



# IB matters

A World for Learning

November 2005

Douglas County High School  
Castle Rock, Colorado

Volume 9 Issue 2



Photo by  
Barbara Quilliam

## IB Junior Induction —Class of 2007

On September 15, 86 juniors were formally inducted into the DCHS IB program.

Held at Rock Canyon High School, the evening began with a buffet dinner of international dishes (such as German potato salad, lasagna, sushi and pierogies) prepared by the students' parents. Attendees dined at tables

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Keith Arment  
 Christopher Batson  
 Brianna Bautista  
 Shane Becker  
 Tyler Beebe  
 Aaron Bercellie  
 Stephannie Betthausen  
 Doug Bloomquist  
 Amanda Brunko  
 Tallant Burley  
 Meagan Burrows  
 Alicia Carney  
 Blair Carson  
 Karin Carter  
 Amy Chen  
 Phyllis Chen  
 Daniel Chin  
 Noelle Compton  
 Patrick Cook  
 John Danser  
 Michael DeCesare  
 Colin Delargy  
 Donato DeLuca  
 Griet Devriese  
 Maria Diment  
 Keith Ellington  
 Elizabeth Empey  
 Samuel Feely  
 Matthew Fidler

Kristine Fong  
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 Jordan Griffin  
 Austin Hancock  
 Elizabeth Hart  
 Amber Hastings  
 Ryan Hilbig  
 Taraneh Hockley  
 Lauren Hood  
 Krista Hovde  
 Jia Hao Hu  
 Thomas Hufendick  
 Kelly Hutton  
 Lauren Jennings  
 Ashley Jerlow  
 Kyle Kissick  
 Rebekah Knappe  
 Dhvani Kothari  
 Sapan Kothari  
 Camille Kurreck  
 Madeline LaBorde  
 Christopher Lee  
 Spenser Lee  
 Bruce Lin  
 Ben Macaluso  
 Jessica Metheny  
 Kara Misheff  
 Cody Monroe  
 Annalisa Montalvo

Kelsey Moser  
 Laurence Neal  
 Olivia Novosad  
 Julia Oh  
 Sarp Ozkan  
 Hannah Perkins  
 Benjamin Potter  
 Kent Quidachay  
 Megan Quilliam  
 Holly Richardson  
 Marcus Richtel  
 Hana Richter  
 Bradley Samuels  
 Rocky Santaferraro  
 Alex Schaetzle  
 Erin Schaut  
 Sarah Schroen  
 Basil Sharikov-Bass  
 Casey Shoemaker  
 Katherine Spencer  
 Joseph Stassi  
 Lisa Tokuyama  
 Meghan Tschanz  
 Christopher Turpaud  
 Brittany Via  
 Bora Yu  
 Li Qi Zhou  
 Eric Ziskin



## Coordinator's Corner

by Steve Fleet,  
IB Coordinator

I have just finished my fifteenth letter of recommendation this year. The process of writing these letters reminds me how lucky I am to have the opportunity to interact with so many engaging personalities and considerate people. Any teacher lucky enough to remain in the classroom over a number of years knows that the magic of the profession comes from the students. When your math teacher arrives at 6:00 in the morning to help you with integrals, your English teacher stays up until 12:00 writing comments on your paper, or your drama teacher remains at school well into the evening to assist on a set, it is not a love of numbers, words or paint that provides motivation. Certainly we are fortunate to have a faculty dedicated to their subject areas, but the real motivation for our dedication is you, the student, not as an idea or as a professional obligation, but as an individual, as a real person.

Letters of recommendation require us to pull back from our desire to see the best in all students in order to see what a particular student in question has done. This is an essential shift. This is a shift from our belief in your potential and our awareness of the unfolding of your potential, to an identification of accomplishment and a delineation of accomplishment. It is understood that by identifying what a student has done we are giving universities the opportunity to predict what that student might do.

To make this meaningful, I find it important to differentiate between list and story. Students give me

lists of what they have done. It is not my job to replicate this list in a series of paragraphs. It is my job to turn this list of past accomplishments into a story. Through the power of narrative it becomes possible to enliven accomplishments and turn them back into an ongoing promise of fulfillment, of immanence. I consider myself lucky to be able to write letters of recommendation. In this process, I catch glimpses of the potential that all students carry into the future and of the corresponding hope that they offer to the world.

Applications ask for comments on characteristics like consistency of character, academic achievement, interactions with classmates, leadership potential and ability to accept criticism. I wonder how you will turn your own lists into your own stories. This is of course what you do in the very act of living. If you wrote your own letter now, what would it say? What would you want someone to write about you? Would it emphasize what you have done or what you hope to do?

I hope that self-awareness does not get buried beneath piles of homework. Self-awareness operates in the past, the present and future, providing you with the single most important tool for maximizing your talents. The highest praise that I can bestow on any student is to say that she constantly seeks to challenge herself. This is academic as well as moral praise. It is the recognition that the magic of self-awareness derives its power, not from deception, but from perception. There is no higher reward than being part of students' lives as they come to discover the power that they have to discover themselves.

### **Ib matters**

*Published four times during the school year.  
Contact anyone below for suggestions,  
comments, and submissions.*

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### **Junior Induction**

*(Continued from page 1)*

delightfully decorated with international flags as the main theme.

After dinner, IB Coordinator Steve Fleet welcomed the group, and introduced the guest speaker, IB History and Theory of Knowledge teacher Richard Umbach. Mr. Umbach urged the students to view the world not just with an American perspective. He said that they should not just accept others' views, but emphasized the need to really understand them and recognize their value.

For the induction ceremony, teachers Jill Goeken and Matt Wigdahl introduced each student, and then read the student's designation of whom he/she wished to honor for their contribution to his success. IB Coordinators Steve Fleet and Gretchen Simons presented each with an IB pin, a journal and pen, as they signed the IB Record Book.

Several IB parents assisted the IB coordinators in planning the evening, providing decorations and event publicity. Special recognition goes to IB parent Dick Bass of Classic Party Rental, who added a touch of class to the evening by providing table settings and tablecloths free of charge. And we also want to thank the IB seniors, who gave up their own evening of studying to help with set-up, serving and clean-up!

# New IB Parent Group Forming

Late in October a small group of parents gathered together to discuss creating and running a parent group made up of parents from the IB program.

A number of items were discussed as were possible committees. The group discussed possible workshops on the extended essay, bringing in colleges and universities to discuss entrance criteria as it pertains to our IB students, and forming a committee to support the school in providing a number of rich experiences for the CAS requirement. For those of you that are new to the IB program, such as myself, CAS stands for: Creativity Action and Service. This is a three part program all IB juniors/seniors are required to complete, if they are to receive the IB diploma.

In addition, we are in the process of setting up an informational website to keep students and parents updated on upcoming events. On this website you will also be able to "register" with your email address, so we may notify everyone on a timely basis about important items. Keep checking for [www.HuskieIBPO.com](http://www.HuskieIBPO.com)!

## IB Info Meeting: IB Graduate Panel

January 12, 2006  
7 p.m.

## New IB Parent Group Website:

[www.HuskieIBPO.com](http://www.HuskieIBPO.com)  
(coming in December!)

Register on the site to receive  
online notices of IB info and events!

like to hear from you. We plan to have a panel of former graduates come speak to the students and parents in January, and at that time would also have a very short parent meeting to seek out interested parents. Of course, with any parent organization, volunteers are the key. Other IB schools have very strong parent organizations, and it is felt that DCHS IB program could benefit as well. With over 400 parents of students in the IB program, we have a great deal of expertise to help us in making this organization a huge support to our kids.

We hope you will consider being an active volunteer in this new organization. When we can support the school and our students, the IB experience is a successful one for all involved. Please think about volunteering as you finish up 2005, and when we have our panel of graduates, come prepared to listen and sign up to help.

At the January meeting we will introduce the new co-presidents and others who are getting this group started. Please bring your enthusiasm and ideas. Together we can make this IBPO be a support to our kids.

—Constance Mullans,  
Co-President

# Philosophy Course Offered for '06-'07

Philosophy will be a new group 3 SL option next year in our International Baccalaureate program. This course will be available to any junior or senior in the IB program as well as to students outside of the program with teacher recommendations.

When I substituted in Douglas County 15 years ago I remember having a conversation with a group of students about what they would like to study. This particular group regretted that philosophy was not available to them. Next year, this gap in our curriculum will be filled.

This course will be reading and writing intensive as students will be required to reflect on and interpret philosophical thinkers. There will be an emphasis on application of philosophical principles. The course will provide an overview of the development of thought and ideas and then focus on one or two great works.

I encourage students who enjoy philosophical discussions and like asking questions about the nature of existence to take this course. I look forward to finally teaching a course that I have been thinking about for the last 15 years.

—Steve Fleet



# Una Entrevista con Laura Johnson

by Lauren Greyson, '06

Laura Johnson, a 2003 DCHS IB graduate, Boettcher Scholar, and one of the most considerate people you'll find, recently sat down for an interview with me online over an instant messaging service. Geography prevented us from meeting in person; while she sat at a locutorio in Argentina (the equivalent of an internet café), I sat in my bedroom. The interview touched upon everything from maté tea to her fondest memories of IB and a condensed version of it appears here.

**Laura:** Sorry I was a bit late. Trolleys are on strike, so I had to walk.

**Me:** So what exactly are you doing in Argentina?

**Laura:** I'm studying at the Universidad Nacional de Cuyo for a semester. DU really encourages study abroad, and I've wanted to study abroad since I was about five, so this is fantastic.

**Me:** You're studying Spanish literature?

**Laura:** Yes. I have two literature classes (one on literature in general, the other specifically South American lit), a sculpture class, a regional development class and (of course) an intensive language course.

**Me:** Wow. Just for curiosity's sake--what's your favorite Spanish word?

**Laura:** Hmm...I've got a few. *Ronronear*, *susurrar*, and *aqüífero* are favorites--the first two because they are so apt and fun to say and the third because it sounds hilarious. *Ronronear* means to purr, *susurrar* means to whisper, and *aqüífero* means aquifer (Not sure on that spelling...all this Spanish has completely destroyed my English spelling. Now everything looks right, even when it's not).

**Me:** \*laughs\* Culturally speaking, what's the strangest/neatest thing you've come across in Argentina so far?

**Laura:** Hmm...maté is both strange and neat. It's kind of a tea-like herb that you drink. You fill a little wooden cup with the stuff, put a metal straw in it (the cup is the mate and the straw is the bombilla) and pour hot water in. It's a social drink, so you drink up the water (a few

sips, really) and hand it back to the server, who pours another and passes it on. Maté is everywhere. It's slightly bitter, with lots of caffeine. Oh, and if you say "gracias" when you're handed the maté, it means you don't want any more.

**Me:** You're majoring in comparative literature, correct? Was that something that interested you from the start? What sparked your interest in it?

**Laura:** Well, actually I'm majoring in English with a Creative Writing focus. I think it's always been in my mind that I'd write one day, because I've always loved to read. Sometimes I panic that I'll graduate and end up jobless, but most of the time I just work. I'm about halfway through a novel that I started my freshman year, and I hope to finish it soon and start looking for a publisher.

**Me:** Oooh! What is this novel about?

**Laura:** It's a fantasy novel for young adults. Honestly, it needs a lot of work... I've got a ton of revising to do!

**Me:** So are you especially interested in fantasy writing?

**Laura:** It's one of my favorite genres. I like the idea that there can be other worlds with other rules. Plus, I like to learn, so a book where I have to learn about a whole new world to understand the plot really appeals to me. That's also why I like science fiction and world literature.

**Me:** Speaking of world literature, Ms. Simons told me you were about to start reading *Pedro Paramo*?

**Laura:** *Pedro Paramo* is on the reading list, but the class is something like barely-controlled chaos, so we haven't started it. The profs were on strike for almost a month, and we're playing catch-up. Right now we're reading *Los De Abajo*.

**Me:** The profs were on strike?

**Laura:** Oh, yeah. They're employees of the state, and poorly paid. So they didn't teach for a while. It happens all the time. There were demonstrations, and it was a



nationwide thing. They're in class now, but I think they'll be on strike again soon, as their demands haven't been met.

**Me:** Does this reflect in how they teach? How does this affect the students?

**Laura:** The students hate it. They were demonstrating against the strike and I had half a mind to join them. Sometimes they support the profs though, by taking certain buildings and not letting anyone in. It's a bizarre system. And it depends on the prof how they teach. Some don't go on strike (my favorite prof doesn't). So far, the general rule seems to be that the more willing the prof is to go on strike, the worse they are at teaching. But that's just my experience.

**Me:** Let's talk about IB-- how do you recall your IB years?

**Laura:** I recall my IB years with a lot of fondness. It was the most work I've ever done, but it's the most worthwhile thing I ever did. I loved the camaraderie that the class had and I really enjoyed the challenge, though sometimes I got really tired of never being able to sit back and relax a bit!

**Me:** I think everyone can relate to that. What was your favorite part of IB?

**Laura:** Oooh. Tough call. I have a few...I liked going up to Devil's Head with Ms. Simons and my English class, I loved History with Mr. Fleet (both of them), I really loved the testing period in May (I know...weird), TOK was great...I think the only thing I really didn't like about IB was when our TOK essays got lost on the way to Argentina (ironic, no?) and I had to write a new one overnight.

**Me:** HAHA-- so when the essays got lost,



## Faculty Profile

Bev Farrell  
SL Chemistry

Mrs. Farrell is the IB Chemistry teacher here at Douglas County. However, she has not always taught here. Like everyone else, she has an interesting past that has brought her to Castle Rock. To begin, she was born near Lake Placid in New York. She first went to Vassar College and after she got married, went to the State University of New York. She also has three children, all grown, two sons and a daughter.

Mrs. Farrell first started her teaching career in 1972 at a junior high school in Jefferson County where she taught for two years. She then went on to teach for twenty-five years at Smokey Hill High School. She taught pre-IB Chemistry and Organic Chemistry. In 1998, she went into semi-retirement for four years. During that time, she worked in the Chemistry labs at DU helping students with their lab write-ups and teaching them how to set up labs for professors. After four years, Mrs. Farrell decided to

move back into the high school teaching world.

Mrs. Farrell has been teaching at Douglas County for four years now, and is teaching IB Chemistry I & II (SL). IB Chemistry is a general college preparation chemistry course with an additional introduction to organic chemistry. IB SL Chemistry II introduces concepts such as thermodynamics and organic chemistry, and also strengthens lab technique and write-up skills in preparation for the IB Chemistry Exam. Mrs. Farrell seems to love teaching at DCHS. She said, "It has definitely been a positive experience. There is support from both teachers and students. In a way, I have never experienced this at any other school."

When she is not teaching, Mrs. Farrell likes to knit and read. Over the summer, she travels and goes back to Lake Placid to swim and boat. She hoped to teach for several more years before she retires for good, after which she would like to travel some more.

Luckily for us, Mrs. Farrell will continue to teach for a while. She said, "I love working with adolescents and seeing them mature. Teaching is worth it because seeing a student blossom is an amazing thing."

—Kyle Kissick '07

## Una Entrevista

(Continued from page 4)

everyone had to rewrite theirs?

**Laura:** No, just me, I think. I had it stored on a floppy, which I wisely put in my backpack right next to a large magnet. That was a very educational experience.

**Me:** Oh dear, I'm sure it was. Did you feel like you had an advantage going into college having been in IB?

**Laura:** I can't put in words what an advantage it's been! For starters, I got a year of credit, which will allow me to graduate at the end of this year and pursue a Masters in my fourth year. And compared to IB, my college experience has been so easy! Ten-page papers aren't scary anymore, and all the things I studied in IB have helped me in most of my courses. Plus, in college I actually sleep. I think there was a year or two in IB where I was getting 5 hours of sleep a night. Sleep is awesome...I highly recommend it.

**Me:** So do you have any words of advice (besides the sleeping bit) for those in IB or considering IB?

**Laura:** Suck it up, buttercup. Just do it, honestly. It pays off tenfold in the end. You can stick it out! It will be over sooner than you think. Which is kind of sad, really.

**Me:** It sounds like you are a bit nostalgic.

**Laura:** Yeah, talking about it right now makes me miss it. I mean, spending two years in an academic pressure cooker with fifty people may sound nasty to non-IB kids, but it was pretty darn cool.

**Me:** So what are your plans for the day, Ms. Johnson?

**Laura:** Well, wrap it up here at the locutorio, go to the supermarket, grab my giant roll of chicken wire and catch a bus to the university. I'll probably work on sculpture for a bunch of hours. In the evening, I might hang out with the Oxford choir that's here and staying with my choir (local) or go to a movie if the timing's right.

**Me:** Sounds fantastic. And thank you, thank you, thank you for taking the time to do this! It was great to hear from you.

**Laura:** Yeah, no problem! Stay in touch and let me know how IB's treating you!

### IBO Mission Statement

*The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes 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 Leadership Council: Leadership In Action

By now, word has reached many of you about the formation of an IB Student Leadership Council. What's the meaning of all this? some may wonder. I never heard about this last year. True, this brand new leadership council hasn't been highly publicized, and is causing quite a bit of discussion. Well, wonder no more. Let me shed a bit of light on the matter.

Spearheaded by our own IB coordinator, Steven Fleet, this new addition to the DCIB community aims at making the most of the IB program. Designed with democracy in mind, the council seeks to give students the central role in the decision-making process. Serving on the IB leadership council not only looks good on college applications (hint, hint), it also gives a sense of responsibility, knowing that your decisions are directly affecting the IB community.

Involvement with the IB leadership council, however, doesn't just mean that you work with fellow IB people. Another goal of the council is to provide a link with the rest of the school, including the ESL program and student council. I think it can be agreed that "IBers," just like every other group, has fallen victim to the painful reality of stereotypes. With a bridge between the IB world and the rest of the school, perhaps some of these labels can be washed away through open discussion.

The ultimate goal of the council, according to Mr. Fleet, is to introduce new possibilities to the IB program at DCHS. Some of these possibilities include (and are most definitely not limited to) the IB mural project, setting up a DCIB website, introducing a mentoring/tutoring program, educating prospective freshmen about IB, and creating an IB scrapbook.

Got an idea? Speak up! The group meets every few weeks during Advisement, or whenever a "special event" (such as the mentoring party) is planned. At the moment, the council is comprised of four advisors (Steven Fleet, Gretchen Simmons, Rick Umbach, and Matt Wigdahl) plus two to five student representatives from each grade level. Each student on the council volunteered to serve at the end of last year or at the beginning of the current school year.

Missed your chance to serve on the council? No worries. The exact structure of the group is still being determined as it takes a more central role in the life at DCHS. A student vote or even teacher recommendation are possibilities for determination of council members. Currently, all members have equal status on the council (there are no officers), but the structure may change in the future. "Right now, we're just trying to get a few things put together," Mr. Fleet says. "I'm really quite optimistic about it."

As for the future direction of the leadership council, well, that's for you to decide. In order for a school to be a model of democracy, as it should be, the students must embrace democracy and display it as an example to all. Or, as our favorite puritan John Winthrop might put it: "We shall be as a City upon a hill."

—Kate Spencer '07

## IB Bulletin Board

### Thank You to . . .

. . . **Barbara Quilliam** for single-handedly preparing the Student Directory (*Parents: Your kids have it!*)

. . . **Cheryl Lizotte, Melodee Quan and Barbara Quilliam** for the great IB case displays

. . . **Jackie Feely, Suzanne LaRue, and Smita Patel** for helping Ms. Simons research CAS opportunities

. . . **Kit Bazley** for spearheading volunteers to help Ms. Wick with IB mailing needs

. . . **Dick Bass, Terry Brownfield, Teresa Cook, Kristin Dearborn, Judy Dumbauld, Judy Ellington, Marilyn Gravois, Jeanne Hudec, and Barbara Quilliam**, for helping to organize the Junior Induction ceremony

. . . **Anne Griffin, Cheryl Monroe, Constance Mullans and Christina Rottmann** for organizing the IB Parent Group

. . . **Judy Ellington, Jackie Feely (and her mom), Laura Johnson, Barbara Quilliam and Smita Patel** for preparing September's newsletter for distribution

. . . any of you that we may not have mentioned. The IB program is very grateful for all of you who step up with your time and creativity!

### Counseling for IB . . .

By the end of November, three counselors in the Counseling Office will have completed formal IB training. **Nichi Kingery, Jen Knight, and Sherrie Langston** will be sharing their IB knowledge with the other counselors, so any counselor should be better able to help with IB questions and course issues.

### Apply for Academic Letter!

Students can apply for an academic letter after having a 3.7+ GPA for the last 3 consecutive semesters. Obtain an application from Liz Frohardt in the north main office beginning January 2, and return to counseling by January 31. (*Remember that you can also apply for letters in speech/debate, student council, all performing arts and all athletics!*)

### Attention All IB Photographers/Scrapbookers!!!!

The IB Leadership Council is currently working on the creation of an IB yearbook/scrapbook. The council is looking for any student and parent photographers who are willing to take and submit photos of IB activities for the publication. Contact Mr. Fleet or Kate Spencer for more information.

### Seniors—Give Thanks!!!

Don't forget to send thank-you notes to the teachers and counselors who have helped you this semester with college recommendation letters and, especially, your extended essay!

# 2005 Graduate Stats

The IB Diploma, awarded separately from the DCHS diploma, is based on scores from IB subject exams, the Extended Essay, Theory of Knowledge assessments, and the completion of the CAS requirement (creative, action and service hours).

There are also several minimum requirements in these categories, which may keep some students from obtaining the award.

***Since the first graduating class in 2000, the number of DCHS seniors receiving the IB Diploma has averaged 81%.***

## Total Diploma Scores

For 2005, the average points earned by DCHS IB seniors toward their diplomas was 28 (out of a total of 45 possible points). The breakdown for scores is as follows:

|              |             |
|--------------|-------------|
| 40           | 2 students  |
| 30-35        | 11 students |
| 24-29        | 24 students |
| Less than 24 | 5 students  |

*(24 points is the minimum required for the diploma)*

## IB Subject Exam Scores

The IB examinations are graded from 1 - 7, with 7 the highest score. Grade distribution for the students graduating in 2005 was as follows:

|                  | 6/7 | 5  | 4  | 3  | 1/2 | School Avg | World Avg |
|------------------|-----|----|----|----|-----|------------|-----------|
| HL English       | 20  | 19 | 4  | 0  | 0   | 5.47       | 4.85      |
| French           | 3   | 6  | 4  | 3  | 0   | 4.56       | 5.02      |
| Spanish          | 8   | 12 | 14 | 2  | 0   | 4.75       | 4.80      |
| European History | 13  | 14 | 7  | 1  | 0   | 5.17       | 5.02      |
| Psychology       | 1   | 4  | 6  | 4  | 0   | 4.20       | 4.31      |
| HL Biology       | 0   | 2  | 4  | 18 | 3   | 3.19       | 4.21      |
| SL Chemistry     | 2   | 6  | 9  | 8  | 1   | 4.04       | 4.33      |
| SL Physics       | 1   | 3  | 2  | 1  | 2   | 4.00       | 4.17      |
| Math Methods     | 5   | 8  | 8  | 0  | 0   | 4.95       | 4.90      |
| Math Studies     | 0   | 2  | 3  | 1  | 0   | 4.17       | 4.72      |
| HL Math          | 1   | 5  | 6  | 3  | 1   | 4.13       | 4.68      |
| HL Dance         | 4   | 1  | 1  | 1  | 0   | 5.43       | 5.94      |
| HL Theatre Arts  | 3   | 3  | 1  | 0  | 0   | 5.43       | 4.48      |
| HL Art           | 1   | 0  | 1  | 1  | 0   | 4.33       | 4.66      |

## May 2006 IB Exam Schedule

|      |    |         |                         |      |    |        |                       |
|------|----|---------|-------------------------|------|----|--------|-----------------------|
| 5/2  | AM | 2hr     | English A1 HL paper 1   | 5/12 | AM | 1h 30m | French B SL paper 1   |
| 5/3  | PM | 2hr     | Math HL paper 1         |      | AM | 1h 30m | French B SL paper 2   |
|      | PM | 1hr 30m | Math Methods SL paper 1 |      | AM | 1h 30m | French AB SL paper 1  |
|      | PM | 1hr 30m | Math Studies SL paper 1 |      | AM | 1h 30m | French AB SL paper 2  |
| 5/4  | AM | 2hr     | Math HL paper 2         | 5/15 | PM | 1h     | Math HL paper 3       |
|      | AM | 1hr 30m | Math Method SL paper 2  | 5/16 | AM | 2h 30m | Music HL paper 1      |
|      | AM | 1hr 30m | Math Studies SL paper 2 |      | AM | 2h 30m | Music SL paper 1      |
|      | PM | 1hr     | Biology HL paper 1      |      | PM | 2h     | Psychology SL paper 1 |
|      | PM | 2hr 15m | Biology HL paper 2      | 5/17 | AM | 1h     | Psychology SL paper 2 |
| 5/5  | AM | 1h 15m  | Biology HL paper 3      | 5/18 | PM | 45m    | Chemistry SL paper 1  |
| 5/8  | AM | 2h      | English A1 HL paper 2   |      | PM | 1h 15m | Chemistry SL paper 2  |
| 5/9  | PM | 45m     | Physics SL paper 1      | 5/19 | AM | 1h     | Chemistry SL paper 3  |
|      | PM | 1h 15m  | Physics SL paper 2      | 5/23 | AM | 1h 30m | Spanish B SL paper 1  |
| 5/10 | AM | 1h      | Physics SL paper 3      |      | AM | 1h 30m | Spanish B SL paper 2  |
|      | PM | 1h      | History HL paper 1      |      | AM | 1h 30m | Spanish ab SL paper 1 |
|      | PM | 1h 30m  | History HL paper 2      |      | AM | 1h 30m | Spanish ab SL paper 2 |
| 5/11 | AM | 1h 15m  | History HL paper 3      |      |    |        |                       |

# IB Calendar

## November

23-25 Thanksgiving Break

## December

1 IB New Student Applications Due  
13-15 FINALS  
16-30 WINTER BREAK

## January

2 School Resumes—Start of 3rd Quarter  
2 Academic Letter Applications Available  
12 IB Info/Parent Meeting—Panel of IB Graduates  
(7 p.m.)  
16 Martin Luther King Day — NO SCHOOL  
18 8th Grade Orientation — DCHS 6 p.m.  
23 SCHOOL HOLIDAY (no students)  
31-Feb 1 Registration for next year's classes  
31 Academic Letter Applications Due

## February

17 SCHOOL HOLIDAY (no students)  
20 President's Day — NO SCHOOL

*Next Newsletter  
Deadline:*

**January 30, 2006**