

LSU LABORATORY HIGH SCHOOL  
INTERNATIONAL BACCALAUREATE

# DIPLOMA PROGRAM



## INFORMATION BOOKLET

UNIVERSITY LABORATORY SCHOOL  
INTERNATIONAL BACCALAUREATE PROGRAM  
45 DALRYMPLE DRIVE  
BATON ROUGE, LA 70803

MARTY LOUPE  
IB COORDINATOR  
TELEPHONE: (225) 578 - 9037  
FAX: (225) 578 - 3326  
MLOUPE@LSU.EDU



**LSU Laboratory School  
International Baccalaureate Diploma Program**



Dear Parents,

On behalf of the LSU Laboratory School, I am pleased to introduce to you the International Baccalaureate Diploma Program. This internationally recognized program prepares students for the most competitive college environments while developing a genuine love of learning. Our school began this prestigious program in the fall of 2001.

We are poised on the threshold of a two-year journey that will sharpen the mind, stimulate the imagination, and develop the habits conducive to success in college and far beyond. This journey will not always be easy, though its rewards should be very obvious. To ensure success, it is crucial that parents actively support their children's pursuit of the IB Diploma.

You and your child must recognize that IB is a real academic commitment with real consequences in terms of time, effort, and focus. The rewards will be apparent: the IB motto of "*Education for Life*" describes a program that develops responsibility, creativity, and character. It also develops, and requires, commitment. IB Diploma candidates can play sports, but rarely all sports. They can work part-time, but they must use discretion. They can and should pursue those hobbies and interests outside of school that enrich adolescence. The key is *balance*. Please help your child stay on an even keel, provide perspective and a patient ear over the next two years. You will see remarkable growth.

My goal as IB coordinator is to have every student accepted into this program earn the IB Diploma. The school has committed considerable resources to this goal. Please assist me in this effort by offering the same kind of encouragement and balance at home that we will attempt to provide at school, confident that your family will consider the commitment to IB as one of the best educational decisions you will have ever made.

The program cost for the 2009 – 2011 cycle is \$700 spread over two years, with a \$100 deposit due this spring and a payment of \$300 due each semester of the junior year.

Please look over this packet carefully. If you have questions about fees, course schedules, or any part of the program, please call me at 578-9037 or email me at [mloupe@lsu.edu](mailto:mloupe@lsu.edu).

Should your child win acceptance to the program, we will get to know each other well over the next two years as we both work toward this common goal. I am looking forward to a cooperative and immeasurably rewarding partnership.

Best Regards,

Marty Loupe  
IB Coordinator

The following is a press release from the Louisiana Department of Education on November 25, 2008. The IB Diploma Program, already in place at the Lab School, is an example of the type of world-class educational model the state plans to implement.

## Louisiana Department of Education

---

Post Office Box 94064 | Baton Rouge, Louisiana 70804-9064 | 1-877-453-2721 | Fax: (225) 342-0193

### FOR IMMEDIATE RELEASE

**Date:** 11/25/2008

**Contact:** Rene' Greer, (225) 342-3600, Fax: (225) 342-0193

### DEPARTMENT EMBARKS ON INITIATIVE TO DEVELOP STATE-WIDE EDUCATIONAL MODEL FROM BEST PRACTICES

Baton Rouge, La. - The Louisiana Department of Education will embark on a new effort to build a world-class educational model in Louisiana, the Department announced today. The project aims to leverage the intellectual capital of successful models and best practices at the local, state, national and international levels in order for the Department to strategically determine how it can best support student and school needs across the state. Research and development costs will be underwritten in part through a commitment of up to \$1.5 million made by The Eli and Edythe Broad Foundation.

"This project will allow us to take advantage of lessons learned to make schools work better for children across our state," said State Superintendent of Education Paul Pastorek. "By combining proven practices with the knowledge and resources of some of the world's most renowned education experts - and with financial backing from an extraordinary organization - we expect to create a plan to significantly forward public education across Louisiana in a relatively short timeframe."

The effort will include the design of a statewide model to attract, retain and support high quality educational professionals to work in Louisiana and will be based on the experience of the Recovery School District (RSD) and successful strategies in the United States and around the world. In addition to the participation of local and state education leaders, experts from around the world will also contribute to the project.

"With Superintendent Pastorek and other exceptional leaders in place, the entire state of Louisiana is well positioned to make significant improvements for all students," said Kevin Hall, chief operating officer of The Broad Foundation, which also provided \$8 million to help New Orleans schools provide students with a quality education post-Katrina. "We believe deeply in the work happening in Louisiana and look forward to continuing our partnerships with the state and local organizations driving the transformation of public schools across Louisiana."

McKinsey and Company, a management consulting firm, has been retained to support the project. In addition to the support of The Broad Foundation, the Department is securing local and national philanthropic support for the project. No state funds will be expended to directly support the project.

The Broad Foundation works to transform K-12 urban public education through better governance, management, labor relations and competition ([www.broadfoundation.org](http://www.broadfoundation.org)).

# THE INTERNATIONAL BACCALAUREATE PROGRAM

The International Baccalaureate Program is a rigorous course of study designed to meet the needs of highly motivated secondary students and to promote international understanding. The effectiveness of the IB program is due not only to the depth of the individual courses, but also to the comprehensive nature of the program. Unlike other honors programs, the IB Program requires each student to take courses in six academic areas. To qualify for the International Baccalaureate Diploma, students must take examinations in six subject areas, participate in the Creativity, Action, and Service (CAS) program, and write an extended essay.

The diploma candidate must also take a unique course known as Theory of Knowledge. In this course, students explore the connections and similarities between the various subjects, learn to think, and apply interrelated concepts.

Many students earning the IB Diploma are awarded advanced college credit at prestigious universities around the world. Many highly competitive colleges and universities recognize the IB Diploma for admissions and/or advanced standing. For example, Florida and Texas public universities award 24 credit hours for an IB diploma in which all tests have earned at least a grade of 4 (on a 1-7 scale). An increasing number of states are following suit by awarding significant credit for the IB diploma.

## The IB Curriculum:

Six subject groups comprise the core of the IB curriculum. The IB Diploma candidate is required to select one subject from each of the six areas.

Group 1: Language A	English
Group 2: Language B	French, Spanish
Group 3: Individuals and Societies	History, Economics, ITGS, Geography, Ecosystems & Societies
Group 4: Experimental Sciences	Biology, Physics, Ecosystems & Societies
Group 5: Mathematics	Math SL
Group 6: Arts & Electives	Visual Arts, Music, Film Studies, (or a second course from group 3 or 4)

At least three and not more than four of the six subjects are taken at the Higher Level (HL) (two-year course), the others at the Standard Level (SL) (one-year course). Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points.

## IB DIPLOMA REQUIREMENTS

To be eligible for the award of the IB Diploma at the conclusion of the senior year, all candidates, during the 11<sup>th</sup> and 12<sup>th</sup> grades, must

- ? successfully complete prescribed course work and an examination from each of the above groups,
- ? submit an extended essay in one of the subjects of the IB curriculum,
- ? complete the Theory of Knowledge (TOK) course, and
- ? complete the Creativity, Action, and Service (CAS) component.

## ADMISSIONS AND SELECTION PROCESS

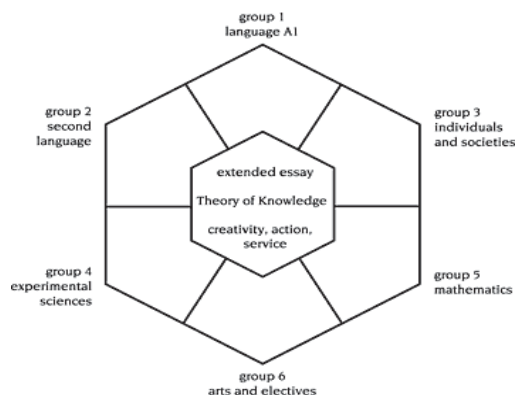
All students from the Lab School are eligible to apply for the IB Diploma Program. Students must submit a completed application packet during the second semester of their tenth-grade year. Selection will be based on the following criteria:

- ? demonstrated excellence in academic performance,
- ? outstanding scores on standardized achievement tests,
- ? five teacher recommendations (from math, science, social studies, English, and a Foreign Language),
- ? a graded essay, and
- ? parental consent and support.

Informational sessions and applications will be made available to interested tenth-graders and their parents in January of each year. (A timetable for submission of the application, committee review, notification of committee results, and registration will be available at the same time.)

## The Diploma Programme Hexagon

The programme has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the centre of the hexagonal curriculum model.



### Theory of Knowledge (TOK)

is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, to develop the ability to analyze evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives. The course is unique to the IBO, which recommends at least 100 hours of teaching time spanning the programme's two years.

### Creativity, Action, Service (CAS)

The IBO's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others: students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people.

### An extended essay of 4,000 words

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IBO recommends that a student devote a total of about 40 hours of research and writing time to the essay, most of which takes place in the TOK II course. The extended essay may be written in one of 60 subjects, including many languages. The essay permits students to deepen their programmes of study, for example by selecting a topic in one of their higher level (HL) courses. Or they might add breadth to their academic experience by electing to write in a subject not included in their programme choices.

The six academic subjects around the curriculum model are studied concurrently; students are required to study both the humanities and the sciences.

## The six academic subjects

These are studied concurrently and students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups, although a second subject from groups 1 to 5 may be substituted for group 6. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses represent a minimum of 240 teaching hours, SL courses cover 150 hours. Students are thus able to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs. The list below serves as a current guide only.

### Group 1 - language A1

More than 80 languages have been offered for examination as part of the IBO's policy of encouraging students to maintain strong ties to their own cultures. Very good writing and oral skills and respect for the literary heritage of the student's first language are complemented by the international perspective given through world literature studies. All diploma students take English HL.

### Group 2 – second language

All diploma candidates are examined in a second language. Several options accommodate near-bilingual students with a very high level of fluency, genuine second language learners with previous experience learning the language, and beginners. The principal aim for the subjects in group 2 is to enable students to use the language in a range of contexts and for many purposes; the courses focus on written and spoken communication. Courses available: French HL/SL, Spanish HL/SL

### Group 3 – individuals and societies

Subjects included in this group are: economics, history, ITGS, Geography, and the interdisciplinary course, Ecosystems & Societies.

### Group 4 – experimental sciences

The subjects available in group 4 are: biology, physics, and Ecosystems & Societies, an interdisciplinary course linked to Group 3. Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary group project. Students develop an awareness of moral and ethical issues and a sense of social responsibility is fostered by examining local and global issues.

### Group 5 – mathematics and computer science

All candidates for a diploma are required to complete a mathematics course that aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language. Qualified students may take the Math SL exam in the junior year and take Calculus AP in the senior year.

### Group 6 – the arts

This includes visual arts, music and film, with emphasis placed on practical production by the student and exploration of a range of creative work in a global context. Students may elect certain subjects from other groups such as economics, physics, etc.

# “Practice” Scheduling Worksheet

\_\_\_\_\_  
Last Name

\_\_\_\_\_  
First Name

\_\_\_\_\_  
Graduation Year

## IB Diploma Program Plan

### I. Directions for Choosing Your Six (6) IB Exams:

1. Choose 1 (or 2) more Higher Level exams.
2. Indicate if you're taking Spanish or French by placing an "X" in the line provided.
3. Choose 2 or 3 standard level exams.
4. Place an "X" in the box to the right of your SL exam if you plan to take the exam at the end of 11<sup>th</sup> grade.
5. To ensure that you have chosen one exam from each of the six IB groups, place an "X" before each group number.

#### SIX IB GROUPS

- (1) English  
 (2) Foreign Language: French \_\_\_\_; Spanish \_\_\_\_;  
 (3) History of the Americas  
 (4) Science  
 (5) Math  
 (6) Arts and Electives  
 (a second group 3 or 4 can substitute for group 6)

Higher Level (HL)	Standard Level (SL)
(1) English – HL	(5) Math – SL
(3) History – HL	– SL
– HL	– SL
HL <small>(optional)</small>	TOK

*The six IB groups are represented in parenthesis.*

### II. Directions for Choosing your 11<sup>th</sup> and 12<sup>th</sup> Grade IB Courses:

1. Place "X's" in front of the 11<sup>th</sup> and 12<sup>th</sup> grade courses. (Eng. 3 IB, Eng 4 IB, US History IB, and Theory of Knowledge are already checked since everyone will take these courses.)

#### 11<sup>th</sup> Grade IB Course Choices

	IB Group	Course
<input checked="" type="checkbox"/>	1	English 3 IB
	2	Spanish 3 IB – HL/SL**
	2	Spanish 4 IB – HL/SL
	2	French 3 IB – HL/SL**
	2	French 4 IB – HL/SL
<input checked="" type="checkbox"/>	3	US History IB
	3	Economics I IB SL*
	3	IB Geography I SL*
	3	ITGS I SL*
	3/4	Ecosystems & Societies SL*
	4	Biology II IB HL
	4	IB Physics I - SL
	5	Math Methods I SL
	5	Math Methods II SL
	6	IB Art III HL
	6	IB Art III SL
	6	Film Studies I - HL
	6	Film Studies I – SL
	6	IB Music
<input checked="" type="checkbox"/>	Core	TOK I
		Study Hall
		Other Elective

#### 12<sup>th</sup> Grade IB Course Choices

	IB Group	Course
<input checked="" type="checkbox"/>	1	English 4 IB
	2	Spanish 4 IB – HL/SL
	2	Spanish 5 IB – HL/SL
	2	French 4 IB – HL/SL
	2	French 5 IB – HL/SL
<input checked="" type="checkbox"/>	3	World Area Studies
	3	Economics I IB SL*
	3	IB Geography I SL*
	3	ITGS I SL*
	3/4	Ecosystems & Societies SL*
	4	Biology III IB HL
	4	IB Physics II – SL*
	5	Math Methods II – SL
	5	AP Calculus
	6	IB Art IV HL
	6	IB Art IV SL
	6	Film Studies II - HL
	6	Film Studies II – SL
	6	IB Music
<input checked="" type="checkbox"/>	Core	TOK II
		Other Elective

\*indicates 1-year courses

\*\* Juniors not on track with foreign language need to see the instructor for more information

**Important:** It is the student's responsibility to work with his or her counselor to ensure that all graduation requirements have been or will be met. This plan focuses on meeting the IB requirements only.

Although not recommended, a student may choose 4 higher level and 2 standard level exams.

**LSU Lab School**  
**INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM**  
**FREQUENTLY ASKED QUESTIONS**

**GENERAL QUESTION**

**What is the International Baccalaureate Diploma Program?**

A demanding, pre-university course of study that leads to examinations.

**Who is the program designed for?**

It is designed for highly motivated students who seek the challenge of a well-rounded, liberal arts, international curriculum.

**How many years does it take to earn the IB Diploma?**

The program is a comprehensive two-year international curriculum started at the eleventh-grade. Students prepare and gain the edge for the program as early as the sixth grade.

**What is the IB curriculum's focus?**

Humanities and sciences. Diploma candidates must select one subject from each of the six IB groups: Language A1, Second Language, Individuals and Societies, Experimental Sciences, Mathematics, and Arts and Electives. At least three but not more than four are taken at the Higher Level (HL), while the others are standard level (SL). HL courses represent a minimum of 240 teaching hours (2 years) and SL courses cover 150 hours (one year.)

**Why are some courses taken at the higher level and others at the standard level?**

This allows students to explore some subjects in depth and others more broadly, a deliberate compromise between the early specialization of some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures.

**What are the benefits of earning an IB Diploma?**

The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment. The IB Organization's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. Just like Advance Placement, each university sets its own criteria for awarding college credit and/or scholarships. Students and parents can view each university's IB policy for awarding credit by calling up the IBO web page, [www.ibo.org](http://www.ibo.org).

**How is the International Baccalaureate (IB) Diploma Program SIMILAR to the College Board Advanced Placement Program?**

Both are excellent preparations for higher education. Both offer rigorous curricula. Success in either program is an excellent indicator for success in college. Both give students the opportunity to place out of college courses. Both are taught by specially trained teachers. Both require several hours of homework or off campus preparation each day.

**How is the International Baccalaureate (IB) Diploma Program DIFFERENT from the College Board Advanced Placement (AP) Program?**

AP students can choose one or more AP exams/courses to take. IB students must take one course (which leads to an external exam) from each of the six IB subject groups. IB students must also write an extended essay of some 4,000 words, take a Theory of Knowledge course, and complete 150 Creative, Action, and Service (CAS) hours during the 11<sup>th</sup> and 12<sup>th</sup> grade years.

AP assesses students with exams in May. IB also assesses students with exams in May, but IB also requires that students be assessed internally through the form of written papers, one-on-one oral examinations, portfolios, dossiers, projects, etc.

**Can a student who is in the IB Program also take AP courses and examinations?**

Yes, many do. (ie AP Calculus)

**Must a student who is interested in certain IB courses apply for the complete diploma program?**

No, although you do not reap the full benefit of the program, students may elect to take one or IB courses as a certificate student.

**Does the International Baccalaureate Diploma replace the state graduation requirements?**

No, but most of the IB courses will fulfill many of the Louisiana graduation requirements. It is very important for IB students to work closely with their school counselor to ensure that all graduation requirements are met. The IB Coordinator will work closely with the IB students to ensure that all IB Diploma internal and external requirements are met.

**How much does it cost to be in the IB Diploma Program?**

Like AP, student must pay for their IB exams. On average a student will pay about \$700 for six exams and the initial registration fee. There is no additional fee for the Extended Essay and Theory of Knowledge course.

**What percentage of U-High IB students earn the IB Diploma?**

80-85% of diploma candidates (seniors) earn the IB Diploma. This is greater than the world average of 78%

**Who will guide me to my 11<sup>th</sup> grade courses?**

Your 10<sup>th</sup> grade counselor in consultation with the IB coordinator.

**If I have a question about my IB Diploma plan, when will I be able to talk with the IB coordinator?**

Anytime by email or telephone: [mloupe@lsu.edu](mailto:mloupe@lsu.edu) / (225)578-9037. Mr. Loupe will make a spring visit to 10<sup>th</sup> grade Science classes to introduce the diploma plan.

**Who do I see if there is something wrong with my schedule after I pick it up in July/August?**

You will visit with the IB coordinator, first. He will make sure that your IB Diploma Plan is in good shape. Then you will meet with your counselor; the counselor will make sure that your graduation requirements are in good shape and the counselor will make the change in the computer.

**Can a sophomore in French/Spanish II apply for the diploma program?**

Although diploma students should be enrolled in French or Spanish V in the senior year, some exceptions can be made to allow juniors in French or Spanish III to enroll in the diploma program. Additional work is expected of diploma students in French/Spanish III. Please contact the instructor for more options.

**Who is the IB Coordinator?**

Mr. Loupe

**When do I see my counselor and when to I see the IB coordinator?**

**Counselor:** Questions about TOPS and Louisiana graduation requirements, schedule changes, scholarship information, letters of recommendation, ACT and SAT information, college questions, AP courses and exams, summer school and correspondence courses.

**IB Coordinator:** Questions about IB courses, IB internal examinations, IB exams, IB CAS requirements, IB Extended Essay requirements, IB Diploma requirements, and scheduling IB classes.

**Is it possible to pursue extracurricular activities as a junior?**

Yes, in fact, most of our current juniors are enrolled in at least one of the following: band, choir, student council, soccer, baseball, art football, cheerleading

**Is it guaranteed that you will be able to accommodate your extracurricular activity within your IB schedule?**

No. Some combinations just don't work out. Choices will have to be made.

**What is CAS and when do I start?**

CAS stands for Creativity, Action, and Service. All IB students are required to perform at least 50 creativity, 50 action, and 50 service hours during their 11<sup>th</sup> and 12<sup>th</sup> grade year. The IB CAS Supervisor will present each student with the CAS guidelines in spring of their sophomore year. CAS is reported as one of the most memorable aspects of the diploma program.

**What is the extended essay, when do I start it, and when is it due?**

All IB students are required to submit a research paper of some 4000 words. The TOK teacher will introduce this to students in the junior year. The papers are due January of the senior year.

**When do I register for exams?**

October of the junior and senior year. Most juniors take two exams during their junior year and four exams during their senior year.

**How much homework?**

It varies. The biggest adjustment that any junior must make is taking ownership to his/her learning style. Once the adjustment is made, life should go smoothly. Students can expect 3 hours of homework each night.

**What are Internal Assessments?**

In addition to exams, IB students are assessed internally before the May exams. Assessments vary from subject to subject. The following are examples of internal assessment: world literature papers, language orals, portfolios, projects, and dossiers. The assessment is written by the IB Organization, administered and graded by the classroom teacher, and sent off around the world for moderation. Further details about internal assessment will be explained by the classroom teacher.