remain in the class both semesters. During marching season, students learning marching fundamentals, marching chart reading, how to play and march simultaneously, spatial awareness, kinesthetic awareness, and movement memory. Physical conditioning is also emphasized. Students should be in good physical condition to

participate. A variety of musical styles are performed. Students in the marching band rehearse 6-8 hours per calendar week outside of the regular school day beginning the first week of school until the end of football season, usually sometime in November. Summer marching rehearsals begin the last week in July or August 1 depending of the needs of the band program and the school calendar. Freshman marching training sessions are held in June. Marching band students attend all varsity football games including playoff games and pep rallies. Marching rehearsal requirements for playoff games are significantly reduced to about 2 hours per week. Members of the competitive marching band may participate in 2 or more marching contests/festivals.

Concert season provides students an opportunity to continue musical growth and experience music literature. A variety of musical styles are performed. Individual, small, and large ensemble concepts and skills are emphasized. One to three levels of performing bands will be offered. Students will be placed in the according ability level band by specific performance criteria including an audition. Performances during the concert season include 2 or more concerts and may include 2 or more festival/contest performances. Students may also participate in a series of auditions related to the All-State process as well as Solo & Ensemble contests.

Enrollment is by audition and director approval only.

### **Stage Band 1 (Jazz Band), Recommended**

Grade: 9-12

Prerequisite: By audition & director approval only

Credit: 1 per year (Fine arts requirement or elective)

This class is full year course and intended for students who have extensive playing experience and are interested in learning the fundamentals of jazz music. The Jazz Band performs in many public appearances. Students in this class must participate in all performances, both extracurricular and curricular. Space will be limited to standard jazz ensemble instrumentation. Wind and percussion players will be required to participate in the regular band program (marching & concert bands). Guitar and keyboard students will be required to participate in the marching band (after school rehearsals and all performances). Enrollment is by audition and director approval only.

## **CHOIR**

*The Lamar Department of Choral Activities provides students with many opportunities to experience the joy of singing. In daily choral rehearsals students are given exercises to strengthen and develop the voice. They then apply the exercises to literature that they are preparing for performance. In addition to providing students the opportunity for vocal development and performance, the Choral Department emphasizes the academic side of music - music literacy. To achieve this literacy, the curriculum stresses the sight-reading skills necessary to enable students to become independent readers. Students learn the solfege system of syllables and hand signals developed by the Hungarian composer, Zoltan Kodaly. As students gain proficiency in sight-reading, the pleasure they derive from signing and listening to music increases greatly. A typical daily rehearsal usually includes: vocal warm-ups and exercise, sight reading a new exercise of 2, 3 or 4 part music, elements of music theory, rehearsal of literature in preparation for concert, and a closing song or songs.*

*All students involved in the department are offered the opportunity to take private voice lessons as well as participate in UIL Solo competition.*

*Placement in the Lamar High School choirs is based on sight-singing ability, tonal memory, tone quality, attitude, and academic eligibility. All choirs participate in concerts at Lamar, and in HISD choral activities. All students who demonstrate a mastery of skills and maintain academic eligibility will be placed in a choir that participates in various competitions and off campus trips and performances*

**Choir, Grade 9**

**Choir, Grade 10**

**Choir, Grade 11**

**Choir, Grade 12**

### **Women's Choir, Recommended**

Grade: 9-12

Prerequisite: None

Credit: 1 (Fine arts requirement or elective)

Students will develop choral skills through work on individual vocal technique, exposure to unison, two and three-part treble choir literature, and use the solfa system of sight-reading. A performance ensemble of 30-70 voices, the Woman's Choir participates in the choral department's fall, and holiday concerts, the spring Pop Show, and other performances throughout the year. Students in this course also participate a "mock" competition in preparation for UIL the following year.

#### **Men's Choir, Recommended**

Grade: 9-12  
Prerequisite: None  
Credit: 1 (Fine arts requirement or elective)

Students will develop choral skills through work on individual vocal technique, exposure to unison, two and three part tenor/bass choir literature, and use the solfa system of sight-reading. A performance ensemble of 20-40 voices, the Men's Choir participates in the choral department's fall, and holiday concerts, the spring Pop Show, and other performances throughout the year. Students in this course also participate in a "mock" competition in preparation for UIL Concert and Sight-reading the following year.

#### **JV Women's Choir, Recommended**

Grade: 9-12  
Prerequisite: Women's Choir or teacher's approval  
Credit: 1 (Fine arts requirement or elective)

JV Women is a choir for beginning - intermediate level sight-readers, entry level reading skills, non-varsity music. Students perform a wide range of literature and receive intense training in vocal technique and sight-reading. A performance ensemble of 20-60 voices, the JV Women's Choir participates in the choral department's fall, holiday, and pre-UIL Concerts, as well as the Pop Show. They also perform as a "Non-Varsity" treble choir at UIL Concert and Sight-reading Competition.

#### **JV Men's Choir, Recommended**

Grade: 9-12  
Prerequisite: Men's Choir, or teacher's approval  
Credit: 1 (Fine arts requirement or elective)

JV Men's Choir is a men's choir for beginning - intermediate level sight-readers, entry level reading skills, non-varsity music. Students perform a wide range of literature and receive intense training in vocal technique and sight-reading. A performance ensemble of 15-40 voices, the JV Men's Choir participates in the choral department's fall, holiday, and pre-UIL Concerts, as well as the Pop Show. They also perform as a "Non-Varsity" tenor-bass choir at UIL Concert and Sight-reading Competition.

#### **Concert Women, Recommended**

Grade: 9-12  
Prerequisite: Audition  
Credit: 1 (Fine arts requirement or elective)

Concert Women is women's choir for intermediate-advanced level sight-readers. Students perform a wide range of literature and receive intense training in vocal technique and sight-reading. A performance ensemble of 20-40 voices, the Concert Women participate in the choral department's fall, holiday, and pre-UIL Concerts, as well as the Pop Show. They also compete at UIL Concert and Sight-reading Competition as well as on the annual spring trip with Chorale. They also perform alone for many community and church groups. Many of its members audition and are selected for membership in the All-District, All Region, and All-State Choirs.

#### **Chorale, Recommended**

Grade: 10-12  
Prerequisite: Audition  
Credit: 1 (Fine arts requirement or elective)

The Chorale, a 30-45 voice mixed choir, is the premiere performing choir at Lamar. Students perform a wide range of choral literature. They compete in UIL Solo and Ensemble competition, as well as in UIL Concert and Sight-reading Contest. Highlights of the year include Fall Concert in October, the Holiday Concert in December, the Community Choral Festival in January, a joint concert with St. Johns School, the Pre-UIL Concert, the Pop Show, and Graduation. Members of Chorale are expected to participate in the annual spring choir trip. This trip involves a combination of singing, competing, and sightseeing, as well as recreational activities such as skiing or visiting a theme park. Members of the Chorale are regularly selected for membership in the All-District, All-Region, and All-State Choirs.

**Lamar Madrigal Singers, Grade 10, Recommended**  
**Lamar Madrigal Singers, Grade 11, Recommended**  
**Lamar Madrigal Singers, Grade 12, Recommended**

Grade: 10-12  
Prerequisite: concurrent membership in Chorale plus audition  
Credit: 1 (Fine arts requirement or elective)

The Lamar Madrigal Singers is a select group of students (8-20) chosen through a rigorous audition from the Chorale membership each spring. For the past twelve years they have presented a formal joint concert with the St. John's Kantorei, and have toured with this group in Austria, Hungary, Norway, Poland, Czechoslovakia, and the British Isles. Members are chosen on the basis of sight-reading ability, vocal tone quality, musicianship, and excellent academic standing.

## **ORCHESTRA**

*The Lamar High School Orchestra has achieved remarkable success since it was revitalized in 1991. The orchestra program now consists of approximately ninety students divided into three classes based on level of skill and preparation. Orchestra classes emphasize the building of basic musical skills including beautiful tone, intonation, and sight - reading skills. Orchestra students have many opportunities to showcase their talents throughout the school year including regularly scheduled concerts and as entertainment for various official school and district-wide events. Exciting opportunities include an end of year out of town performance tour and an annual Halloween costume party. The Lamar Symphony Orchestra offers Camerata students the opportunity to perform exciting music with the very best band students on special occasions, such as graduation.*

**Orchestra, Grade 9**  
**Orchestra, Grade 10**  
**Orchestra, Grade 11**  
**Orchestra, Grade 12**

### **Philharmonia and Sinfonia Orchestras, Recommended**

Grade: 9-12  
Prerequisite: Previous study of a string instrument (violin, viola, cello, bass)  
Credit: 1 (Fine arts requirement or elective)

Students should own or be able to rent a string instrument. A limited number of school instruments may be available for student use. The course emphasizes building the skills and techniques needed to play in the chamber orchestra. String literature will be chosen with regards to instrumentation and skill level of class. Strong emphasis will be placed on note and rhythm reading and building intonation and tone through scales and etudes. Grading will be based on evidence of home practice, class participation, continuing personal musical growth, as well as attendance at any extra rehearsals and concerts.

### **Camerata Orchestra, Recommended**

Grade: 9-12  
Prerequisite: Audition  
Credit: 1 (Fine arts requirement or elective)

Students should own or be able to rent a string instrument (violin, viola, cello, or bass). A limited number of school instruments may be available for student use. The course emphasizes performing as a string ensemble (UIL Prescribed Music List grade IV and V) and encourages individual and small performances in recitals and competitions. Students continue building technique through study of scales and etudes. Grading is based on evidence of home practice, class participation, attendance at extra rehearsals and concerts, and continuing musical growth. Honors credit is available for upperclassmen only by contract with the director.

## **THEATRE**

*The Theatre Department at Mirabeau B. Lamar High School continues to create opportunities for a varied group of students interested in the Theatre Arts. Courses offer a general background in theatre both as a performance and technical art. While the IB program explores the theory and culture within the literature and the performance, the Theatre Production classes work hands on in producing the 6-9 shows that Lamar Theatre performs annually.*

### **Theatre Arts 1, Recommended**

Grade: 9-12  
Prerequisite: None  
Credit: 1 (Fine arts requirement or elective)

This course is an overall survey of all the elements that go into a theatrical production. In Theatre 1 the student will explore basic acting techniques, stage terminology, introductory technical theatre skills, and be exposed to the wonderful history and literature of the art of theatre.

### **Theatre Arts 2, Recommended**

### **Theatre Arts 3, Recommended**

### **Theatre Arts 4, Recommended**

Grade: 10-12  
Prerequisite: Theatre 1  
Credit: 1 (Fine arts requirement or elective)

In Advanced Theatre, students continue to develop and refine their acting skills through both classroom activities and opportunities to perform publicly. Elements of theatrical design, directing and playwriting will also be explored.

### **Technical Theatre**

Grade: 10-12  
Prerequisite: Theatre 1  
Credit: 1 (Fine arts requirement or elective)

### **IB Theatre Arts SL**

Grade: 11-12  
Prerequisite: Theater Arts 1 and teacher or IB coordinator approval  
Credit: 1 (Fine arts requirement or elective)

IB Theatre SL is an honors class that takes an intense look at the living art of theatre. In this class, the students will study in depth theatre history. We will also explore theatre traditions from non-European cultures and trace how they influence American modern theatre. We will also explore the theories of Stanislavski, Aristotle, Meyerhold, Meisner, and Brecht. Students in this class will be expected to sit for the IB exam in theatre and complete a portfolio of a body of work demonstrating continued growth in their chosen area of emphasis. IB students get an opportunity to design and direct public performances.

**NOTE: Seniors enrolled in this course are required to take the IB exam.**

### **IB Theatre Arts HL**

Grade: 12  
Prerequisite: IB Theater Arts SL  
Credit: 1 (Fine arts requirement or elective)

This honors course is a continuation of IB Theater Arts SL. Students prepare in it for the HL Theatre exam given at the end of the year. Students are evaluated on performance skills and theatre production; a portfolio and individual project; practical play analysis; and research project.

**NOTE: Students enrolled in this course are required to take the IB exam.**

### **Theatre Production 1, Recommended**

### **Theatre Production 2, Recommended**

### **Theatre Production 3, Recommended**

Grade: 10-12  
Prerequisite: Theatre 1 and teacher approval; audition (held in the spring)  
Credit: 1 (Fine arts requirement or elective)

In this class, the students will take on all the many responsibilities of theatre productions. Students will act or crew at least one performance in the fall, and one more in the spring. They will also make up the company that performs in the UIL One Act Play competition in which Lamar has quite a long-standing successful history. Entrance into this class involves an audition in the spring that traditionally is very competitive. Students should be aware that they would be required to furnish some basic supplies and furnish a make-up fee.

## **VISUAL ARTS**

*The studio art experience is intended to allow the student to develop personal expression and creativity while building self-discipline, patience, and concentration. Students develop personal perception, learn to communicate through art, and become visually literate in today's world.*

### **Art 1, Recommended**

Grade: 9-12  
Prerequisite: none  
Credit: 1 (Fine arts requirement or elective)

This course is an introduction to design. The course focuses on the elements of art and the principles of design. Art 1 introduces various art procedures, structures, theories, Art Appreciation and Art History. Art 1 will provide experiences enabling each student to develop his productive abilities in the following areas: design, drawing, painting, printmaking, and 3-dimensional work. Students will be required to furnish supplies and pay an art fee.

### **IB Art History SL**

Grade: 11-12  
Prerequisite: Currently enrolled or successful completion of IB English 3, IB program participation  
Credit: 1 (Fine arts requirement or elective)

The goal of the IB Art/Design Standard Level is to initiate the development of the students' appreciation in the visual arts. During the summer, prior to the first semester of this course, all students must complete a project and summer reading. This course will open up the world of art for all students, including those students whose primary interests may lie in other areas. This goal will be initiated by giving the students a firm foundation in the formalist areas of all art, which include the elements of composition and symbol, such as shape, line, and color. The focus will also be on the culture throughout different periods in history. During the first semester, there will be extensive art slide lectures and visits to local galleries and museums. The primary means of evaluation will be through the use of essay writing. The students will be expected to write well above grade level. Also during this first semester the students will have an opportunity to have a hands-on learning experience that will include exposure to a local art and performance center in Houston. During the second semester, students will engage in an illustrated analytical research project.

**NOTE: Students enrolled in this course are required to take the IB exam.**

### **IB Studio Art, SL**

### **IB Studio Art, HL**

Grade: 12  
Prerequisite: Art 1 or previous visual arts classes, teacher approval  
Credit: 1 (Fine arts requirement or elective)

The course requires a commitment from the exceptional visual art student to engage in intense self-examination and analysis of his/her creative processes. The studio work requires the student to develop artworks from personal concepts and provides opportunities for the development of progressively higher technical skill levels in his/her chosen media. Students are required to keep a journal detailing their growth. The student is also expected to produce studio work culminating in a student exhibit at the end of the year. The IB examination is administered at this time by an external examiner who also reviews the student journal.

**NOTE: Students enrolled in these courses are required to take the IB exam.**

## **HEALTH, PHYSICAL EDUCATION AND ATHLETICS**

### **Health, Recommended**

Grade: 9  
Prerequisite: none  
Credit: ½

Students will develop skills that will make them health-literate adults. Students gain a deeper understanding of the knowledge and behaviors they use to safeguard their health -- particularly pertaining to health risks. Students are taught how to access accurate information that they can use to promote health for themselves and others. Students use problem-solving, research, goal-setting and communication skills to protect their health and that of the community.

### **Foundations of Personal Fitness, Recommended**

Grade: 9  
Prerequisite: none  
Credit: ½ (PE credit towards graduation through 2 credits)

Foundations of Personal Fitness represent a new approach in physical education and the concept of personal fitness. The basic purpose of this course is to motivate students to strive for lifetime personal fitness with an emphasis on the health-related components of physical fitness. The knowledge and skills taught in this course include teaching students about the process of becoming fit as well as achieving some degree of fitness within the class. The concept of wellness, or striving to reach optimal levels

of health, is the cornerstone of this course and is exemplified by one of the course objectives: students designing their own personal fitness program.

Students will acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to physically active lifestyle. Additional focus is on team sports and individual activities. Concurrent with the activities, students are provided information concerning proper warm-up and conditioning, fundamental skills and rules of the various sports, and a standardized fitness test.

*After students have completed **Foundations of Personal Fitness**, they may choose two of the following four classes to satisfy their graduation requirements: Team Sports, Individual Sports, Aerobic Activities, and Adventure/Outdoor Education. Not all options will be available each year.*

### **Team Sports, Recommended**

Grade: 10-12  
Prerequisite: Foundations of Personal Fitness  
Credit: ½ (PE credit towards graduation through 2 credits)

Students enrolled in Team Sports are expected to participate in a wide range of team sports that can be pursued for a lifetime. Unit offerings include basketball, soccer, softball, and volleyball. The continued development of health-related fitness and the selection of team sport activities that are enjoyable beyond high school are major objectives of this course.

### **Individual Sports, Recommended**

Grade: 10-12  
Prerequisite: Foundations of Personal Fitness  
Credit: ½ (PE credit towards graduation through 2 credits)

Students enrolled in Individual Sports are expected to participate in individual sports that can be pursued for a lifetime. Unit offerings include badminton, golf, table tennis, tennis, and bowling. The continued development of health-related fitness and the selection of individual sport activities that are enjoyable beyond high school are major objectives of this course.

### **Adventure/Outdoor Education, Recommended**

Grade: 10-12  
Prerequisite: Foundations of Personal Fitness  
Credit: ½ (PE credit towards graduation through 2 credits)

Students enrolled in adventure and outdoors education are expected to develop competency in outdoor educational activities that provide opportunities for enjoyment and challenge. Emphasis is placed on activities that promote respect for the environment and that can be enjoyed for a lifetime.

### **Aerobic Activities, Recommended**

Grade: 10-12  
Prerequisite: Foundations of Personal Fitness  
Credit: ½ (PE credit towards graduation through 2 credits)

Students in aerobic activities are exposed to a variety of activities such as aerobic dance, step-aerobics, hip-hop aerobics, brisk walking, and jogging. These activities will promote health-related fitness. Major expectations of this course are for the student to design, present, and teach a personal fitness program that uses aerobic activities as a foundation.

### **Weight Training, Recommended**

Grade: 11-12  
Prerequisite: Foundations of Personal Fitness  
Credit: ½ (PE credit towards graduation through 2 credits)

Students in Weight Training will learn and exhibit basic weight training safety and techniques. Students will be instructed on how to use the equipment in a safe and beneficial manner. Students will gain knowledge and better understanding of kinesiology (study of muscles and movement). Students will be expected to take part in all activities; as well as create their own personal fitness program. This course will add to the continued development of a healthy lifestyle for a lifetime.

## **ATHLETICS**

*The Lamar Athletic Program is designed to enable student athletes the opportunity to participate in organized, competitive sports. All sports are designed to enhance the students' athletic ability while stressing high academic standards. All Lamar coaches are trained and dedicated professionals with the athletes' best interests at heart. All athletes are required to attend practice daily both during in-season and off-season training.*

*The class periods are limited to specific athletic teams. These classes are designed to enhance skills and allow for practice during the school day. All athletes receive physical education credit. Please note that students enrolled in an athletic class must also enroll in a non-credit study lab during the same semester.*

### **Athletics, Recommended**

Grade: 9-12

Prerequisite: coach's signature, parent approval form, physical exam by a licensed physician, insurance payment or waiver

Credit: ½ per semester (PE credit towards graduation through 2 credits)

*Placement in most sports requires a try out and/or approval by the coach. Some sports prefer or require an Athletic Study Lab period on alternate days*

### **BOYS**

Football  
Basketball, JV  
Basketball, Varsity  
Soccer  
Baseball  
Track  
Cross Country  
Tennis  
Swimming and Diving / Waterpolo

### **GIRLS**

Volleyball  
Basketball  
Soccer  
Softball  
Track  
Cross Country  
Tennis  
Wrestling  
Golf  
Swimming and Diving / Waterpolo

### **CHEERLEADING**

Cheerleading, Grade 9  
Cheerleading, Grade 10  
Cheerleading, Grade 11  
Cheerleading, Grade 12

#### **JV Cheerleading, Recommended**

Grade: 9-11

Prerequisite: Audition

Credit: 1 (elective, may substitute for PE)

Cheerleaders promote school spirit at all athletic events, school events, and special events. Freshmen tryouts for incoming 9<sup>th</sup> graders are held the first week of May. Information will be available in the main office in April. Junior Varsity cheerleaders consist of sophomore and junior class members. Tryouts are held in the spring and the student must be enrolled in Lamar at that time to participate. Tryouts are open to both boys and girls. There is an application process to be eligible to try out.

#### **Varsity Cheerleading, Recommended**

Grade: 11-12

Prerequisite: Audition

Credit: 1 (elective, may substitute for PE)

Varsity cheerleaders consist of juniors and seniors. Tryouts are held in the spring and the student must be enrolled in Lamar at that time to participate. Tryouts are open to both boys and girls. There is an application process to be eligible to try out.

## **SPEECH**

### **Communications Applications, Recommended**

Grade: 9-12  
Prerequisite: none  
Credit: ½

In this one-semester, entry-level speech class, students learn the skills needed to prepare and present public messages, and to analyze and evaluate the messages of others. Within this process, students gain skills in reading, writing, speaking, listening, and thinking, and will examine such areas as organization, purpose (occasion), audience, motivation, and word choice. These skills are applied to informative speaking, persuasive speaking, group discussion, and interviewing.

### **Communications Applications/Debate, Grade 9, Recommended**

#### **Debate, Grade 10, Recommended**

#### **Debate, Grade 11, Recommended**

#### **Debate, Grade 12, Recommended**

Grade: 9-12  
Prerequisite: Communications Applications and teacher approval  
Credit: 1

Students develop skills in decision making and reducing conflict, as well as sharpening their skills in argumentation, logical and critical thinking, and communication. Analyzing contemporary and controversial issues as a means to finding solutions is a major focus of the courses. Research and writing skills increase as students' research and use proof in their debates. The Debate class forms competition teams and students in the class will be responsible for attending three tournaments per semester. Outside practices may also be included in the coursework. Communications Applications/Debate, Grade 9 students must have prior experience in debate.

## **JOURNALISM**

### **Journalism, Recommended**

Grade: 9-12  
Prerequisite: none (strong English skills preferred)  
Credit: 1

Students will learn the fundamentals of news writing, while writing in varied purposes and modes, and for varied audiences. They will become analytical consumers of media and will utilize technology to enhance their communication skills. Students will learn the history of media, will conduct research, and learn the principles of publishing. Participants will plan, draft and complete written communications examining copy for style, clarity and engaging language. Student documents will provide copy for the school newspaper, *Lamar Life*, and students will be considered reporters, thereby becoming involved in school activities while developing positive relations with school sources and leaders.

**Students will also be required to sell advertising for the paper, and will be required to sign a contract before handling any equipment.**

### **Advanced Journalism: Yearbook, Grade 10, Recommended**

### **Advanced Journalism: Yearbook, Grade 11, Recommended**

### **Advanced Journalism: Yearbook, Grade 12, Recommended**

Grade: 10-12  
Prerequisite: Academic average of 85 or better, strong English writing skills, photography skills; application, interview and adviser approval required for placement on the staff.  
Credit: 1

Students will learn current trends in layout styles and graphic design, sound journalistic writing, and basic photographic composition using professional publications as models. Summer seminars are required, and summer workshops are required for all who wish to be editors. In 2<sup>nd</sup> year staff, students can satisfy the technology credit through a desktop section, with the approval of the adviser.

The staff duties are as follows: Editorial - Copy and Layout -- designs and creates graphics for layouts including ads; writes copy (captions and stories) and headlines for each layout; uses computers for word processing and layout design; selects, arranges, and crops pictures for each page; and corrects proofs. Photographer -- takes candid pictures around school, at games, meetings, and activities. *Knowledge of digital and 35 mm photography and ownership of a digital camera of at least 3.2 mega pixels is required.*

All yearbook staffers and their parents are required to sign a contract for the year, outlining the responsibilities and expectations for each staff member.

**All staff members are required meet a quota of ad and book sales. This is part of the grade for the class.**

**Advanced Journalism: Newspaper, Grade 10, Recommended**

**Advanced Journalism: Newspaper, Grade 11, Recommended**

**Advanced Journalism: Newspaper, Grade 12, Recommended**

Grade: 10-12  
Prerequisite: Journalism, interview and adviser approval  
Credit: 1

Students are expected to utilize their writing and communications skills to publish the school newspaper on a monthly basis. Students will operate under Journalistic Ethics and Standards, and will be engaged in using the latest technology available for publishing.

Students will generate advertising to support the program, and are expected to adhere to deadlines. **Students will be required to sign a contract and sell advertising to support the paper, and this will be part of their grade.**

**Advanced Broadcast Journalism, Grade 10, Recommended**

**Advanced Broadcast Journalism, Grade 11, Recommended**

**Advanced Broadcast Journalism 12, Recommended**

Grade: 10-12  
Prerequisite: Journalism, instructor approval  
Credit: 1

Students will utilize their communications and technological skills to film, edit and produce television news and advertisements for the Lamar news station. These highly skilled students will be responsible for a live daily broadcast as well as for taped material, for advertising and marketing, and for positive public relations for Lamar High School. This course is upper-level and interdisciplinary; students will incorporate skills from math, science, language arts, humanities, and fine arts to produce the end product of a daily newsmagazine.

## **CAREER AND TECHNICAL PROGRAMS**

*Lamar High School offers career and technology education programs in Agriculture Science and Technology, Family and Consumer Sciences, Business Office Education, Marketing Education, Trade and Industrial Technology Education, and Computer/Technology Applications. Certain pathways provide opportunities for students to earn income in a work-related environment with local business partners. Admission to these programs is based on student interest and course prerequisites as listed in the Course Catalogue.*

### **AGRICULTURE, ENVIRONMENT AND NATURAL RESOURCES**

Along this career path, you'll find people who are curious about the physical world and interested in plants and animals. They like to observe, learn, investigate and solve problems. Some may like to work out of doors while others prefer time in a laboratory.

- Horticulture
- Environmental Tech
- Animal Science

## **BUSINESS, MANAGEMENT AND MARKETING**

Classes in this pathway prepare for careers in the business and marketing world. These students prepare for initial employment and actual work experience in areas of business, marketing, and merchandising.

- Business Education
- Marketing Education
- Business Management

## **CONSTRUCTION, MANUFACTURING AND PRODUCTION**

Students enrolled in these classes may expect to become prepared to enter the work force as carpenters, plumbers, electricians, bricklayer, painter, project estimators, project managers as well as material supply support personnel. Students may take and complete OSHA certification.

- Construction Technology
- Computer-Aided Drafting
- Trade and Industry

## **ENGINEERING AND SCIENCE-RELATED TECHNOLOGY**

Along this career path, you'll find careers in engineering, manufacturing, construction and mechanic--fields related to designing, developing, building, installing, maintaining and repairing physical systems, including information technology systems. You may want to explore this pathway if you're a logical and practical thinker, enjoy working with technology and tools, and are mathematically, mechanically or scientifically inclined.

- Computer-aided Drafting and Design
- Electronic Technology
- Engineering Graphics

## **HUMAN DEVELOPMENT AND SERVICES**

This cluster provides students with the knowledge and skills in the areas of child development and parenting and principles that lead to careers in education, psychology, and family studies.

- Food Science and Nutrition
- Food Production

It is the policy of Lamar High School not to discriminate on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Lamar High School takes steps to ensure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

## **AGRICULTURE**

*After taking the entry courses of Introduction to World Agriculture Science & Technology and Applied Agricultural Science & Technology, students must select courses by cluster for their remaining agriculture electives. Those in the cluster may be taken in any order, but all future high school courses must stay in the cluster and cannot be mixed.*

### **General Agriculture Science and Technology Cluster**

Introduction to Agricultural Mechanics  
Horticulture Plant Production  
Range Management and Ecology  
Plant and Animal Production  
Plant and Soil Science  
Agribusiness Management & Marketing  
Advanced Agribusiness Management and Marketing

## **Animal Science Cluster**

Wildlife & Recreational Management

Animal Science

Advanced Animal Science

Agribusiness Management and Marketing

Equine Science

### **Introduction to World Agriculture Science & Technology, Recommended**

Grade: 9-12

Prerequisite: none

Credit: ½

This basic course is designed to provide an introduction to global agriculture. The course includes instructional units in agricultural career development, leadership, communications, personal finance, and mechanized agriculture. In the spring semester, students will enroll in Applied Agricultural Science and Technology.

### **Applied Agricultural Science & Technology, Recommended**

Grade: 9-12

Prerequisite: Introduction to World Agriculture Science & Technology

Credit: ½

This basic course is designed to enhance agricultural comprehension in agricultural science. The course includes soils, plants, animals, agricultural construction, food science, supervised agricultural experience programs, and leadership.

## **GENERAL AGRICULTURE SCIENCE AND TECHNOLOGY CLUSTER**

### **Horticulture Plant Production, Recommended**

Grade: 9-12

Prerequisite: none

Credit: 1

Students learn how to propagate greenhouse and nursery plants. A plant collection will be maintained by students in a state of the art greenhouse to be added to the Lamar campus. Garden and flower beds around the school will be maintained; seasonal displays will be made by the students.

### **Introduction to Agricultural Mechanics, Recommended**

Grade: 9-12

Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology

Credit: ½

This exploratory course introduces students to agricultural mechanics with emphasis on basic theory and technical skill development that include safety, tool identification, carpentry, electricity, plumbing, masonry, fencing, painting, and hot and cold metal skills.

### **Range Management and Ecology, Recommended**

Grade: 10-12

Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology

Credit: ½

This technical course familiarizes students with the management and ecological aspects of rangelands. Students study and develop technical skills in renewable natural resources, range plants, ecosystems, water cycles, range conditions, carrying capacities, livestock and wildlife management, and research. In addition, students expand their knowledge of safe work practices, recordkeeping, career exploration, and leadership.

### **Plant and Animal Production, Recommended**

Grade: 10-12

Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology

Credit: ½

This exploratory course includes principles of plant and animal production and the management of soils as related to agriculture. Also included is information and experiences in careers and leadership.

**Plant and Soil Science, Recommended**

Grade: 10-12  
Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology  
Credit: ½

This course examines soil and plant relationships that affect the production of food and fiber. Also included is information and experiences in careers and leadership.

**Agribusiness Management & Marketing, Recommended**

Grade: 10-12  
Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology  
Credit: ½

This course is an introduction to agribusiness management in the free enterprise system with an emphasis on management of production agriculture. Instruction includes a study of basic management concepts, government policy, economic principles, budgeting, accounting, finance, risk management, factors of production, and marketing.

**Advanced Agribusiness Management & Marketing, Recommended**

Grade: 10-12  
Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology  
Credit: ½

This course examines the management and marketing dimensions of the free enterprise system with an emphasis on risk management. Instruction includes units on decision-making principles, agricultural policy, financial accounting, budgeting, production, price, and financial, business and personal risk.

**ANIMAL SCIENCE CLUSTER****Wildlife and Recreation Management, Recommended**

Grade: 10-12  
Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology  
Credit: ½

This is a course designed to examine the importance of wildlife and outdoor recreation with an emphasis on using wildlife and natural resources. Students should check with the agriculture teacher prior to registration to determine which spring-semester course is matched with this course.

**Animal Science, Recommended**

Grade: 10-12  
Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology  
Credit: ½

A course designed to teach the skeletal, muscular, and respiratory systems of animals; explain the anatomy and physiology of animals; and explain and recognize the vital signs and normal behavior of animals. Analyzing the animal digestive system; identifying sources of nutrients and classes of feeds; identifying vitamins, minerals, and nutrients and feed additives are also included. A knowledge of how to analyze animal reproductive systems and study animal genetics; teach the performance of common surgical skills and immunizations on livestock is also included in the curriculum.

**Advanced Animal Science, Recommended**

Grade: 10-12  
Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology  
Credit: ½

In this technical course, students examine the interrelated human, scientific, and technological dimensions of livestock production. They expand their knowledge of resources available for animal production. Also included is information and experiences in careers and leadership.

**Agribusiness Management & Marketing, Recommended**

Grade: 10-12  
Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology  
Credit: ½

This course is an introduction to agribusiness management in the free enterprise system with an emphasis on management of production agriculture. Instruction includes a study of basic management concepts, government policy, economic principles, budgeting, accounting, finance, risk management, factors of production, and marketing.

#### **Equine Science, Recommended**

Grade: 10-12

Prerequisite: Introduction to World Agricultural Science & Technology and Applied Agricultural Science & Technology

Credit: ½

This technical course is designed to develop knowledge and skills pertaining to the selection, nutrition, and management of horses. Also included is information and experiences in careers and leadership.

### **BUSINESS, MANAGEMENT AND MARKETING**

#### **Business Computer Information Systems, Recommended**

Grade: 10 - 12

Credit: 1 (Meets graduation requirement for Technology Applications)

This class develops technology skills with applications to personal or business situations focusing on word processing, spreadsheets, data bases, telecommunications, desktop publishing, presentation management, networking, operating systems, and emerging technologies; and intermediate-level skills.

#### **Accounting, Recommended**

Grade: 10-12

Prerequisite: none

Credit: 1

Introduces general accounting concepts, principles, and procedures; emphasizes the need for financial records; provides the fundamental equation and its application to accounting procedures, including the basic steps of the accounting cycle. Special journals and ledgers, work sheets, adjusting and closing entries, special problems in the purchase and sale of merchandise, notes and interest, depreciation, accruals and prepaid items, payroll records, and personal income taxes are also introduced. This class develops the skills, knowledge, and attitudes necessary for individuals to conduct personal business or to further an education in the field of accounting. Students complete practice sets or simulations, use calculators, and process some data electronically.

#### **Marketing Education Preparation 1, Recommended**

Grade: 11-12

Prerequisite: 1.5 credits in approved Career and Technology courses in sequence

Credits: 3 (May substitute for PE credit)

An occupationally specific course designed to focus on the study of marketing concepts and principles and their practical applications. Students will gain a working knowledge of the marketing concept and its application. This class involves classroom instruction plus the work-based component of a minimum of 15 hours of supervised training per week.

#### **Marketing Education Preparation 2, Recommended**

Grade: 12

Prerequisite: Marketing Education Prep 1

Credits: 3 (May substitute for PE credit)

This is an advanced marketing course with an emphasis on developing decision-making skills. The development of a marketing research project is a recommended component. Students earn three credits with the classroom instruction plus the work-based component of a minimum of 15 hours of supervised training per week.

### **CONSTRUCTION, MANUFACTURING AND PRODUCTION**

#### **Technology Systems, Recommended**

Grade: 9-12

Prerequisite: none

Credit: 1

An overview course designed to introduce the application of technology to solve problems and meet human needs and wants. Laboratory experiences are focused on the technology systems of bio-related technology: communication: computer applications: construction: energy, power, and transportation: and manufacturing. Students will study concepts relating to technological systems and the influences these systems have at home, in communities, and at work. Content includes, but is not

limited to, the study of systems of technology, application of technology, design/problem solving, evolving technologies, safety, maintenance, entrepreneurship, leadership, careers and marketing.

### **Manufacturing Systems, Recommended**

Grade: 9-12  
Prerequisite: Technology Systems  
Credit: 1

This is an exploratory course that addresses the knowledge and skills important in manufacturing technology. Students study common manufacturing tools, machines, materials, and processes in the laboratory. Experiences in planning and controlling simulated manufacturing systems and projects allow students to explore the organizational structures and management strategies in manufacturing.

### **Construction Systems, Recommended**

Grade: 9-12  
Prerequisite: Technology Systems  
Credit: 1

This is an exploratory course that addresses the utilization of construction for residential and civil structures. Students study and use common construction tools, machines, materials, and processes. Experiences in planning and controlling construction systems and projects allow students to explore the organizational structures and management strategies in construction.

### **Introduction to Construction Careers, Recommended**

Grade: 9-12  
Prerequisite: None  
Credit: ½

This one semester class explores the careers and competencies needed in the building trades. It is a prerequisite for students who wish to participate in the Trade and Industrial Education Career Preparation class as a junior or senior.

### **Trade & Industrial Education Career Preparation 1, Recommended**

### **Trade & Industrial Education Career Preparation 2, Recommended**

Grade: 11-12  
Prerequisite: 1.5 credits in approved Career and Technology courses in sequence to include Introduction to Construction Careers  
Credit: 2-3 (May substitute for PE credit)

The class is an instructional arrangement that develops the essential knowledge and skills through a combination of school-based technical instruction and coordinated work-based training in approved trade and industrial education, occupationally specific training areas. Approved training areas include Communications and Media Systems, Construction-Maintenance Systems, Electrical-Electronic Systems, Industrial and Manufacturing Systems, Personal and Protective Services Systems, and Transportation Systems.

The coordinated work-based training component can be provided through cooperative education, internships, preceptorships or apprenticeships. Mentorship and job shadowing can be utilized for supplemental training experiences. Trade and Industrial Career Preparation refer to a teacher-student assignment, not a course or training area.

## **ENGINEERING AND SCIENCE-RELATED TECHNOLOGY**

### **Engineering Graphics, Recommended**

Grade: 9-12  
Prerequisite: none  
Credit: 1

This is a technical course in lettering, engineering geometry, multi-view drawings, sectioning, pictorial representation, dimensioning, detail and assembly drawings, reproduction of drawings, and selection of equipment and supplies. This course may be taught with conventional or computerized equipment. This is the first in a four-year series of courses.

### **Architectural Graphics, Recommended**

Grade: 10-12  
Prerequisite: none  
Credit: 1

This is a technical course in principles of residential design, architectural styles, and construction practices. Activities focus on the development of original working drawings, presentation drawings, and model building. This course may be taught with conventional or computerized equipment. This course is typically second in a series of four courses.

### **Architectural Construction, Recommended**

Grade: 11-12  
Prerequisite: Construction Systems  
Credit: 1

This is a technical course that focuses on the use of tools, equipment, and materials used for the construction of residential and light commercial structures. Student activities may include the design and construction of residential structures and the use of advanced tools and machines used in the construction industry. This class is usually third in a series of four courses.

### **Computer-Aided Drafting, Recommended**

Grade: 11-12  
Prerequisite: Engineering Graphics or Architectural Graphics  
Credit: 1 (Meets graduation requirement for Technology Applications)

In Computer-Aided Drafting, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems using computers. Knowledge and skills in the proper application of computer technology, the design of technology, the efficient production of technology, and the assessment of the effects of technology prepare students for success in the modern world. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers. This class is typically fourth in the series of four courses.

## **HUMAN DEVELOPMENT AND SERVICES**

### **Nutrition and Food Science, Recommended**

Grade: 10-12  
Prerequisite: Exemplary attendance and disciplinary record  
Credit: ½

This technical laboratory course concentrates on nutrition, food choices, and food management skills for individuals and the family throughout the life cycle. Instruction addresses nutrition and food science from the perspective of food habits and wellness; menu planning; special dietary needs; food costs and budgeting; consumer food-buying strategies; food safety and sanitation procedures; food labels; technology implications; and food handling, storage, and preparation practices. Meal etiquette; career options; and techniques for managing multiple family, community, and wage earner roles are part of the content. In the spring semester, students will enroll in Food Science and Technology.

### **Food Science and Technology, Recommended**

Grade: 10-12  
Prerequisite: Nutrition and Food Science (*required*)  
Credit: ½

This technical laboratory course provides foundational training in the area of food science and technology. Content addresses food science principles; nutrition and wellness; food technology; world food supply; managing multiple family, community, and wage-earner roles; and career options in nutrition, food science, and food technology. Instructional topics include diet-related disorders, diets appropriate to the life cycle and other factors, therapeutic diets, chemical and physical changes that affect food product quality, technologies used in food processing and product development, food safety and sanitation standards, market research, legal issues, and food policies. Laboratory activities utilizing research methods related to current issues in food science, technology, and nutrition are included.

## **LAMAR MAGNET SCHOOL OF BUSINESS ADMINISTRATION**

### **Business Support Systems, Recommended**

Grade: 9  
Prerequisite: Magnet student status  
Credit: 1

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 and/or postsecondary education. Students apply technical *skills* to address business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment.

### **Administrative Procedures, Recommended**

Grade: 11  
Prerequisite: Magnet student status, Business Support Systems, Business Image Management  
Credit: 1

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 and/or postsecondary education. Students apply technical skills to address business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions.

### **Accounting, Recommended**

Grade: 10-12  
Prerequisite: Magnet student status, Magnet Business Computer Information Systems or Computer Science, Pre-IB  
Credit: 1

Accounting is offered to Magnet students for two semesters. The course includes the basic principles and procedures of double-entry accounting for service and merchandise businesses organized as proprietorships, partnerships, and corporations. Accounting procedures for handling payroll records, adjustment accounts, control systems, notes, and taxes will be included. Students will apply accounting procedures to both manual and automated accounting.

### **IB Business and Management, SL**

#### **IB Business and Management, HL**

Business and Management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. It is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functioning of marketing, human resource management and finance. The tools and techniques of analysis to enhance the understanding of complex business activities are also included. Students should also come to appreciate the ethical concerns and issues of social responsibility in the business environment and make sense of the forces and circumstances that drive change in an interdependent and multicultural world.

**NOTE: Seniors enrolled in these courses are required to take the IB exam.**

### **IB Computer Science, SL**

Grade: 9, 11-12  
Prerequisite: IB or Magnet student status; completion of Algebra 1; IB Computer Science, Pre-IB  
Credit: 1 (Meets graduation requirement for Technology Applications)

IB Computer Science SL is an honors course offered to Magnet business students for two semesters. It is an introduction to the basic concepts of computer science. This course covers functional components of computers, data representation, problem-solving methods, algorithm development, and programming using a high-level programming language. This course helps prepare the student to take the Advanced Placement exam. This course is offered to 9th, 11th, and 12th grade students.

**NOTE: Seniors enrolled in this course are required to take the IB exam.**

### **IB Computer Science, HL**

Grade: 12  
Prerequisite: Magnet student status; IB Computer Science, SL; teacher approval  
Credit: 1 (Meets graduation requirement for Technology Applications)

IB Computer Science HL is a course offered to Magnet business students only after they have completed IB Computer Science SL. Advanced computer topics are covered such as abstract data structures (stacks, queues, lists, trees), primitive operations, and methods of data representation. Dynamic memory allocation, pointers, and recursion are also covered. This course helps prepare the student to take the Advanced Placement exam. This course is offered to 12th grade students for two semesters and receives bonus points as an honors course.

**NOTE: Students enrolled in this course are required to take the IB exam.**

### **Magnet Business Image Management and Multimedia, Recommended**

Grade: 10-12  
Prerequisite: Magnet student status  
Credit: 1 (Meets graduation requirement for Technology Applications)

Students recognize, evaluate, and prepare for a rapidly evolving global business environment that requires flexibility and adaptability. Students apply technical skills to address business applications of emerging technologies. Students enhance reading, writing, computing, communications, and reasoning skills and apply them to the business environment.

### **Magnet Internship, Recommended**

Grade: 12

Prerequisite: Magnet student status, Magnet Business Computer Information Systems or IB Computer Science SL, Magnet Business Management / Business Ownership, 1 Magnet elective, 3.0 GPA

Credit: ½ - 1 local credit

The Magnet Internship program is a local credit course offered to Magnet students only. Magnet students may take this course for one or two semesters. During the semester, Lamar business interns will spend at least three hours a day, Monday through Friday, at the sponsor's site.

The Internship program is a mutual business liaison between a high school student and upper management of a company. This unique business arrangement allows the Lamar business intern to become a special assistant to an executive of a company where he/she can gain hands-on experience within an organization. At the end of this business endeavor, the intern will know how an organization functions and develop management skills that will help them in the future function effectively within an organization's environment.

### **IB Economics, SL**

Grade: 11-12

Prerequisite: Geography, US History, IB or Magnet program participation

Credit: 1 (elective, but may be used to satisfy graduation requirement for Economics)

IB Economics SL (Standard Level) is a two-semester, honors-level course designed primarily to pre-prepare students for the IB examination in Economics (Standard Level) and, to a degree, the AP examinations in Macroeconomics and Microeconomics. The *IB Economics Subject Guide* describes the course requirements in detail. Magnet Students may take this course as one of their magnet electives. Students may not elect to take only one of the two semesters; those who begin the course in the fall must continue in the spring semester. One-half of the one credit earned from the two semesters may be used to satisfy the 12th-grade economics requirement.

The fall semester deals largely with macroeconomics, while the spring semester covers microeconomic topics. Macroeconomics is designed to give students a thorough understanding of the principles on economics that apply both to a national economy and to relations between and among national economies. Although the primary focus of the course is on Western industrialized countries with mixed market economies, course work will often direct students to developing countries and to comparative economic analyses. Students will produce a portfolio of commentary on articles from economic journals.

Microeconomics is designed to give students a thorough understanding of the principles of economics that apply to the actions of individual economic decision-makers, both consumers and producers, within a particular economic system. Resource allocation in general, and factor and product markets in particular, are key subjects of study, as is the role of government in ensuring economic equity, stability, and efficiency.

**NOTE: Seniors enrolled in this course are required to take the IB exam.**

### **IB Economics, HL**

Grade: 12

Prerequisite: IB Economics SL, IB or Magnet program participation

Credit: 1

IB Economics HL is a two-semester, honors-level course designed primarily to prepare students for the IB examination in Higher Level Economics. Magnet School students who are also IB students may take this course as their senior magnet electives.

The higher level curriculum builds on the core content covered in the IB Economics SL course. The objective is to help serious students of economics improve their ability to analyze and apply economic concepts using real-world situations and data. Students will engage in two major research projects during the course.

**NOTE: Students enrolled in this course are required to take the IB exam.**

## **INTERNATIONAL BACCALAUREATE PROGRAM**

*International Baccalaureate is a rigorous academic program externally monitored and evaluated. Information on individual IB courses is found in the subject areas. An application and approval is required for placement in all IB classes. Students may take individual courses or may take classes within a prescribed group of six areas leading to the awarding of the prestigious International Baccalaureate Diploma. For more information, go to [www.ibo.org](http://www.ibo.org)*

### **Theory of Knowledge, IB**

Grade: 11

Prerequisite: declaration of IB Diploma candidacy, satisfaction of all eligibility requirements, approval of IB coordinator

Credit: 1

Theory of Knowledge (TOK) is an IB course central to the educational philosophy of the International Baccalaureate that explores our habits of thought, what we think we know but don't know and what we can know and how we know it. The course examines knowledge as it relates to logic, language, perception, the natural sciences, mathematics, history, aesthetics, and ethics. It challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge, and to recognize the need to act responsibly in an increasingly interconnected world.

Questions are the very essence of TOK, both ageless questions on which thinkers have been reflecting for centuries and new ones, often challenging to accepted belief, which are posed by contemporary life. Engaging with students in a critical examination of knowledge, students will gain an appreciation of the quest for knowledge, in particular its importance, its complexities, and its human implications.

## DUAL CREDIT COURSES FROM HOUSTON COMMUNITY COLLEGE

*Juniors and seniors can earn high school and college credit by taking Dual Credit courses on the Lamar campus from Houston Community College. Credits transfer easily to most colleges in Texas and are accepted by many schools across the country. Tuition for Houston residents is free, but additional costs will be incurred for textbooks and administration of the THEA test. Qualifying scores on the THEA test are needed, but certain scores on the TAKS, SAT or ACT may exempt students from this requirement. The THEA will be given at Lamar after the course begins.*

Courses are available in:

- English 4, Recommended
- Introductory Algebra/College Algebra, Recommended
- Government (fall semester only), Recommended
- Economics (spring semester only), Recommended
- Psychology (fall semester only), Recommended

## ENGLISH AS A SECOND LANGUAGE

*These courses are designed for the non-English or limited English-speaking students. ESL focuses on listening, reading, and writing skills that permits transition into content area classes, social use of the language, and exposure to the American culture. Placement of students is determined through oral language proficiency and achievement testing. One credit per year in ESL courses may substitute for English 1 and English 2 credits. Other ESL classes may be taken as electives. Substitutes for English 1 include ENG 1 SOL (PRE, BG, INT, ADV) or ENG 1 TRANS. Alternates to ENG 2 include ENG 2 SOL (PRE, BG, INT, ADV) or ENG 2 TRANS.*

### **English 1 SOL, Beginning**

### **English 2 SOL, Beginning**

Grade: 9-12

Prerequisite: non-English speaking, counselor placement

Credit: 1

Students are given vocabulary, grammar, and language syntax to communicate orally and to express their thoughts in writing. The ESL students receive grades for homework assignments, class participation, quizzes and monthly tests. Evaluations depend upon their mastery of the skills. This, in turn, qualifies them to move to a higher level. Students enrolled in English 1 or 2 SOL are also concurrently enrolled in the ESL Elective and ESL Reading courses.

### **ESL English Language Development, Beginning**

Grade: 9-12

Prerequisite: non-English speaking, counselor placement

Credit: 1

This ESL elective is designed for the non-English speaking student in English 1 or 2 SOL Beginning. The emphasis of this course is on aural and oral communication. They will be able to speak about concrete and abstract ideas with others. This course covers American culture and the opportunities available to students in this unique multicultural environment.

**ESL Reading 1 (for English SOL Beginning students)**

Grade: 9-12  
 Prerequisite: non-English speaking, counselor placement  
 Credit: 1

This course is designed to acquaint the beginning-level student with English consonant and vowel sounds. The students learn about the different consonant blends and the various vowel sounds. They also learn to read sight words.

**English 1 SOL, Intermediate****English 2 SOL, Intermediate**

Grade: 9-12  
 Prerequisite: English SOL Beginning  
 Credit: 1

English SOL Intermediate builds on the broad foundation acquired by students in English SOL Beginning. It begins a curriculum that will bring the student to a broad and varied base of reading, writing, aural, and oral skills through activities that introduce the students to a normalization of their English language study content.

**ESL English Language Development, Intermediate**

Grade: 9-12  
 Prerequisite: English SOL Beginning  
 Credit: 1

This ESL elective is designed for students in English SOL Intermediate and emphasizes aural and oral communication.

**ESL Reading 2 (for ESL 2 students)**

Grade: 9-12  
 Prerequisite: English SOL 1 or 2 Beginning  
 Credit: 1

This course is designed to go hand in hand with ESL 2 oral communication. The students learn to read basic stories with limited vocabulary. A special emphasis is placed in content understanding and pronunciation improvement.

**English SOL 1, Advanced****English SOL 2, Advanced**

Grade: 9-12  
 Prerequisite: English SOL Intermediate  
 Credit: 1

English SOL Advanced builds on the broad base of grammatical, literary, and writing skills achieved in English SOL Intermediate to future develop and refine these skills and prepare students for the normal English core curriculum they will encounter in Transitional Level English. Homework assignments, class participation, quizzes, and monthly tests grade the ESL students. They are graded according to their mastery of the skills. This in turn qualifies them to move to a higher level.

**ESL Reading 3 (for English SOL Advanced students)**

Grade: 9-12  
 Prerequisite: English SOL 1 or 2 Intermediate  
 Credit: 1

This class is an extension of English SOL Advanced. Students are rapidly improving their English speaking skills, but still benefit from additional help. Students are taught hidden meaning in literature, short stories, and content area information. Quizzes, tests and projects are given to check improvement.

**English Transition, Level 1****English Transition, Level 2****English Transition, Level 3****English Transition, Level 4**

Grade: 9-12  
 Prerequisite: advanced level ESL or testing  
 Credit: 1

Transitional English is a bridge between English as a Second Language and regular English classes. These courses are designed for students who have not been exited from ESL or who are not proficient in English reading and writing. These courses cover the same required curricular elements as the regular English classes, but using appropriate ESL methodology.

## SPECIAL EDUCATION

*Special Education courses are designed to meet the needs of students who qualify for services through state and federal guidelines. The 1997 Individuals with Disabilities Education Act (IDEA) ensures access to the general education curriculum for students with disabilities at the secondary level. The 1997 IDEA also ensures the IEP process is focused on student participation in the general education curriculum at all levels.*

*High school core academic courses must be taken in general education for students who may apply for four-year college scholarships, including athletic scholarships. Lamar High School has implemented an Inclusion program for all classes except in English, reading and math. The students are supported in the general education classes with content mastery/co-teaching, collaborative teaching and consultation. These services will be provided to all eligible students through the ARD process.*

### **Fundamental English 1 Fundamental English 2 Fundamental English 3 Fundamental English 4**

Grade: 9-12  
Prerequisite: IEP placement  
Credit: 1

This comprehensive program is designed for students who qualify through the ARD process for special education services. Students are provided with individualized instruction to re-mediate and improve writing, and language

### **Fundamentals of Math 1 Fundamentals of Math 2 Fundamentals of Math 3 Fundamentals of Math 4**

Grade: 9-10  
Prerequisite: IEP placement  
Credit: 1

These math courses address the individual needs of students who qualify through the ARD process for special education services. It includes practical math applications with emphasis on skill building and problem solving.

### **Fundamental Reading 1 Fundamental Reading 2 Fundamental Reading 3 Fundamental Reading 4**

Grade: 9-12  
Prerequisite: IEP Placement  
Credit: 1

This comprehensive program is designed for students who qualify through the ARD process for Special Education services. Students are provided with individualized instruction to re-mediate and improve reading and comprehension skills.

## LIFESKILLS PROGRAM

*The purpose of this program is to provide an educational program for students with moderate to severe disabilities. The program teaches students how to function as independently as possible. Students receive instruction in the areas of reading, math, and writing. The program emphasizes domestic, community, recreational, and vocational skills while providing students as many opportunities as possible to interact with non-disabled peers. Students must be placed in this program through the ARD process.*

## JUNIOR RESERVE OFFICER TRAINING CORPS / JROTC

### **JROTC 1 / Leadership Education & Training, Recommended**

Grade: 9-12  
Prerequisite: none  
Credit: 1 (Meets the PE requirement for graduation)

This course is an introduction to the Army Junior Reserve Officers Training Corps (JROTC). The course focuses on teaching leadership and promoting citizenship. Over 20 hours of formal classroom instruction are presented to students on leadership skills, the only such specialized course of instruction on leadership at the high school level. Over 60 hours of leadership lab (drill and ceremonies) reinforces the classroom instruction. Students study citizenship, techniques of communications, map reading, community first aid, personal health, and marksmanship safety, participate in cadet challenge (physical fitness competition), and learn inspection preparations. Instruction utilizing teamwork motivates young people to become better Americans. This course may be used as a substitute for PE credit.

### **JROTC 2 / Leadership Education & Training, Recommended**

Grade: 10-12  
Prerequisite: JROTC 1  
Credit: 1 (Meets the PE requirement for graduation)

Increases the level of achievement demanded in the areas of JROTC 1. In addition, JROTC 2 includes increased emphasis on the study of American military history, the need for increasing active citizenship, individual oral communications, and service learning. This course may be used as a substitute for PE credit.

### **JROTC 3 / Leadership Education & Training, Recommended**

Grade: 11-12  
Prerequisite: JROTC 2  
Credit: 1 (Meets the PE requirement for graduation)

Instruction includes all areas of JROTC 1 and JROTC 2, and utilizes increased leadership roles of participants in the program. Students are introduced to military career opportunities. Part of the personal health and hygiene instruction includes the dangers of drug abuse. Service learning and orienteering are new blocks of instruction recently added. This course may be used as a substitute for PE credit.

### **JROTC 4 / Leadership Education & Training, Recommended**

Grade: 12  
Prerequisite: JROTC 3  
Credit: 1 (Meets the PE requirement for graduation)

This course requires a level of performance that three previous years of instruction provide. Students fulfill command and staff functions built upon the leadership roles developed during the prior courses of instruction. Students take an active leadership role in all areas of the program. Students are introduced to military career opportunities. Information and assistance for ROTC and military academy scholarship programs are promoted for college-bound seniors. The cadet leadership runs its own battalion.

## SPECIALIZED PROGRAMS

### **Student Leadership, Recommended**

Grade: 9-12  
Prerequisite: none  
Credit: 1 (State elective credit for first year, local elective credit for successive years)

The course provides an opportunity to study, practice, and develop group and individual leadership and organizational skills. These skills include decision-making skills, problem-solving techniques, communication skills, styles or techniques of leadership, and interpersonal relations. The students will develop an appreciation and understanding of the need for civic responsibility.

### **Teacher's Aide**

#### **Office Aide**

Grade: 10-12  
Prerequisite: none  
Credit: Not for graduation credit

This course involves training in daily functions of the office or teacher to which the student is assigned. Although grades are given, the semester average is not recorded on the transcript and grades do not contribute to the student's GPA. The average is included for the purpose of determining eligibility for extracurricular activities.

### **Off Campus**

**Period 1**

**Period 3**

**Period 4**

**Period 5**

**Period 7**

**Period 8**

Grade: 12

Prerequisite: Seniors must have adequate credits to graduate

Credit: Not for graduation credit

Seniors with adequate credits for graduation are allowed to take a minimum of up to 6 courses for state approved credit. This option allows seniors to come to school after the first period of the day or leave prior to the last class of the day. Students are expected to leave the Lamar campus during the off campus period.