



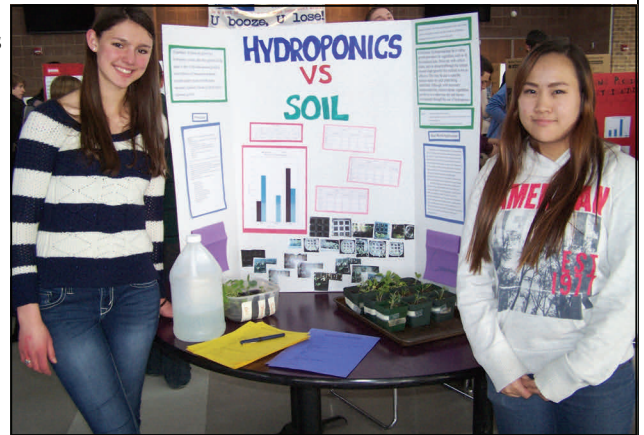
## Group 4 Science Investigations

On February 5th, IB Science students displayed the results of their Group 4 science investigations in a group session held after school in the North Commons. Each year, IB students, as part of their science class choice, complete a project referred to as their Group 4 project: one of the IB internal assessments for science. The Group 4 designation refers to the fact that Experimental Science is the 4th Subject Group of the IB curriculum that all IB students must complete.



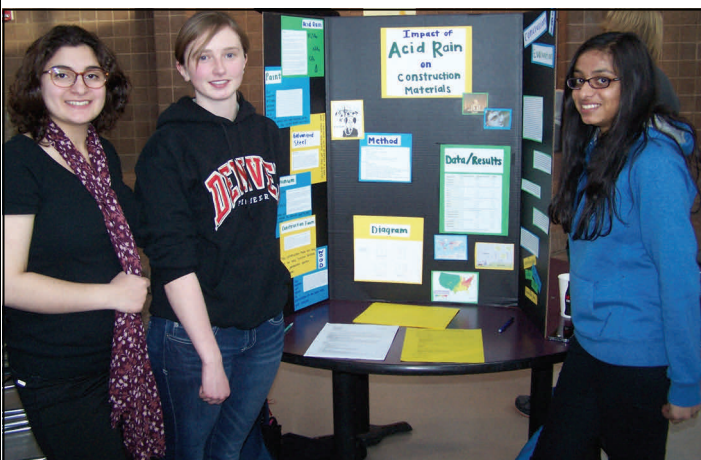
Alex Mullison, Chase Youngman, Kayla Eftang and Tess Neal (not pictured) and their project "How does motor oil affect the growth of pea plants?" They found that motor oil prevented water from entering plants therefore affecting the height.

The Group 4 project includes all of the IB sciences. The project involves student groups designing, conducting, and analyzing an experiment on a topic of their choice, though it must relate to the overall topic.

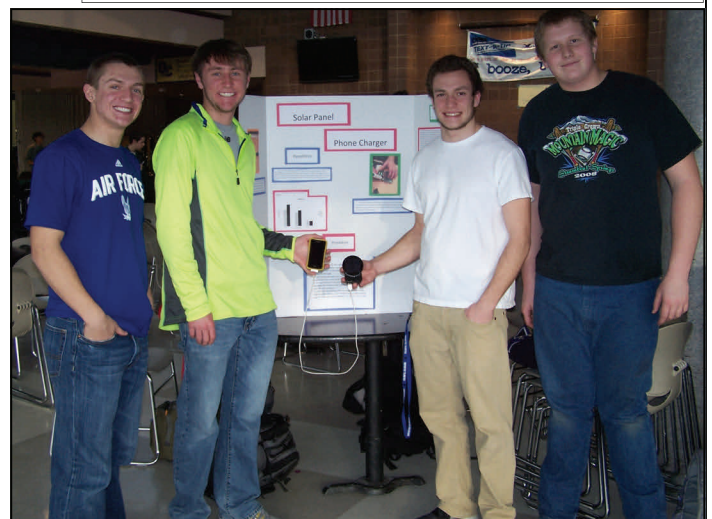


Tiffany Huang, Jessica Laury and Jadyn Rufe (not pictured) and their project "Hydroponics vs. Soil." This was a study of two different planting methods, hydroponics (no soil) vs. soil (conventional).

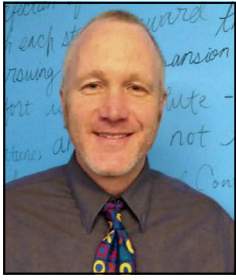
This year's topic was "Sustainability" and students share the results of their research in a poster session format. As part of a peer review, all those attending were asked to critique the displays, evaluating them on organization, visual format, and science content. They could also comment on anything they thought was especially positive about the project.



Tamar Hedeshian, Brigid McCreery, Priyanka Patel, Kashmiere Dotson (not pictured) and Ashley Knudson (not pictured) and their project "Impact of Acid Rain on Construction Materials." They used sulfuric acid as the agent and tested 5 materials. Steel was the most reactive.



Luke Sandell, Nate Chadwick, Dillon Loomis and Tyler Ketron and their project "Solar Panel Phone Charger." Their goal was to find an ecofriendly energy source. They found that using solar power to charge batteries and then using those batteries in the cellphone worked the best.



## Coordinator's Corner

by Dr. Steve Fleet, DCHS IB Coordinator

### In Recognition of ...

**In recognition of Elliot Eisner (1933-2014), Stanford professor and educator of the arts as well as the continued efforts of Douglas County teachers to pursue what is most meaningful in education:**

Creation involves risk-taking. Sometimes creating requires overcoming the anxiety that what one creates might not correspond to what one envisioned. Sometimes it requires moving past a concern that as others judge one's portrayal they judge, by extension, one's identity. Sometimes it requires using materials that one has little or no familiarity with. Sometimes it requires encountering new ideas and reaching previously unconsidered conclusions. It may even require that a creator, after expressing an initial impulse or a sudden realization, face the responsibility of asking questions: "What does this mean? What comes next? Where can I go from here?" Aesthetic education, committed to encouraging students to recognize that they possess the power to create themselves must consequently commit to encouraging students to take risks. Nothing about aesthetic education, an education of creation and the experience of perpetual becoming, is grounded in certainty.

Elliot Eisner in *Arts and the Creation of Mind* reminds his readers that: "The work of art is a process that culminates in a new art form. That art form is the recreation of the Individual...the development of the human consciousness." (p.241) The self as a work of art is a perspective that can easily be made into a superficial adoption of borrowed forms, from the application of makeup and the donning of fashionable clothes to the reiteration of previously heard ideas and the offering of expected perspectives. A "new art form," the formation of an authentic self requires the taking of risks. Overcoming risks offers what lies at the heart of an aesthetic education, what Eisner calls "the

celebration of diversity, individuality, and surprise." Pedagogically, Eisner says, achieving this celebration requires helping "youngsters learn how to relinquish control in order to find new options in their work." (p.236) Aesthetic lessons offer opportunities for students to see how artists have embraced uncertainty in order to produce enduring works while providing students with the opportunity to create their own works in environments that value "diversity, individuality and surprise." Aesthetic lessons encourage students to find the unexpected, to consider the possible and to produce works in ways that are original and exploratory.

The artist and the aesthetically minded teacher remain perpetually aware of the power that art has to bridge the gap between thought and creation. Teachers use conversations in order to encourage students to understand education as process, as steps to further creation and as a basis for considering the power of thought. Aesthetically minded teachers make countless decisions when they walk into the classroom about what is being taught and how it is being approached. The power of the instantaneous decision in teaching is the power of the art of teaching; it is the risk-taking teachers must recognize in their practice in order to offer a genuine invitation to students to take risks of their own.

Providing a risk free environment in education constitutes an abdication of responsibility. Throughout 3000 years of Egyptian art few risks were taken for fear of upsetting the balance so valued by tradition and the gods. Ancient Egyptian art is filled with meaning but lacks innovation and individuality. It lacks surprise. Aesthetic education cannot fear the wrath of gods or the sterility of standardized tests; an education infused with risk exists as an invitation to explore, to create and to construct, to "approach unfamiliar situations with courage and forethought."

# Class of 2016 IB Orientation & IB Alumni Panel

On Thursday evening January 9<sup>th</sup>, 10<sup>th</sup> grade students and parents were treated to an informative and inspiring IB orientation and alumni panel presentation.

Dr. Fleet began by welcoming students, parents and the IB grad panel and outlining the agenda for the evening which would offer two important elements: a detailed description of the core requirements of the IB program, followed by a special opportunity to hear from six DCHS graduates and IB program alumni who would share their experiences, thoughts and benefits of the IB program.

Dr. Fleet spoke on the **Theory of Knowledge (TOK)** requirement. TOK is an evening class offered during the 2<sup>nd</sup> semester of the student's junior year. It is a class designed to encourage students to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). It teaches students to consider who they are as a learner, to realize the role they play in their own thoughts, as a student, and in the world. It also focuses on the relationship the student has with him/herself and with others and teaches students how to poll their learning based on their own

experiences. Students are required to keep a journal of day to day reflections and experiences for the duration of the class.

Next Mr. Umbach spoke about the **Extended Essay (EE)** which as part of the IB program sets students apart as they prepare for and attend college. EE is a requirement for students to engage in independent research through an in-depth study of questions relating to one of the subjects they are studying. Students can choose a topic from 27 possible subject areas. The process begins during the 2<sup>nd</sup> semester of their junior year. Students will work on their EE over the summer between their junior and senior year, come back to school senior year with a draft of their essay and complete the essay just prior to the end of October. Students must select an advisor who will work with them to select a topic and connect to during the process. A workshop will be held over the summer months providing access to the University of Denver Auraria campus research library. This unique process promotes a high level of research and prepares students for university-level writing. Students are encouraged to select their EE advisor early in the process to ensure that their preferred advisor has availability. Students are highly encouraged to select a topic that they are passionate about.

Then, Mrs. Clever addressed the



**Creativity, Action, Service (CAS)** requirement of the IB program and categorized it as one of the most exciting portions of the IB program! CAS requires that students actively learn from the experience of doing real tasks beyond the classroom. In short, the CAS requirement includes 150 hours of doing what you choose and is designed to get the student out of the classroom to explore the world. Students create their own programs, follow their passions and put them to action. CAS begins during the summer of sophomore year and is completed by

*(Continued on page 7)*

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## Our IB Grads Return for Panel



Rachel Radich - Franklin College in Switzerland

Rebecca Houser - University of Southern California

Emma Reading - Colorado State University

Abby Kimball - University of Colorado, Boulder

Bill Kakenmaster - American University in Washington D.C.

Paige Schroner - Mount Holyoke College, South Hadley, MA

# IBDP Featured Teacher

## *Mr. Nick Bidinger*

As a continuing feature in the IB Matters Newsletter, an IBDP teacher will be highlighted. This month it is Mr. Nick Bidinger. Mr. Bidinger is new to the IB program.

Mr. Bidinger has been a teacher at Douglas County High School for three years. He is in his eighth year of teaching. He taught at Elizabeth High School for five years. Next year will be Mr. Bidinger's first year teaching an IBDP course, IB Music. However, he has taught Music Theory and AP Music Theory for four years.

Since Mr. Bidinger has not had the opportunity to fully immerse himself in the IBDP program he is excited to learn more and help students gain a better understanding of music.

**Mr. Bidinger thoughts on bringing music back as an IBDP subject area.** "I am very thrilled that we are bringing back IB Music. Music can be such an important part of a student's education and very often compliments other subject areas (history, math, physics, and literacy)."

Mr. Bidinger received his Bachelors of Music Education at the University of Colorado at Boulder.

On a personal note, Mr. Bidinger performs in a volunteer semi-professional wind ensemble, the Colorado Wind Ensemble. He also rock climbs, skis, hikes and brews beer.

Mr. Bidinger has a younger sister who also teaches. His dad lives in California and is a piano rebuilder/refinisher. His mom lives in Longmont and has her own at home daycare. He guesses it was natural that he went into music education. Mr. Bidinger has a pet fish who has survived despite his mediocre care.



### **Save the Date!**

**7th Annual IB Celebration**  
**Tuesday, April 29th**  
**6:00pm–8:00pm**



Come join us to celebrate our students' achievements!!

ALL CLASSES SHOULD ATTEND THIS FUN EVENT!

Learner Profile Awards  
Senior Recognition  
Food and drink

Parent volunteers needed for this fun event!  
Contact: [volunteer@huskieibpo.com](mailto:volunteer@huskieibpo.com)

### **IB Bulletin Board**

#### **Juniors—Register for summer Essay Workshop!**

An Extended Essay Workshop will be held for DCHS juniors June 2-5 at CU Denver Auraria Campus. Sponsored by the IBPO, the workshop will cover essay components, guidelines, rubric, and research methods. Cost: \$68. Registration forms will be available to all juniors in March—*register ASAP . . . first come, first served!*

#### **Thank You to . . .**

. . . **Joe Becker, Maryann D'Ambrosio, Jennifer Eby, Larry Hamilton, Yoshi Koga, Lisa Lauffer, Tiffany Messer, Suzy Palmquist, Joanne Payne, Shelly Roney, Anand Vunnam,** and **Mary Williams** for proctoring the Princeton Review Practice Exams.  
. . . **Susan Becker, Tracy Hagan, Kristine Kolbus, Shelly Roney, Mary Williams,** and **Sharynne Wilson** for helping with set-up for the Princeton Review Practice Exams.

# IB Art

By Shriya Gandhi & Brigid McCreery, Seniors



Sculpture created by Shriya Gandhi

Perhaps the greatest perk of being an IB art student is having the ability to explore art and experience new things through it. IB art is all about the new and gives students the chance to explore cultures and history through art, mingle with non-IB students, and learn about themselves by learning various means of expression. Each IB art student is given a sketchbook, and has the opportunity to choose various artistic styles and individuals to learn and write about in it.

Over the course of two years, students are encouraged to explore all different kinds of art and create a portfolio of 18 pieces, which reflects that exploration and how it lead to learning and growth. Students are not limited by very specific criteria, which often-times can limit creativity, but in the IB Art program students are encouraged to push through limits, to show progress and demonstrate a wide range of studies, and to find their own voice through art.



Mixed media created by Tamar Hedeshian

## IB Spring Dance Performance

The IB Spring Dance Performance is **March 19 and 20—Wednesday and Thursday** (change from the original dates due to Spring Break) at 7:00pm at DCHS Theatre. Tickets: Adult—\$8.00, Student—\$6.00 (free with activity card). Tickets on sale starting March 3rd at [www.SeatYourself.biz/dchs](http://www.SeatYourself.biz/dchs).

The theme for 2014 is **L'Elementaire**. The choreography for this concert focuses on the five elements—Earth, Wind, Fire, Water, and Metal—as well as how different world cultures celebrate these elements in their traditions, rituals, and myths. Inspiration for the dances also comes from the many inventive concepts seen in the work of *Cirque Du Soleil*.

The concert choreography is the culmination of the creative work of all the IB dance students and is performed by DCHS students. Several guest choreographers have staged the dances for the students as well.



## IB matters

HuskieIBPO.com

### IB Coordinator

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### Newsletter Comments, Suggestions, Articles

Sandy Hamilton [newsletter@huskieibpo.com](mailto:newsletter@huskieibpo.com)

### Huskie IBPO Board

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## DCHS IB Students In the News

Douglas County High School Speech and Debate competed against 28 high schools from Colorado and Wyoming (550 competitors) at the Cherry Creek High School Varsity Invitational.

The following IB students received awards

Junior, **Emily Li**, Original Oratory 2nd place

Junior, **Hugh McCreery**, Student Congress 4th place with a superior rating

Sophomore, **Leo Beaini**, Lincoln Douglas Debate 8th place

Seniors, **Benton Hutchinson** and **Salome Philip**, Public Forum superior rating

Freshman, **Isabelle Dean**, Dramatic Interpretation superior rating

Junior, **Page Trexel**, Original Oratory excellent rating

Sophomore, **Colin Kolbus**, Poetry excellent rating

Junior, **Jessica Laury**, Poetry excellent rating

Junior, **Jayden Rufe**, Poetry excellent rating

(Email from Ms. Lewis 11/3/2013)

Douglas County High School Speech and Debate competed against 25 Colorado High Schools at the Golden High School Varsity Invitational.

The following IB students received awards

Seniors, **Benton Hutchinson** and **Salome Philip**, Public Forum silver medal

Junior, **Emily Li**, Original Oratory 4th place

Senior, **Sabrina Jain**, Lincoln Douglas Debate 8th place

(Email from Ms. Lewis 11/10/2013)

The following IB students participated in the production of *Seussical* on November 14-16.

**Elise Becker**, Junior

**Kayla Eftang**, Junior

**Emily Emerson**, Senior

**Kimbery Emerson**, Senior

**Kaitlyn Goligoski**, Sophomore

**Kat Julseth**, Junior

**Mikaeli Lechuga**, Junior

**Eli Lockhart**, Junior

**Dani Navarro**, Sophomore

**Tess Neel**, Junior

**Jenny Pan**, Senior

**Alaric Rohl**, Junior

**Andrew Rudd**, Junior

**Michael Santoyo**, Senior

**Tom Shaw**, Junior

**James Zandre**, Junior

Douglas County High School Speech and Debate competed against 25 Colorado High Schools at the Mullen High School Varsity Invitational.

The following IB students received awards

Junior, **Hugh McCreery**, Student Congress 2nd place

Sophomore, **Colin Kolbus**, Duo Interpretation excellent standing

Sophomore, **Leo Beaini**, Lincoln Douglas Debate excellent standing

(Email from Ms. Lewis 11/24/2013)

Seniors, **Tanay Nunna** and **Shawn Ong** have moved forward with the Boettcher Scholarship to the semi-finalists round.

(Email from Ms. Willard 11/26/2013)

Freshman, **Emily MacLean** received the Picture of the Year award at the Journalism Education Association/National Scholastic Press Association Fall High School Journalism Convention, November 14-17.

(District Newsline 11/27/2013)

Douglas County High School Speech and Debate competed against 20 Colorado High Schools at the Overland High School Varsity Speech and Debate Tournament.

The following IB students received awards

Junior, **Hugh McCreery**, Student Congress superior honorable mention rating

Junior, **Jayden Rufe**, Poetry 6th place

Junior, **Jessica Laury**, Impromptu 4th place

(Email from Ms. Lewis 12/8/2013)

Douglas County High School Speech and Debate competed against 37 Colorado High Schools (700 competitors) at the Cherry Creek High School Varsity Speech and Debate Tournament.

The following IB students received awards

Junior, **Hugh McCreery**, Student Congress 1st place as most outstanding speaker

Junior, **Emily Li**, Original Oratory excellent rating

Seniors, **Benton Hutchinson** and **Salome Philip**, Public Forum superior award

Sophomore, **Leo Beaini**, Lincoln Douglas Debate excellent award

(Email from Ms. Lewis 12/15/2013)

Douglas County High School Speech and Debate competed against 20 Colorado High Schools (300 competitors) at the Mullen-Golden Varsity Invitational.

The following IB students received awards

Junior, **Emily Li**, Original Oratory 6th place

Sophomore, **Leo Beaini** and Senior, **Sabrina Jain** Duo I interpretation 8th place

Seniors, **Benton Hutchinson** and **Salome Philip**, Public Forum superior rating

Juniors, **Hugh McCreery** and **Chase Youngman**, Public Forum superior rating

Senior, **Salome Philip**, US Extemporaneous Speaking excellent rating

(Email from Ms. Lewis 1/19/2014)

The following IB students received exceptional recognition in the 2014 Regional Scholastic Art Contest.

Senior, **Bryce Deshazer**, silver key individual work in mixed media

Senior, **Shriya Gandhi**, gold key individual work in sculpture

(Email from Mrs. Ross 1/28/2014)

Senior, **Shawn Ong** has been nominated for the 2014 U.S. Presidential Scholars Program. The U.S. Presidential Scholars Program is one of the Nation's highest honors for a high school student. Only 141 students receive this honor each year.

(District Newsline 1/29/2014)

Senior, **Shawn Ong** earned a perfect score of 36 on the ACT test.

(Castle Rock Your Hub 1/30/2014)

Douglas County High School Speech and Debate competed against 26 Colorado High Schools (400 competitors) in the Blazing Sun Invitational.

The following IB students received awards

Senior, **Benton Hutchinson**, Superior Speaker

Junior, **Jessica Laury**, Impromptu 1st place

Junior, **Emily Li**, Original Oratory superior rating

Sophomore, **Colin Kolbus**, Humorous Interpretation excellent rating

Junior, **Hugh McCreery**, Outstanding Speaker

Senior, **Salome Philip**, US Extemporaneous Speaking excellent rating

Junior, **Chase Youngman**, Superior Speaker 2nd place

(Email from Ms. Lewis 2/2/2014)

Junior, **Paige Trexel** received an Outstanding Attorney Award at the Regional Mock Trial Tournament held on February 8, 2014

(Daily Announcements, 2/10/2014)

# Class of 2016 IB Orientation & IB Alumni Panel (continued)

March of the student's senior year. DCSD requires students to have 20 hours of community service, but please note that this is not in addition to CAS, it is included in the 150 hour CAS requirement. Students have found CAS to be a very rewarding experience.

The overall highlight of the evening came as Mr. Umbach facilitated a conversation with the IB grads as they shared their insights, recommendations and reflections of the IB program and what it has meant to them in terms of their learning, student experience and benefits provided to them with their current universities.

The grads shared that while the IB program is challenging and requires a strong commitment of organization and time, they were all involved in extra-curricular activities including participation in sports and clubs and were able to successfully manage their schedules and schoolwork along the way. The grads were in agreement that as part of the IB program they felt a great sense of community and made life-long friendships. They are also all very appreciative of the knowledge they gained as part of the program and are thankful for how well the experience prepared them for college. Many IB grads were able to roll over credits to their universities allowing them to skip general education classes, enter as sophomores or juniors, have a wide selection of grants and scholarships to consider, select a double-major, etc. And, with a high level of academic competition, they felt that their IB diplomas opened the door to the school of their choice. Finally, the IB grads shared some words of encouragement with the 10<sup>th</sup> grade students to keep in mind while going through the IB program including, "the program provides a broadening of the way you view your life", "use the opportunity to try new things and give everything a chance", "focus on the learning and the learning will provide good grades", "work hard, but be sure to enjoy and savor the experience".

Thank you to the IB graduate panel participants for offering their time and sharing their insight.

## SPRING COLLEGE FAIR

When: Sunday, April 6, 2014

Time: 1:00pm—3:30pm

Where: University of Denver Ritchie Center

Visit with colleges and universities. Attend information sessions on the college selection process and scholarship sources.

A terrific opportunity for juniors and interested sophomores and their parents to start or further the college search.

**Note:** Parking is extremely limited and *not* free. Consider taking light rail as an option.

For more information visit:

<http://www.rmacac.org/index.php/page/denvercollegefa>

## Do you "Like" Huskie IBPO on Facebook?

If you have a Facebook account, consider "liking" the Huskie IBPO. The page contains upcoming events, scholarship opportunities, advice and deadlines. The easiest way to join is by visiting the IBPO web site, [www.huskieibpo.com](http://www.huskieibpo.com), and clicking on the link on the home page.

## The IB program at Douglas County High School has 126 students who have applied and been accepted into the IB Pre-Diploma and IB Diploma program for the 2014—2015 school year

<b>Academy Charter</b>	<b>2</b>
<b>American Academy Charter</b>	<b>4</b>
<b>Castle Rock Middle School</b>	<b>7</b>
<b>Challenge to Excellence</b>	<b>1</b>
<b>Cimarron Middle School</b>	<b>6</b>
<b>Cresthill Middle School</b>	<b>3</b>
<b>DCS Montessori</b>	<b>2</b>
<b>Douglas County High School</b>	<b>5</b>
<b>Mesa Middle School</b>	<b>70</b>
<b>Regis Jesuit High School</b>	<b>1</b>
<b>Rocky Heights Middle School</b>	<b>2</b>
<b>Sagewood Middle School</b>	<b>10</b>
<b>Sierra Middle School</b>	<b>5</b>
<b>STEM</b>	<b>2</b>
<b>Trinity Lutheran</b>	<b>2</b>
<b>VCH</b>	<b>1</b>

**We look forward to the beginning of a great IB experience for each of these students. We sincerely thank the district high school and middle school staffs for their contributing efforts as students participated in the application process.**

# Princeton Review Practice ACT/SAT Testing

On Saturday morning, February 8th 140 students took part in the Princeton Review Practice Exams. The students chose from three tests; ACT, SAT and Princeton Review Assessment (PRA). The exams will be graded and scores returned to the students. The students kept their test booklets so they could refer to them while reviewing their test scores.

While the students took the tests, their parents were invited to attend three different presentations. The presentations lasted one hour. Each was given 3 times during the morning, giving a parent the chance to participate in all of the presentations.

One presentation was from Sara Tierney of Mosaic Admissions, LLC. Mosaic Admissions helps students with every step of the college application process, including developing an overall application strategy, choosing "best fit" colleges, preparing for campus visits, crafting compelling essays, and preparing for admissions interviews. Sara discussed the admission process for each of the four years of high school. In the



Sara Tierney of Mosaic Admissions, LLC.



Nicholas West-Miles of The Princeton Review.

freshman year, the student must stretch themselves academically, including AP and/or honor courses. In the sophomore year, the focus needs to be on quality extracurricular activities. In the junior year, a student must maintain strong grades in challenging courses. The student will take the SAT test and ACT test. The student should identify several teachers for college admissions recommendations. In the senior year, a student must strive for "As". Take the SAT test or ACT test, if needed,

Another presentation was from Nicholas West-Miles of The Princeton Review. The Princeton Review is a national college readiness and test preparation company, offering courses, private tutoring, admissions consulting, online resources and printed books. Last year, The Princeton Review helped 3.5 million students reach their college goals. Nicholas provided many tips for taking the SAT and ACT tests. For example, a student must know the grammar rules when taking both tests. The SAT consists of an essay, reading, math, and grammar. The ACT consists of grammar, math, reading, science, and essay. The SAT penalizes students for wrong answers, the ACT does not.

The third presentation was from Jay Murray of Solutions for Tuition. The company's mission is to help your son and daughter into the college of their dreams at the lowest possible cost. They offer a broad array of services.

Every family can cut the cost of college. Each college has two prices, one for the informed parent and the other price for the uninformed parent.

The average annual cost of college is growing 8%-14% per year for a public university and 5% - 6% for a private university.

The parent program offered is college planning analysis. This is a meeting with a certified College Planning Specialist, Jay Murray. In this meeting Jay shows you and your family exactly where you stand in the college financial aid system and what your expected family contribution is at any college in the United States. Jay will take it a step further and will evaluate how much money he can save your family.

The student programs offered are student scholarship training, major match college fit, ACT/SAT test prep, and student coaching program.



Jay Murray of Solutions for Tuition.



# IB Exam Schedule for May 2014

<p>Dance Performance– March 19 &amp; 20</p> <p>Art &amp; Design-Visual Interviews</p>		<p><b>30-Apr</b></p> <p>LAST DAY FOR IB SENIORS TO ATTEND CLASS.</p>	<p><b>1</b></p> <p>PLEASE ARRANGE WITH NON IB CLASSES TO TAKE YOUR FINALS</p>	<p><b>2</b></p> <p>NO EXAMS ON THIS DAY</p>
<p><b>5</b></p> <p>8:00 AM English A Lit HL Paper 1 (2h)</p>	<p><b>6</b></p> <p>1:00 PM English Lit HL Paper 2 (2h)</p>	<p><b>7</b></p> <p>8:00 AM Physics SL Paper 1 (45m) Physics SL Paper 2 (1h15m)</p> <p>1:00 PM Philosophy SL Paper 1 (1h45m) Psychology HL Paper 1 (1h45m) Psychology SL Paper 1 (2h)</p>	<p><b>8</b></p> <p>8:00 AM Philosophy SL Paper 2 (1h) Psychology HL Paper 2 (2h) Psychology HL Paper 3 (1h) Psychology SL Paper 2 (1h)</p> <p>1:00 PM Physics SL Paper 3 (1h)</p>	<p><b>9</b></p> <p>1:00 PM Biology HL Paper 1 (1h) Biology HL Paper 2 (2h15m)</p>
<p><b>12</b></p> <p>1:00 PM Biology HL Paper 3 (1h15m)</p>	<p><b>13</b></p> <p>8:00 AM Chinese HL Paper 1 &amp; Paper 2 (3h) Chinese SL Paper 1 &amp; Paper 2 (3h) Chinese <i>ab initio</i> Paper 1 &amp; Paper 2 (2h30m)</p> <p>1:00 PM Mathematics HL Paper 1 (2h) Mathematics SL Paper 1 (1h30m) Math. Studies SL Paper 1 (1h30m)</p>	<p><b>14</b></p> <p>8:00 AM Mathematics HL Paper 2 (2h) Mathematics SL Paper 2 (1h30m) Math. Studies SL Paper 2 (1h30m)</p> <p>1:00 PM History HL Paper 1 &amp; Paper 2 (2h30m) History SL Paper 1 &amp; Paper 2 (2h30m)</p>	<p><b>15</b></p> <p>8:00 AM History HL Paper 3 (2h30m)</p> <p>1:00 PM Mathematics HL Paper 3 (1h)</p>	<p><b>16</b></p> <p>NO EXAMS ON THIS DAY</p>
<p><b>19</b></p> <p>1:00 PM Chemistry SL Paper 1 (45m) Chemistry SL Paper 2 (1h15m)</p>	<p><b>20</b></p> <p>8:00 AM Chemistry SL Paper 3 (1h)</p>	<p><b>21</b></p> <p>8:00 AM French B SL Paper 1 (1h30m) French B SL Paper 2 (1h30m)</p> <p>1:00 PM Further Math HL Paper 1 (2h30m)</p>	<p><b>22</b></p> <p>NO EXAMS ON THIS DAY DCHS GRADUATION 9:00 am DCSD Stadium</p>	<p><b>23</b></p> <p>8:00 AM Spanish B SL Paper 1 (1h30m) Spanish B SL Paper 2 (1h30m)</p> <p>END OF TESTS FOR DCHS IBDP STUDENTS</p>

# DCHS IB Calendar

## MARCH

8 SAT Test Date, 7:30 am, North Bldg  
 11 DCHS Choir Concert 7pm  
 12 DCHS Band Concert 7pm  
 13 DCHS Orchestra Concert 7pm  
 19-20 IB Dance Show 7pm  
 21 **NO SCHOOL—Teacher Work Day**  
 24-28 **SPRING BREAK**

## APRIL

3-5 All State Band  
 FCCLA State Conference  
 6 Spring College Fair @ DU 1:00pm-3:30pm  
 12 PROM @ Spruce Mountain 8:00pm-11:00pm  
 17-19 DCHS Theatre Production  
 23 ACT Test at DCHS  
 25 **NO SCHOOL — Teacher Comp Day**  
 27-29 FBLA State Conference  
 28-May 1 Spring Arts Festival  
 29 End of Year IB Party—North Commons 6:00pm  
 30 Last day of school for IB Diploma Candidate Seniors

## MAY

1-3 One Act Festival  
 3 SAT Test  
 5-23 **IB EXAMS**  
 6 DCHS Choir Concert 7pm  
 7 ACT Make-up  
 DCHS Band Concert 7pm  
 DCHS Orchestra Concert 7pm  
 12 Senior Finals Periods 1, 3  
 13 Senior Finals Periods 2, 4  
 14 Senior Finals Periods 5, 7  
 15 Senior Finals Periods 6, 8  
 16 Senior Picnic 10am  
 21 Graduation practice 1pm  
 Honors Convocation 6:30pm  
 22 **GRADUATION 9AM (No regular school)**  
 23 Finals Periods 1, 2, 3  
 27 Finals Periods 4, 5, 6  
 28 Finals Periods 7, 8 / Last day of school

## JUNE

2-5 Extended Essay Workshop—CU Denver  
 Auraria Library



Douglas County School District  
 Douglas County High School  
 International Baccalaureate  
 2842 Front Street  
 Castle Rock, CO 80104