

**LSU LABORATORY HIGH SCHOOL
INTERNATIONAL BACCALAUREATE**

DIPLOMA PROGRAM



INFORMATION BOOKLET

Last Revised 2024

**UNIVERSITY LABORATORY SCHOOL
INTERNATIONAL BACCALAUREATE PROGRAM
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**LSU Laboratory School
International Baccalaureate Diploma Program**



Dear parents,

On behalf of University High School, I am pleased to introduce you to the International Baccalaureate Program. Our school became the first school in Louisiana to adopt the IB Diploma Program in the fall of 2001. This internationally recognized program provides students with a global education and prepares them for the most challenging college environments. More than any other program, the IB prepares students for the twenty-first century. And, along the way, the students will develop a genuine love of learning.

We are poised on the threshold of a two-year journey that will sharpen the mind, broaden the horizons, stimulate the imagination, and develop habits conducive to success in college and beyond. This journey will not be an easy one, though the reward should be obvious. To ensure success it is imperative that parents support their student's pursuit of the IB Diploma.

You and your child must recognize that the IB Program is a real academic commitment with real consequences in terms of time, effort, and focus. The rewards are apparent: the IB motto of "Education for Life" describes a program that develops intellectual responsibility, creativity, and character. It also develops and requires commitment. IB Diploma candidates can play sports, have a social life, participate in extra-curricular activities, and be active in the community. They can work part-time, but they must use discretion. They can and should pursue those hobbies and interests outside of school that enrich high school life. The key is balance. Please help your child keep an even keel; provide perspective and a patient ear over the next two years. You will witness remarkable growth.

My goal as the IB Coordinator is to see that every child who is accepted into the IB Program earns the IB Diploma. The school has committed considerable resources towards this goal. Please assist me in this effort by the same encouragement and balance at home that we will attempt to provide at school. The program cost for the 2024-2026 cycle is \$738, or \$123 per exam. Full IB Diploma candidates pay this fee in three installments, spread over the junior and senior years. IB Course students pay for each exam individually in the spring semester in which they will take the exam.

Please look at the information provided in this booklet carefully. If you have any questions about fees, course schedules, or any part of the program, please email me at crobill@lsu.edu. Should your child gain acceptance to the program, we will get to know each other well over the next two years as we work toward a common goal. I look forward to a cooperative and highly rewarding partnership.

Best regards,

Candence Robillard
IB Diploma Coordinator

IBO MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB learners strive to be:

- | | |
|----------------------|---|
| Inquirers | <i>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</i> |
| Knowledgeable | <i>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</i> |
| Thinkers | <i>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</i> |
| Communicators | <i>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</i> |
| Principled | <i>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</i> |
| Open-minded | <i>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</i> |
| Caring | <i>They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</i> |
| Risk-takers | <i>They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</i> |
| Balanced | <i>They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</i> |
| Reflective | <i>They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitation in order to support their learning and personal development.</i> |

THE INTERNATIONAL BACCALAUREATE PROGRAM

WHAT IS THE IB PROGRAM?

The International Baccalaureate is recognized throughout the world as a very comprehensive and challenging high school curriculum. The LSU Lab School was accepted into the IB family in 2001, making it the first high school in Louisiana to offer the Diploma Program. Currently there are over 5800 schools in 160 countries that offer the DIPLOMA program. The United States has more IB World Schools than any other country.

The International Baccalaureate was originally conceived and designed to meet the needs of the children of members of the international diplomatic and business communities. Since those students are often highly mobile, it was not uncommon for them to experience schools where the curriculum and expectations were deemed inadequate. Since European countries in particular required secondary students to pass a rigorous series of exams, such as the British "A Levels" or the French "Bach," a consistently high level of preparation was necessary.

Thus, ten member schools of the International Schools Association created the International Baccalaureate Organization in Geneva in 1968. At the outset it received funding from governments and private benefactors, such as the Ford Foundation and the Mountbatten Fund. The founders then set out on their mission of creating an international curriculum that would satisfy the demands of various national education ministries.

From 1963 through 1969 working parties, consisting of both university and secondary teachers, devised the various syllabi and prepared a set of examinations that was first administered on a trial basis in 1969. Since the results met the expectations of the participating schools, negotiations with governments and a number of major universities were conducted. Consequently, the IB was recognized as a credential in lieu of national exams and as sufficient for university admission. Though the process of introducing the IB to universities around the world would be a long one, which still continues, the promotion of the program was facilitated more than anything by the high quality of preparation exhibited by IB graduates after they entered post-secondary education.

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 (HL)
Group 2: Language B	French, Spanish (both either HL or SL)
Group 3: Individuals and Societies	History (HL), Business Management (SL), Env. Systems & Societies (SL)
Group 4: Experimental Sciences	Physics, Env. Systems & Societies (SL)
Group 5: Mathematics	Analysis and Approaches (SL)
Group 6: Arts & Electives	Visual Arts, Music, Theatre, (all either HL or SL) (or a 2nd 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 or two-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 11th and 12th 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, indicating their interest in the program and their course schedule request. Ideally, DP candidates should have completed the following courses by the end of tenth grade:

- Algebra II
- French or Spanish III
- Biology and Chemistry

We will make every effort to admit interested students to the DP program.

THE DIPLOMA PROGRAMME HEXAGON

The program has the strengths of a traditional and broad curriculum, but with three important additional features, shown at the center of the 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 program's two years.

CREATIVITY, ACTION, SERVICE (CAS)

The IBO's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS program 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.

THE EXTENDED ESSAY

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 programs 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 program choices.

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 3 and 4 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 A (NATIVE LANGUAGE)

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 U-High diploma students take English HL.

GROUP 2 – LANGUAGE B (FOREIGN LANGUAGE)

All diploma candidates are examined in a second language. Several options accommodate all levels of learners. 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, Geography, and the interdisciplinary course, Environmental systems & 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.

Last Name _____

First Name _____

Graduation Year _____

“Practice” Scheduling Worksheet

PART I: Directions for Choosing your 11th and 12th Grade IB Courses:

1. Place “X’s” in front of your current 10th grade courses
2. Go across each row which you marked with an “X” to determine 11th and 12th grade courses.
(Eng. 3 IB, Eng 4 IB, US History IB, and Theory of Knowledge are already checked since everyone will usually take these.)

10 th Grade Schedule			11 th Grade IB Course Choices			12 th Grade IB Course Choices			
Group#		Course	Group#		Course	Group#		Course	
1	X	English 2 →	1	X	English 3 IB	→ 1	X	English 4 IB	
2		Spanish 2	2		Spanish 3 IB – HL/SL**	2		Spanish 4 IB – HL/SL	
		Spanish 3	2		Spanish 4 IB – HL/SL	2		Spanish 5 IB – HL/SL	
		French 2	2		French 3 IB – HL/SL**	2		French 4 IB – HL/SL	
		French 3	2		French 4 IB – HL/SL	2		French 5 IB – HL/SL	
3	X	Civics/AP U.S. Government and Politics →	3	X	IB History of Americas HL	→ 3	X	IB History of the Americas 2 HL	
4	X	Biology I →	4		Env. Systems & Societies SL*			Physics (Non-IB)*	
					Chemistry (Non-IB)*	4		Ecosystems & Societies SL*	
			4		IB Physics I – SL or HL	4		IB Physics II – SL or HL	
5		Algebra II	5		Math Analysis and Approaches (SL)/AP Calculus	5		Math Analysis and Approaches (SL)/AP Calculus	
6		Music (Band)	6		IB Music SL or HL	6		IB Music SL or HL	
		Art II	6		IB Art III SL or HL***	6		IB Art IV SL or HL	
	Students who do not take a fine arts elective can choose either the one-year Business Management or Environmental Systems and Societies class to fulfill the IB elective requirement.			6		Theatre I - SL or HL	6		Theatre II – SL or HL
				6		Business Mgmt. IB SL*			Elective*
						Elective*	6		Business Mgmt IB SL*
				6		Env systems & Societies SL*			Elective*
						Elective*	6		Ecosystems & Societies SL*
7	X	PE Students who are interested in athletic PE should communicate with the IB Coordinator when scheduling.	Core	X	TOK I	Core	X	TOK II	

*indicates 1-year courses

***Must have teacher permission

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

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

PART II: Directions for Verifying Your IB Diploma Schedule:

GROUP	COURSE	HL	SL
1	English	X	
2	Fren/Span		
3	History	X	
4			
5	Math		X
6			
TOTALS		3	3

Ensure that you have 3 HL classes and 3 SL classes, and that you have one complete course from each of the academic subject groups.

LSU LAB SCHOOL - INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

FREQUENTLY ASKED QUESTIONS

GENERAL QUESTIONS

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.)

Can IB Classes be dropped in the first week of school?

IB classes can be added and dropped during the same timeframe as non-IB classes. If you are pursuing the full IB Diploma, it's important that you let the IB Coordinator know of any schedule changes.

Can I drop out of the full IB Diploma program once I start?

Yes. In fact, we encourage all students who meet the entrance requirements to try the full IB program. If you are not suited for the full IB program, you may adjust your schedule for your senior year. Only full IB Diploma candidates can take TOK their senior 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.

Which courses are offered at Higher Level?

All students take English and History at the higher level. Students much choose 1 more from French, Spanish, Music, Theatre, Art, or Physics.

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.

Why don't colleges award credit for SL courses?

Some universities do, while others do not. However, it is VERY important to understand how the 'credit' process works. While you may not earn credit for Math SL, for example, you will earn placement into a higher level math course than if you hadn't taken Math SL. A senior in Math SL is most likely to place into calculus. Most universities, including LSU, will give retroactive credit for the math courses you place out of once you complete Calculus (or whichever course you place into).

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 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, take a Theory of Knowledge course, and complete Creative, Action, and Service (CAS) during the 11th and 12th grade years. AP assesses students with exams in May. AP 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 more 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 diploma students to ensure that all IB Diploma internal and external requirements are met. Students should also research university-specific requirements for admissions (i.e. Physics for LSU). There is one important exception, however. Beginning with the class of 2012, all seniors will need to complete the "Senior Project" in order to graduate. IB Diploma students will be exempt from this requirement.

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

Like AP, students must pay for their IB exams. On average a student will pay about \$738 (Class of 2026) for six exams. 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?

U-High has seen a trend of about 20% of each graduating class attempt the full IB Diploma. Between 75-80% of diploma candidates earn the IB Diploma. This is greater than the world average of 79%. Recently, the class of 2015 achieved a 100% diploma pass rate and the class of 2014 achieved a 92% diploma pass rate.

Who will guide me to my 11th grade courses?

Your 10th grade counselor in consultation with the IB coordinator.

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

Anytime by email: crobil1@lsu.edu, or by appointment. Dr. Robillard will make a visit to 10th grade classes to review the diploma plan and answer further questions.

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

You will visit with the IB coordinator, first. She 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 order and the counselor will make the change in the computer.

Which IB Classes are only 1 year?

Business Management and Environmental Systems are one-year classes. The remaining IB courses are two-year classes. Students will complete all the required assessments (including the final exam) at the very end of the course.

Students receive IB credit when they complete the entire course.

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

We can work with students on an individual basis. The World Language instructors will expect additional work of diploma students in French/Spanish III. These students will also need to earn a satisfactory score on the CLEP exam at the end of their junior year. Please contact the instructor for more options.

Who is the IB Coordinator?

Candence Robillard
Classroom H247

crobil1@lsu.edu

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, 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, IB Fees, and scheduling IB classes. AP courses and exams.

Is it possible to pursue extracurricular activities as a junior?

Yes, the design of the IB program is to develop well-rounded individuals by encouraging participation in extracurricular activities. In fact, many of our current juniors are enrolled in at least one of the following: band, choir, student council, soccer, baseball, art, cheerleading, etc.

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

The diploma program is designed to create well-rounded, and balanced, students. The program considers a well-planned extra-curricular plan of action by all diploma students. However, some students do decide to scale back their extracurricular activities.

What is CAS and when do I start?

CAS enables students to enhance their personal and interpersonal development through experiential learning. It provides an important counterbalance to the academic pressures of the rest of the diploma program. CAS stands for Creativity, Action, and Service. All IB students are required to perform small projects that involve creativity, action, and service during their 11th and 12th grade year. The IB CAS Supervisor (Mrs. Holden) will present each student with the CAS guidelines in spring of the sophomore year. CAS allows you to bring in your interests and talents into the program. It can be overwhelming during the planning phases, but CAS is reported as one of the most memorable and rewarding aspects of the diploma program.

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

The Extended Essay is an independent research project, culminating in a 4000-word essay. The TOK instructor will guide students through the research process, and all IB Diploma candidates will select a faculty member to mentor them through the work. Extended Essays are completed during the fall semester of the senior year.

When do I register for exams?

October of the junior and senior years.

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. Students who utilize their study hall report having very little additional homework except during peak times. The school has a one-year calendar to help you plan your major assignments. Most IB students report that learning to manage their time outside of school was an unexpected benefit of the IB diploma program.

What are Internal Assessments?

In addition to exams, IB students are assessed internally by their instructors before the May exams. Assessments vary from subject to subject but usually involve applying subject content skills as they would be used in real world applications. The following are examples of internal assessment: world literature papers, language orals, science and math portfolios, art/film/music projects, historical investigations, and commentaries. 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.

How do I earn the IB Diploma?

Scores in all IB courses range from 1 (low) to 7 (high). An IB score is comprised of at least three components, including internal assessment, external assessment, and end of course exams. Each component is weighted and calculated to a score out of 7. A score of 4 is considered satisfactory. Students earn the IB Diploma by earning a minimum of 24 points in six subject areas (12 points must be earned in HL classes) AND by successfully completing the EE, TOK assessments and CAS projects.

U-HIGH TOP REASONS TO BE AN IB STUDENT: (As reported by current IB Students & Parents)

- College preparation/readiness
- Develop ability/confidence in research and writing
- Obtaining knowledge in many fields of study
- TOK
- Cultural awareness / Global citizenship
- Access to challenging courses
- Chance to earn college credit / placement / scholarships
- Thinking skills / writing skills / time management
- Access to higher level foreign language and science classes
- To be surrounded by fellow students with the same goals and competitive nature
- To support student's love of knowledge and learning
- Graduate with Honors to qualify for LSU Honors College or equivalent at another college
- Unique opportunity that will pay dividends later in college
- To increase education opportunities now and future
- Planning to apply to selective colleges