



IB matters

April 2006

Douglas County High School
2842 Front Street
Castle Rock, Colorado 80104

A World for Learning

Volume 9 Issue 4

Ich bin kein Kitschmensch!

Two IB Seniors Head Off to International University Bremen, Germany

by Madeleine LaRue and Lauren Greyson '06

Currently our knowledge of German consists of: *kitschmensch* (kitschman), *brustenthaler* (bra), *fingerspitzen* (fingertips), *aufklärung* (enlightenment), *bratwurst* (bratwurst), and *kummerspeck* (weight gain resulting from emotional overeating; literally, "grief bacon"). Despite our vocabulary's startling range, we are, to be honest, somewhat limited in our ability to express ourselves with complete *klarheit* (clarity). But after the three years we are about to spend amongst *lederhosen*, Heidi dresses, beer steins, and expressionist art, we hope to see an improvement in our rather pathetic linguistic aptitude. That's right: we're moving to Germany (Deutschland!) where we will spend our undergraduate years at the International University Bremen in the charming and charmingly old *hansestadt* of Bremen, in occasionally-cold, sometimes-rainy, nearly-coastal northwestern Germany.

We applied there in secret. Well, one of us did. The other applied under mild parental protests. To this day neither of us is quite sure *why* we applied; it had something to do with an innovative trans-disciplinary approach (including the department of our dreams, History and Theory of Art and Literature), the European location, and the absence of an application fee. But neither of us actually expected that we would go there; existing only in the realm of the fantastic, it was more a prospect we used to

IB Parent Organization Presents:

"Strategies for College Admission"

Wednesday, April 19

6:30 p.m., DCHS North Commons

- *The national spectrum of college admissions*
- *Situations that affect early preparation timelines*
- *How to interface with admissions offices*
- *The application: activities, resume, essays*

Our speaker, Diane Schaefer, Licensed Professional Counselor, is an expert in college placement and admissions. In her private consulting practice, she advises students in all aspects of applying to colleges, including selective institutions.

IB parents and students invited--9th, 10th, 11th

It's best to get started early!!

taunt our parents than a real possibility, a notion akin to getting a giant tattoo of Nessie on our face. But, as so often happens when body art is involved, the thought entered an altogether more plausible realm when we both were informed that we'd been offered full scholarships. After scraping our jaws off the floor, we went out to buy German dictionaries, hoping to add perhaps a verb or two to our otherwise impeccable German.

We've given a lot of thought to why we were crazy enough to apply and why the admissions officers were crazy enough to hand out two full scholarships to American students, and we've come to the conclusion that IB is at least partially to blame. We both attached the introductions to our extended essays to our applications (if for no other reason than the satisfaction of knowing that a total stranger besides their grader would actually read them), and the school itself, in the general tradition of international universities, harbors special affection for IB students. And IB students, apparently, harbor special affection for international universities. We surprised ourselves in our college search by how much we sought schools with an international flair, challenging and progressive academics, and a healthy amount of quirkiness – things we had come, through the IB programme, to believe we deserved as students and as human beings.

And as we begin to embark on our transatlantic life, we can't help but feel indebted to the teachers who have allowed us to grasp the spirit of IB, the stuff transcending the homework and assessments, the sort of intellectual openness only appropriately expressed by finger painting. But for repayment we cannot surrender our oeuvres, only exhibit them, and hope that those who have taught us so much will find in the colors the genuine *respekt* that our words could never provide.



IB Dance students rehearse for their performance of Cinduri, held April 7 at the Teikyo Loretto Height Events Center.



Coordinator's Corner

by Steve Fleet,
IB Coordinator

Our International Baccalaureate program seeks to promote responsibility over convenience. When you challenge yourself academically you demonstrate a commitment to reason, knowledge, understanding, perseverance, creativity and countless other benefits that transcend yourselves. Maximizing your talents enables you to bring about change by recognizing how to impact the system you operate in and by imagining meaningful and moral alternatives. The values necessary to create the world you ought to live in do not come from any institution; values come from individuals who comprise our communities.

What troubles me most about trends in American society is the peculiar embracing of apathy. Those who work harder on assignments are "overachievers," those who pursue more difficult paths of study are "elitists," those who value the truth that arises from questioning more than they value the obedience that descends from ignorance are "obstructionists." These are signs of a profound intellectual ailment. Only when we commit our system of education to fostering a sense of interactive community will we begin to realize the potential of our age.

Take recycling as an example. We have not had a recycling program for more than ten years when the environmental club, Operation Green, became the victim of a new trash-collecting contract. I do not recall any substantial discussions of concern when recycling bins were converted to trashcans. We talk about the convenience or inconvenience of vending machines, but rarely do we discuss the further responsibility that profiting from these machines should imply. Teachers don't hesitate to complain about the hours that vending machines are turned on or where they are placed. Students argue that they need more access to the machines and that they should be better stocked. These concerns only identify a need to satisfy immediate desire (teachers want a less disruptive environment, students want sugar). Our concept of democratic debate never gets past the

machines themselves. If we dedicate ourselves to an educational environment that promotes responsibility then we must question any actions within that environment that promote irresponsibility. We must wonder why we effectively have no recycling program at Douglas County High School. We must also address what educational pitfalls coincide with such an absence.

Most obviously our practices at Douglas County contribute to environmental destruction. If we argue that our excessive use of paper and the coinciding failure to reuse paper is for a "good cause" (with education functioning merely as an end in itself) then we identify the absurdity of our choice. Consider the reams of paper and the countless drink containers that we throw away each day. Members of any institution satisfied with such wastefulness can only justify such decisions by either declaring an indifference to the plight of future generations or by denying the significance of the impact. These are justifications of immorality and of ignorance.

Perhaps the most dangerous result of the absence of recycling is the failure of schools to model responsibility. This is a complete failure of the school community. If we do not even provide students with the chance to be responsible, they will not be. Many staff members concern themselves more with hats and dress codes than they do selfishness and wastefulness. If, on the other hand, students do not insist that this is their campus and insist that the nature of an agreement with a garbage collection agency is not enough to justify this waste, then the district will do nothing.

The cost of complacency is far too steep for education. We have students and teachers throughout this building, participating in many programs, who want to come together to discuss issues of real significance. Issues like environmental neglect, the nutritional value of school lunches, and the lack of emphasis on the arts, plague American education. It is my hope that we can use the organization of IB to facilitate such discussions school wide...and beyond.

Ib matters

Published by the IB Program and HuskieIBPO four times during the school year.
Contact anyone below for suggestions, comments, and submissions.

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How You Can Help . . .

- ⇒ **Donate money** to support our efforts ([in lieu of fundraising!](#)).
Payable to HuskieIBPO, send to Deborah Wick, DCHS south office
- ⇒ **Volunteer your time** to help with our activities

Did You Know... the NEW IBPO website:

- contains links to informative IB sites, samples of students' work, calendars, and past newsletters.
- allows you to **submit your email address** to receive timely IB info and notices.
- has an **IB Guidebook** that describes the IB program, diploma guidelines, AP vs. IB, student workload info, and CAS and Extended Essay explanations and guidelines.
- has an **IB Curriculum Guide** that shows the flow of courses for grades 9-12, along with assessment and IB exam descriptions, and has a worksheet for schedule planning!

www.HuskieIBPO.com

IB Graduate: IB in the Real World

by Nicole Duncan, '02

Six days after graduating from DCHS in 2002, my family sold all our worldly possessions and moved aboard a sailboat in the Florida Keys. After four years and numerous adventures I returned to school at CU Boulder as an Engineering Physics major.

During high school I debated the value of IB vs. AP. They're both challenging, look great on college applications and count towards college credit, provided you pass the tests. However, IB steps beyond traditional education, creating a unique experience which translates into the world beyond high school and college.

IB dissolved a portion of the cultural stigma attached to being a 19-year-old white American female sitting around tables of expatriots and revolutionaries in the jungles of Guatemala. To these people, taking the initiative to pursue an international education held weight.

IB helped me to create instantaneous bonds with fellow travelers. I lived on a schooner in the Caribbean with an IB graduate from Greece. We had the same education, almost as if we went to high school together.

The ability to hold a conversation with anyone in any genre of knowledge is a gift of education. I intellectually engaged artists, writers and reporters in Central America and the Caribbean using the international curriculum of art and novels provided by IB English and TOK. I discussed the magical realism of Isabel Allende's *The House of the Spirits* with a Belizean artist, and the political implications with a Guatemalan reporter.

IB Chem and Physics granted the foundational knowledge required to completely rebuild the 55-foot trimaran my family lives on. The boat rotted for 5 years and was half-sunk when we began to tear off the deck, rebuild the engine and patch the hull.

I found the true weight of the IB diploma outside academia.

The Orchestra Program at DCHS

by Megan Quilliam, '07

On March 23rd, the overture string, string, and chamber orchestras presented a "Spring is Here, Winter is Almost Gone" concert – and all that with a touch of Irish!

At Douglas County High School, the Overture Orchestra comprises students who are new to their instruments and have gained the permission of the instructor to participate in this orchestra. This orchestra does not require an audition before entering. This string ensemble focuses on basic skills and technique in music literacy and performance. This class is designed to give students the necessary background for higher level string ensembles.

If you are more familiar with your instrument, you may be interested in auditioning for the String Orchestra. This is an intermediate level ensemble class, and stresses performance and study of violin, viola, cello, and bass in various styles of orchestral literature. Chamber Orchestra stresses performance and study of the above instruments in various styles of advanced orchestral literature. This usually requires quite a bit of additional practice outside of class.

If you are interested in hearing the orchestras perform some popular movie theme music, come on May 17th, in the auditorium, at 7 p.m., and enjoy a fun evening of movie-themed music performed by a combined orchestra. For something really special, come and hear our graduating seniors perform solos, duets, and small ensembles at the Senior Showcase, at 7pm on May 19th.

IB Bulletin Board

Thank You to . . .

. . . **Kit Bazley and Smita Patel** for preparing November's newsletter for distribution.

8th Grade Incoming IB'ers !!! (particularly those open-enrolling)

Contact the appropriate DCHS staff ASAP regarding activities you wish to participate in next year at the high school, especially sports and performing arts. Activities often begin during the summer, and some even this spring! Don't miss out on practices and rehearsals held before school begins!

Newsletter Help

We are looking for help with the newsletter! Anyone wishing to help us coordinate articles (written by others) or helping to gather information for including in the newsletter, contact Renee Kurreck at bgump@comcast.net.

IB Exam Proctors Needed in May

The IB Department uses many parents to serve as proctors during the IB exams held in May. Most of the exams are 2 hours long or less, and will be held off-site in the Castle Rock area. If you can help during the first 3 weeks of May (even for just one day), please contact Kit Bazley ASAP at kitbaz@aol.com. The exam schedule can be found on the IB Parent Organization website, www.HuskieIBPO.com.

We Need Volunteers for IB Exam Snacks

The parent group would like to provide a "snack/relaxation area" for students at the May IB exam site. Please contact Kit Bazley at kitbaz@aol.com if you can help!

Students!! Submit Articles, Pictures to the Website

Showcase your work on the Huskie IBPO website! Check out the Student Gallery section, and submit your written or visual work through a link on the site. Photographs of student activities welcome! See www.HuskieIBPO.com.

To the Parapet, Bob!

Update on the Mural Project

by Lauren Greyson '06

As much as relations between students and teachers resemble the prisoner-penitent dynamic, as much as the vapid stares of students in the hallway on a Monday morning recall the defeated looks of inmates, and as much as the not quite off-white walls and fluorescent lights recollect the halls of some repressive institution, I have never believed that school is a prison. Really. Or at least I have never believed that school possesses an inherently prison-like quality.

But there does exist an undeniable aesthetic gloominess, a passing (note the bad pun as evidence) impression that one is being punished for an unknown crime. Predominately surrounded by surfaces of purple, white, or a daring combination thereof in which each color distinctly occupies a half of a rectangular area, we are expected to retain the motivation and imaginativeness that may have been present before we walked into the building. Day after day, we are, for the most part, faced with two colors that do not mix. Supposing the state of the walls is indicative of the attention and care bestowed upon those that view them on a regular basis, one would surmise that students, teachers, and corporate employees (categories that include nearly everyone) comprise the most universally despised creatures in Douglas County.

But I do not think this is true; I merely think that we forget. We forget that those walls are our walls, that the school is our school, that one may actually influence the outcome of matters handled in the abstract institutional realm. And the amnesia feeds upon its own blankness until we forget that we have even forgotten. There is no conspiratorial brain-washing involved. If we are walking zombies, then we have built our own graveyard. Occasionally, however, someone or something reminds us why we are so profoundly bored.

I recall, at one point last year, Mr. Fleet telling us, the students of one of his European history classes, that he had an idea. The class demanded that he share it. And he did, explaining that he envisioned a mural of many sections, painted by students of all ages, and united by the common theme of imagination. Although, for drama's sake, I would like to say that immediately following the articulation of this idea I could hear synapses firing rapidly throughout the room only to be interrupted by some ridiculously



Second-grade mural project winner Megyn Burnett from Soaring Hawk Elementary.

clever collective chanting, I will, for the sake of historical accuracy (we were, after all, in a history class), attest to the fact that nothing much happened. In fact, I am not sure when or how the original idea became what it is today: a 130-foot long wall that has been cleaned, primed, divided into thirteen sections (one for each grade level), and approved by the administration to be the site of a pan-feeder school mural.

But I remember parts. I remember being sufficiently intrigued by the notion to feel a twinge of frustration when it showed signs of disappearing from the realm of plausibility as quietly as it had arrived (I do not like watching pathetic dissolutions; there ought to be cymbals and an abundance of fizz). I remember telling Mr. Fleet of my intent to seek approval for the mural project and wondering whether or not he thought that I was serious, indeed, wondering myself whether I was earnest or merely curious to see what *could* be done should someone possess an ambitious hair.

But there it is, in the South Building, obnoxiously white, screaming at us to cover it with something artistic before, by way of the sticky hands that brush by it daily, it becomes just as forgettable as most surfaces within the school. If all goes as planned, elementary school students will begin painting this month, the older students soon after. And so, perhaps begrudgingly, I will admit that we (everyone that has helped with the mural to date) were serious all along, that although, looking back, events appeared to have unfolded automatically and solutions to have worked themselves out, each step necessitated a deliberate effort. History, in retrospect, always seems effortless-- that mis-

(continued on page 5)

Mural Project

(Continued from page 4)

conception comprises the bedrock of the uneasy comfort that characterizes our daily existence. No wonder we secretly feel as if we are about to topple. But, again, we forget. We forget that prisons are characterized by environments in which no one will let ideas survive while merely boring places are characterized by environments in which no one bothers to ensure that they do. We forget that walls and even foundations can be changed before they inadvertently change us. And we forget where we have placed our trebuchets.

On a slightly more concrete note, we are very much in need of supplies to finish the mural before the year ends (brushes, additional paint, protective coatings). If you are interested in donating money, supplies, or fundraising expertise, please contact me at lauren.greyson@gmail.com. Also, additional information concerning the mural project, including pictures of designs, can be accessed at www.huskieibpo.com/huskieMural.htm.

IB Council Update by Kate Spencer '07

Currently, the main focus of the IB Student Council has been the mural project, which should be completed by the end of the school year. The council hopes to have a student from each grade level in the feeder area, kindergarten through twelfth grade, paint a panel of a wall in the south building.

The council, along with the IBPO, is also still seeking any IB-related photos to possibly use in a publication at the end of the year. It is unsure whether these photos will be compiled in a yearbook/scrapbook type of publication, an online compilation, or both! Any IB-related photos are welcome....photos of CAS in action, IB classes, IB theatre/musical productions, IB artists, and IB athletes are just a few possibilities. Go ahead—grab your camera and catch IB students in action!

In an attempt to develop a connection with the ESL students of the high school, an IB/ESL party was held recently during advisement. This gathering was an opportunity for IB students to brush up on their foreign languages, as well as for ESL students to get to know IB students. The council plans on maintaining this relationship with ESL in the future....rumor has it that a soccer game involving ESL and IB will be held this spring in order to expand contact between IB and ESL. Keep an ear open for further information if you're interested in playing!

IB Council is also hoping to institute an association with IB schools overseas. Many of you recently received a sign-up sheet for international penpals. Currently, a connection has been established with an IB school in New Zealand, and the council is waiting as our contact finds possible penpals for IB students at DC. Limited contact has also been established with a French-speaking school in Canada, but no strong relationship has been formed yet. Hopefully as time progresses, these relationships can be solidified and developed even more.

Members of the council have also recently been discussing possible ways to expand and/or change the structure of the council. At this time, the council consists mainly of IB juniors and seniors, but members are hoping that more freshmen and sophomores will become interested in joining for the upcoming school year. Joining IB Council is a great way to develop key leadership skills and make a visible impact on the school. With any luck, the council can play a more central role as a governing body next year. Contact Mr. Fleet if you are interested in joining.



Nick Zhou '07

IB
Art
Gallery

Phyllis Chen '07



Emergency Training Held

by Joe De Luca '07

With the deadline for our CAS hours looming in the distance, most IB'ers are searching for some fun activities to fulfill our CAS requirements. The CPR, First Aid, and Automated External Defibrillator (AED) classes hosted by the Castle Rock Fire Department were perfect examples of fun CAS-oriented activities.

Early in the morning on Saturday, March 4, 2006, four IB Juniors (Aaron Bercellie, Matt Fiddler, Kyle Kissick, and Joe De Luca) went to the fire station expecting little more than a rehash of eighth-grade health class. However, we ended up having a fun, eight-hour day and left with life-saving skills.

At the fire station, we learned how to save a person's life in diverse situations—from the workplace to the outdoors. We started each life-saving skill by watching an instructional video that was surprisingly entertaining, and then we performed the techniques the video taught us. For example, during the CPR unit we worked with dummies that accurately simulated giving CPR to infants, children, and adults, so that we were sure to understand each type of person's unique lung capacity. During the First Aid training, we learned how to deal with all types of cuts, bruises and burns. We finished the day with the AED, or as we called it, the "shock machine." An AED is used to shock the



heart to get it beating again after cardiac arrest, and is a common, yet virtually unknown, item in the workplace.

I must note that we had a wonderful instructor, Ms. Charlotte Watts, who shared many of her interesting stories from her adventures as a firefighter/paramedic.

Mind Benders

by Suzanne LaRue, Parent '06

1. If two typists can type two pages in two minutes, how many typists will it take to type 18 pages in six minutes?

a) 3 b) 4 c) 6 d) 12 e) 36

2. Which of the figures below the line of drawings best completes the series?



Choose:



3. For the verbally-talented: What English word can be added to the beginning of each of these words to make another English word?

CARD BOX CODE BOX HASTE

Source: Mensa.org site's "Workout" test.

Answers: (1) 6 (2) the last one (3) post

IB COUNCIL NEEDS NEW MEMBERS

Oh, tragedy! Next year, after several lovely IB seniors have graduated, they will leave vacant several places in IB Council.

Oh, joy! It's your turn to get in on the fun! Join IB Council!

It's just what it sounds like: an IB student and teacher organization that coordinates projects to augment the IB experience, integrate IB into the larger school and Castle Rock community, and anything else that strikes us as particularly worthy or fetching.

If you will be an IB freshman, sophomore, junior, or senior in the 2006-2007 school year (and chances are you will be), then consider joining us. Talk to Mr. Fleet for more information.

—Maddy LaRue '06

When I Hear "IB"

by Madi LaBorde '07

The International Baccalaureate program. IB kids. The typical student makes a grimacing face and laughs at the supposed stupidity of those crazy nerds, but we really aren't *that* bad. Only half of us get excited when we discover the real life application of derivatives.

Us crazy IB kids like learning. So what? We realize how important our education is, and appreciate the depth of education we receive in the IB program. I asked a few of my peers what they thought of when they heard the words "IB," and their responses managed to generate a laugh and some reassurance (on my part at least).

"When I hear the words "IB," the first thing that pops into my head is how much homework I need to catch up on. The first word that pops into my head is 'commitment;' the first sound that pops into my head is a squashing sound. The first 'sight' that pops into my head is the faces of the kids in it. How do I really feel about it? Well, while at times I feel like I'd rather gouge my eyes out than do one more project, I've realized that it's a great program, with good teachers and good members as well. I love those kids. Tadah!" says Holly Richardson.

IB teaches essential skills; no, it forces skills upon its students and teaches them how to elegantly digest the skills and material, then take that material and produce an understanding on the deepest, most philosophical level you can muster. The

trick is it has to truly mean something, and the cool part is, it usually does—it means a lot.

What does "IB" mean? "It means a loss of sleep and tons of homework, and answering questions on tests that I don't even know what the question is asking, and learning to bluff my way through things that I'm not completely sure about, and learning how to succeed while procrastinating until the very last minute." — Lauren Jennings.

What do you think of when you hear the words "IB"? "I think of pompous, or at least trying to be. I think of pompous but having intellect to back it up," says Colin Delargy. IB, hopefully, helps its students define and find a sense of intelligence, and how to use it internationally.

But then one must think, is it worth it? Can an IB kid have a normal life? Is the time spent on homework and the brain stretching thoughts too much? I suppose the answer depends upon each individual; but the individual will know what priorities must come first in his life.

No matter how endearingly we speak of IB, it's still an international accelerated program; it challenges all of us daily; it takes up our time, and we learn to make sacrifices, and we learn to manage our time. But, in the end, our true wants take precedence, and time can be made for the things we truly wish to do.

One should not think that because he plays football, IB just won't work. Quite a



— Jared Quan '06

TOK . . . The only place at DCHS where "nuts" are not only allowed, but part of the curriculum.

fair amount of IBers are athletically active; all IB kids are active in some ways. They *do* find time for their soccer games, club meetings, speech and debate tournaments, band concerts, theatre performances, fur protests, or 4-H clubs. It truly is up to that individual.

A large part that makes IB manageable for most students is the realization that you're far from alone. There are others right there with you, doing the same exact project, staying up until 2 a.m. just as you are. But, I find, a big, fat, red "A" on the top of your paper can compensate for sleep any day.

Kudos to the Kids

Parents, students and staff:

Please help us recognize the IB kids in this new regular feature by submitting their accomplishments to Renee Kurreck bgump@comcast.net !

Denver Metro Regional Science Fair Participants

- CC Empey (11)
- Meghan Quilliam (11)
- Jia Hao Hu (11)
- Rebekah Knappe (11)

FBLA District Conference

- Taylor Evans
 - Intro to Business (2nd)
 - Website Team (5th)
- Rebekah Knappe
 - Job Interview (6th)
- Dhwani Kothari
 - Scrapbook (1st)
 - Website Team (5th)
 - Job Interview (6th)
- Cody Monroe
 - Public Speaking II (10th)

SPEECH and DEBATE Tournament

- Madi LaBorde (11) qualified for state
- Joey Azofeifa (10) semi-finalist at state

HUSKIES of the MONTH

Chosen for improvement or contribution to the school, an unselfish act or significant academic or character growth

- February**
 - Chad McGraw (9)
 - Bailey McHenry (9)
 - Bradley Samuels (11)

