



IB matters

A World for Learning

September 2006

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

Volume 10 Issue 1

Fall IBPO Events!

IB Parent Organization Planning Meeting

Thursday, September 28
7 p.m., DCHS Library, Garden Room

We want your input! Tell us what you want the IBPO to do for you—what are your issue and ideas? How can we help to make the IB program better?

IB Information Night — Current Students

Thursday, November 16
7 p.m., DCHS Auditorium

CAS... sixth subject options... diploma requirements...prerequisites...high and standard level choices... This information night is for current 9th and 10th grade parents and students. Hear details of the IB program—and bring your questions!

Print copies of the DCHS Guidebook and Curriculum Guide from our website and review beforehand to make the session more productive! (www.HuskieIBPO.com)

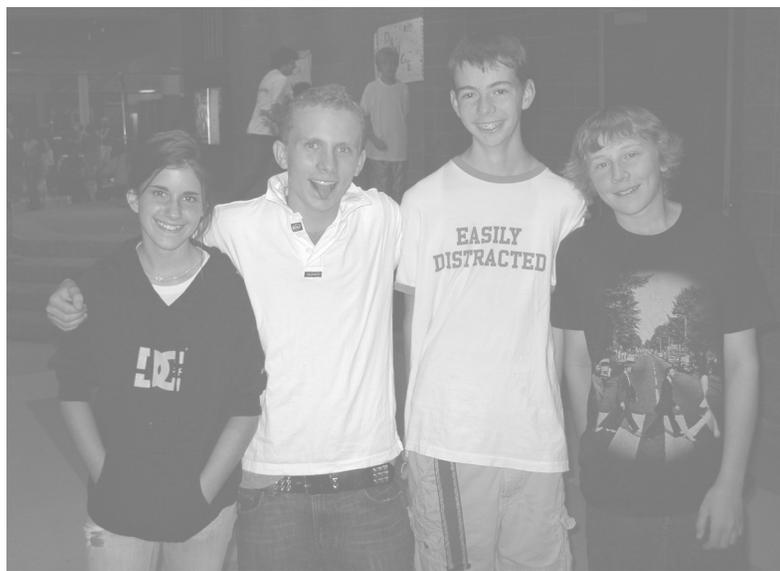
IBPO Special Presentation:

“Beyond FAFSA... Maximizing Financial Aid for College”

Wednesday, October 11
7:00 p.m., DCHS Auditorium

Not all colleges are created equal, especially when it comes to awarding financial aid and merit scholarships. Learn about the two methodologies used by colleges to determine financial aid (institutional and federal), why some colleges give more than others, and how to choose appropriate colleges to maximize aid for your student.

Our speaker, Diane Schaefer, MA, LPC, is an educational consultant who has successfully helped many families with her process as they make their way through the college admission process.



Freshman Ice Cream Social

Several freshmen pose for a picture at the August Ice Cream Social. Students and their parents got a chance to talk to current IB students about the IB program and ask questions of IB teachers who also attended. *Photo by Denis Brown*

in this issue

- ... Important announcements by grade
- ... International CAS trip being planned
- ... A Blueprint for the College Application Process—*advice from a professional college counselor*
- ... How points are determined in awarding the IB Diploma
- ... An IB graduate's experience in China
- ... Fall college fairs
- ... 2006-7 standardized testing dates
- ... *and more!*



Coordinator's Corner

by Gretchen Simons,
Assistant IB Coordinator

Last spring, students in Michelle Fleet's Junior IB English classes collaborated on multi-media human rights projects as part of their study of World Literature. Topics ranged from genocide in Darfur to the suppression of North Koreans to anti-Semitism in Europe. Two students, Tyler Beebe and Lauren Jennings, investigated the widespread use of child soldiers forced into government armies and rival militias in the Congo.

As a result of their research, writing, and presentation, these two students expanded their project to raise awareness about the issue throughout the school and held a bake sale to raise funds. CAS hours came as a by-product of curiosity about world events.

For those of you new to the program, 150 CAS (Creativity, Action, and Service) hours must be completed by all IB students in order to receive the IB Diploma.

Teachers throughout DCHS help students broaden their global view. But individuals should also take time in their hectic schedules to keep an eye on world events.

What's in it for you?

Students can increase vocabulary, reading comprehension, critical thinking, problem solving, oral expression, and listening skills by keeping up with the news.

Discussion of current issues can open communication between students and their parents. Young adults crave discussion about important events, and what safer place than with their family can students question an often-confusing world?

Research suggests that students who use newspapers tend to score higher on standardized achievement tests—particularly in reading, math, and social studies—than those who don't use them.

Issues that arouse student curiosity can provide meaningful CAS experiences.

Beyond these personal advantages, why should students care? The IB mission statement provides an answer:

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 interna-

tional 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.

George Walker, former Director General of the IBO, in a speech delivered to the IB Asia-Pacific Conference in 2003 in Singapore, clarified the third—and probably most controversial—sentence in the mission statement this way:

"[The IBO] agree that in some situations a different point of view can be right when viewed from the different reference point of the person who is holding it," and that "we must try to understand why that person believes that s/he is right."

Walker mentions one frequently quoted example, the Medieval Crusades. The West has traditionally viewed them as liberation of the holy sites from Barbarians, while the East has seen them as an "unwarranted invasion of holy sites by a different group of Barbarians." Who is right?

We might argue that modern technology allows us to see "with our own eyes" what *really* happens in the world today, but how different will events in Iraq or on the Israeli-Lebanese border appear on Fox News and Al-Jazeera? Watch the news in French or Spanish for yet another take on world events.

Does this mean that IB students should accept every belief as right? Of course not. But by understanding differing perspectives and acknowledging the complexity of conflicts, we may better contribute to their solution.

The business of IB is learning, not recruitment for the Peace Corps—although some of our best and brightest have taken that route. But the prominent role of service in IB invites students to question and improve the world as only those informed on current issues may do.

Is it possible to take part in IB, with all of its academic and CAS requirements, and still pay attention to the political and social issues that will determine what kind of future we will live in? There is no small irony in asking the busiest students in school to add yet one more commitment to their day. However...

Only those students who care—and investigate—the world beyond their immediate concerns will gain the full benefits of an IB education, regardless of the total points earned towards the IB Diploma or the number of credits granted by a university. It's up

IB matters

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My Sister Survived, along with Many Others, the Dreaded IB Junior Year

by Adrienne Quilliam, '10

Going into the Pre-IB program as a freshman this year was easier for me than others because I know first hand that although it might be difficult, surviving junior year of IB is possible! If my sister hadn't made it look easy, I might not have decided to take the plunge and apply to the IB program.

Megan, my sister who survived, had a really stressful junior year. From a 4:30 a.m. wake up, to getting home at 8:30 p.m. after her Theory of Knowledge class, and numerous other extra-curricular activities, she was able to prove that there is hope for all of us Pre-IB freshmen and sophomores.

I know why I want to be here, doing the IB program: the international standards, international grading of exams and essays, exposure to international ideas, and practical things like college credit and acceptance to good colleges. The hard work and hours spent are worth it! Those thoughts of college are looming big for my sister at the moment—the letters from good colleges arrive to woo her, and I know they're coming to all the IB seniors. I can see how worthwhile the hard work that she has put in over the last three years has been!

Don't get me wrong—what all those IB seniors went through last year wasn't easy. There have been nights that I know she's gone to bed well after midnight, with a 4:30 a.m. wake up to be at her zero hour IB Music class at 6 am every morning last year! But she managed to do the IB and not let up on her three music lessons per week, along with all the practice that goes with that, and her club and varsity tennis. I know for a fact that many IB seniors this year manage their very full course-load, which for many includes zero hour classes like IB Music and IB Theatre, and for all include TOK until 8 p.m. on a Thursday night. And all have a huge life beyond school and all the work that comes with that: school

sports, club sports, and other extra activities after school!

I've also heard that there are a number of siblings at various stages of the IB program. They're in the same position as myself and are willing to put in the hard work to reap the benefits. The fact that many younger brothers and sisters are enthusiastic to try to make the same sacrifices speaks volumes to me.

I hear that there are about 65 seniors this year, the biggest number yet in the IB program in DCHS. I want to say congratulations to all of them. I have seen the effort that goes into staying in the IB. But I can also see the teamwork that has kept them there and the friendships that have developed. I can also see that there is hope for us freshmen who are still feeling a little daunted and maybe a bit unsure of our staying-power. I am watching, though, how worthwhile every minute staying in the IB is. I know that our seniors are well set up for the future with the education they have gained and hard work they have put in, to gain their valuable diploma at the end of this year. Let's hope that we can be examples for the freshmen class of 2010 in the same way!

Don't Be Left in the Dark!!!

We will be sending out regular email notices regarding IB information and opportunities, for both parents and students.

You will only receive this information if you provided a current email address!

Please keep your email addresses current, by sending any changes to HuskieIBPO@yahoo.com

If you haven't yet submitted this information to us (on the pink/red IB Contact Form), you may also do so at the above email address.

Please include your child's name(s) and grades.

Parents Proctor and Feed Students at IB Exams

Special thanks to all those parents who donated snacks and money last May for the students taking IB / AP Exams!

The donations were overwhelming and we're very sorry that we can't thank each of you individually, but one thing for certain is that Deborah Wick's office was often overflowing with snacks and drinks. All students who stopped into the snack room before or after exams were most appreciative. The testing process is very stressful, and having food and drink available provided food for thought before an exam and an opportunity to unwind and relax afterwards!

Testing is the culmination of the entire IB program, but without parent volunteers to proctor (aka "invigilators"), the examinations could not be conducted! Testing takes place throughout May and can start as early as 6:00 am, with each test typically lasting 2 or more hours in both morning and afternoon. ***Please consider volunteering before your student is a senior, as you cannot invigilate your own student's exams!***

IB GRADUATE REPORT:

Living abroad and being happy: My experience with IB and teaching in China

by Chris Sall '01

Living in China, I have gotten used to not understanding most of what happens around me. I no longer have the power to eavesdrop freely. I usually can only understand part of what is written on street signs, and then hope that it's the important part. Every day I face uncertainty, which is why life here is so much fun.

When I signed up to teach English at Yunnan University, I had little idea what I was getting myself into. Several days before the semester began last August, my boss handed me an envelope containing my course schedule and a textbook. Up to that point I didn't know what classes I would have, so I was surprised to find out that I would be teaching business oral English to third-year undergraduates. As anxiety bubbled up in my stomach, I thought, "Business English? I know nothing about business. I majored in history for crying out loud." Being a first-time teacher assigned to a subject I had never even studied, I felt as if I had been handed a map and then was told to drive where no roads were shown. I prodded my boss for more information:

"Are my students studying English as their major?"

"No. Their majors are business management, tourism, and accounting."

"At what level is their spoken English?"

"Intermediate."

"What does that mean?"

"They are better than beginners, but not quite advanced."

My line of questioning stopped there. I was frustrated but determined to hammer out a syllabus for the first day of class.

That day came all too soon. Standing in front of the classroom, my palms sweated as I gripped the podium. Thirty faces and sixty curious eyes gazed at me. I shuffled through my notes, reading over my script one more time. A few students cracked jokes and tried to muffle their snickering by covering their mouths with nervous hands. The bell rang, and I launched into my introduction. "Hello, and welcome to oral English class! You can call me Chris." I scribbled my name on the blackboard. "I'm from the United States." I paused to steady my nerves, took a deep breath, and then continued in Mandarin. "Tong xue men hao! Huan yin ni men lai shang wo de ke!" The room erupted with rounds of applause and laughter, getting louder and louder with each broken

sentence I spoke.

Even if my speech was full of mistakes, I considered it a success. Later, my students informed me that it meant a lot to them that I was learning their language. The way they saw it, I had demonstrated a willingness to reach out to them. While I hoped that this also meant they would be more interested in studying English, in reality I knew that was hoping for too much, and I was happy they at least appreciated my efforts.

Looking back, my first week taught me a lot about what it takes to overcome culture shock. Adapting to life in China requires patience, flexibility, and openness. It was a long time before I came to accept that the frustrations that are part of my daily life here, whether it's being informed of my class schedule only a few days before the semester begins, being unable to take a warm shower on cloudy days when our apartment's solar water heater is useless, getting lost because a bus route has suddenly and unexpectedly changed, or having no way to talk with my family sometimes. A lot of expatriates talk about having "I hate China" days, and I am no exception. But I tend to have more "I love China" days because I've learned to think across the cultural divide.

Putting yourself in somebody else's shoes is an acquired skill. All too often, when we are confronted with foreign customs, such as the tendency in China to do everything at the last minute, our initial reaction is to simply pass them off as being foreign. There is great safety, though little value, in not trying to understand the reasons for why things are the way they are. Questioning differences is less comfortable, but far more rewarding because we tear down the wall between what we think is familiar and foreign. For example, why should people in China place much emphasis on giving advance notice when even the timetables posted at bus stations are often unreliable and when rapid, unpredictable change is a fact of life? Good questions blur obvious lines of difference and allowed intricacies to bloom. It is through asking good questions and then being open to new ideas that conflict with our preconceptions of what is normal that we really move beyond making simple comparisons with the U.S. Only then do we begin to under-

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Sending Our Seniors Out in Style

by Kate Spencer '07

As many of you may know, the IB Class of 2006 received a special send-off last May. IB Council and the IBPO banded together to host a picnic for the 2006 seniors. IB Council was lucky enough to receive a \$100 donation from the parent organization, which went toward buying pizzas and quirky gifts for the seniors. Gift bags consisted of items vital for survival in college: erasers, pencil toppers, small notebooks, bubbles and Frisbees (always must-haves), and of course, the ever iconic IB logo pencils. On top of the monetary donation from the IBPO, parents also donated drinks, desserts, side dishes and other tasty munchies in addition to cups, napkins, and eating utensils.

The picnic was a great success, complete with games of soccer and Ultimate Frisbee. Teams were formed, and even teachers joined in to test their skill with the flying disc. It can be safely said that there was no clear-cut winner of the games—however, one would be unwise to under-



estimate the goal-keeping skills of our very own IB coordinator.

IB Council wishes to extend a special thanks to the parents who donated money and goods. Without your help, the picnic

never would have been a reality. Finally, a last shout out to the IB Class of 2006: *Go forth and eat babies!*

IB Graduate in China

(Continued from page 4)

stand the unique cultural rules under which other people live. For me, that is when “I hate China” days are transformed into “I love China” days.

I first became aware of the importance asking critical questions and thinking across cultures when I was in IB. That was thanks to outstanding teachers, including Steve Fleet and Matt Wigdahl among others. Mr. Fleet and Mr. Wigdahl team-taught the TOK class I took. Whether we were reading the Tao Te Ching, listening to Thelonious Monk, or watching an avant-garde French film, Fleet and Wigdahl were masters of coaxing out thoughtful discussion. They knew how to ask the right questions and to challenge reluctant students to think in new ways. With their guidance, when I graduated from IB I not only had the basic intellectual tools to be successful in college, I also had begun to acquire the skills needed to become a happy world traveler.

IB provides a valuable high school experience for anyone interested in traveling. In particular, studying a second language is essential. This is coming from someone who, honestly, did not fully appreciate the value of knowing a second language at the

time. I spent most of my time in German class doodling or trying not to fall asleep. I thought, “What’s the point? I don’t plan on going to Germany, and I’m only taking the class to fulfill a requirement.” Well, now I’m a converted language dork. Knowing another language makes a crucial difference. In China, I’ve had conversations with students, farmers, monks, business executives, artists, policemen, taxi drivers, and Communist party members that wouldn’t have been possible otherwise. I’ve even taken an American friend to the emergency room. Trust me, language is really important, and in retrospect, I wish I had paid more attention in German class.

If you want to live abroad someday, I encourage you to really consider the value of getting an international degree. Thinking and living globally requires a lot of mental preparation, and so long as you are conscientious, the IB program will give you skills that you’ll need to survive. Take advantage of it.

After he graduated from DCHS in 2001, Chris attended Whitman College in Walla Walla, Washington. He wrote this article at 37,000 feet, while flying back to China for a second year of teaching. If you’d like to talk more with Chris, or if you know another IB graduate who is living abroad, please email him at teacher.chris.sall@gmail.com.

Diane Schaefer:

A Blueprint for the College Application Process

Editor's Note: Diane Schaefer is an educational consultant, who made an extremely informative presentation to us last spring on "Strategies for College Admission." She will speak to us again in November on the topic of college financial aid. Diane has graciously agreed to write a regular column for us this year on a variety of topics related to college admissions.

The fall can be one of the busiest seasons for high school seniors who can find their time committed to a blur of school and family activities; the college application process can add stress to even the strongest. To get to the finish line you can maximize your efforts if you do the following: 1) Organize 2) Intensify Research 3) Implement a Writing Strategy

Organize

To get organized, set up a calendar using your earliest application deadline and then push that deadline up by 2-3 weeks. Having your applications completed that far in advance gives you plenty of time to focus on the other components you will need to track, such as sending test scores, fees, and letters of recommendation. You will burden the very people who are trying to write positive things for you if you show up as a last minute person who needs something fast, so plan ahead.

The colleges use the following three categories of deadlines. Check with each college to see their specific dates.

a) Early Decision (ED) and Restrictive Early Action (REA)

These are the earliest of the deadlines and are meant specifically for a single choice school. You may only apply to one of these in the early stage. Typically, students that have made a thorough investigation and matched their needs and interests to those offered at one particular college, as well as recruited athletes, are using the ED deadlines. ED is a binding agreement that you'll attend that school if accepted.

b) Early Action (EA) The second type of "early" is Early Action, a non-binding application that gives a student the chance to apply without the promise to attend. One advantage to using an early application approach is it positions the applicant in front of admissions with a serious intent to attend there if admitted. Also colleges that are trying to attract the best students through merit awards often use the early pools to target these applicants.

c) Rolling and Regular Decision: Rolling means they admit on a first come, first served basis and roll out acceptances until the class fills. In some cases you should apply to rolling admission schools with your earlier deadlines. Regular pool is the largest group of applications and most of Colorado's Colleges and Universities utilize rolling and regular deadlines. (Colorado College is the only ED school; Regis University, CC and DU all offer EA.)

Fall College Fairs

www.collegefairsdenver.org

Out-of-State College Night

Thurs. October 12th, 2006

6:30 – 8:30 p.m.

Thomas Jefferson High School

3950 S. Holly, Denver

Saturday College Workshop

Saturday October 14, 2006

10:00 a.m. - 2:00 p.m.

Cherry Creek High School

9300 E Union Ave, Greenwood Village

over 250 schools represented

classes and workshops available on various topics

Colleges That Change Lives

www.CTCL.com (see website for attendees)

Tues. Sept. 12, 2006 @ 7:00-9:00

Hyatt Regency -- DTC

7800 E. Tufts Ave, Denver

Your timeline and calendar need to include deadlines, time to work and develop your essays and retaking tests. **Remember, deadlines were created to eliminate people, so try not to become part of that statistic.**

Intensify Research

The second task of the fall is to deepen your research into the colleges you are considering. This research becomes the cornerstone of your applications because it helps you justify the reasons for wanting to attend. Schools are looking for students that will bring their interests to their campuses and engage their faculties. They want people who will be invested in the college beyond the classroom by tying together activities with the resources offered there.

Your research should address more than just the most immediate aspects of the college; get past the buildings and setting and figure out what is happening behind those walls. Showing admissions you are genuinely excited about the potential for growth because of how the college will deliver a program designed to fit your needs makes a convincing argument. That is ultimately what your research should lead you to understand.

Lastly, add to your understanding by utilizing the remaining ways to interface with admissions by a visit to campus, a talk with representatives and alumni, or by attending a class. In today's college market, with so many qualified applicants, you must be able to demonstrate to admissions that you understand what is available to you there and how you intend to use that.

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Where Did They Go?

IB Graduates 2006

Colin Apke	CU – Boulder	Lauren Lopez	Metropolitan State College
Paul Brayford	CO School of Mines	Millie Mays	US Air Force Academy
Caryn Brick	CU – Boulder	Brittany Moran	University of Denver
Mary Cadwell	CSU	Christopher Muscato	UNC
Ashley Calhoon	UNC	Genna Neth	Metropolitan State College
Kate Dennett	Amherst College	Jennifer O	CU – Denver
Courtney Devers	CU – Colorado Springs	Anusha Pabbati	University of Rochester
Sarah Devriese	CO School of Mines	Sergey Petrossov	University of Florida
Chelsea Dickkut	Arizona State University	Chau Phan	CU – Boulder
Karli Fisher	University of North Dakota	Jared Quan	CO School of Mines
Erika Francis	Unknown	Chelsea Rafter	CSU
Bradley Gilbert	CSU	Isla Schanuel	CU – Boulder
Kendall Greene	CO School of Mines	Lauren Schoeffler	Univ of North Carolina, Chapel Hill
Pamela Grey	CU – Boulder	Sarah Stephens	CSU
Lauren Greyson	International University Bremen	Laura Stoughton	CSU
Christine Griffith	CU – Boulder	Alexandra Tingle	CU – Boulder
Colleen Hall	University of Denver	Aaron VanBerg	CU – Boulder
Amy Howard	Colorado College		
Caitlin Johnson	Coe College		
Sarah Johnson	University of Denver		
Madeleine LaRue	International University Bremen		

...and Where They Chose NOT To Go

Our students were also accepted at the following colleges but chose not to attend:

American Univ of Paris	Platte School of Mines
Baylor Univ	Purdue Univ
Bethany College	Regis Univ
Carnegie Mellon	Seattle Pacific
Colorado Christian College	Sterling College
Cornell College	Univ of California – Berkeley
Drake	Univ of Chicago
Embry-Riddle Univ	Univ of Miami
Florida Tech	Univ of Missouri, Kansas City
Franklin College	Univ of Oregon
Hobart and William Smith College	Univ of South Carolina
Iowa State Univ	Tiffin Univ
Kansas State Univ	Trinity College
Lehigh Univ	Tulsa Univ
Lewis and Clark College	Union College
Macalester College	Wake Forest Univ
Maryville	Washington Univ
Michigan State Univ	Wayne State Univ
Northern Arizona Univ	York College
Oral Roberts Univ	
Pace Univ	
Pacific Univ	

College Standardized Testing Calendar

SAT Reasoning / Subject Tests

www.collegeboard.com

	<i>Register by</i>
October 14, 2006	Sept. 12
November 4, 2006	Sept 29
December 2, 2006	Nov 1
January 27, 2007	Dec 20
March 10, 2007 *	Feb 2
May 5, 2007	Mar 29
June 2, 2007	Apr 27

* No subject testing

ACT Testing

www.actstudent.org

October 28, 2006	Sept 22
December 9, 2006	Nov 3
February 10, 2007	Jan 5
April 14, 2007	Mar 9
June 9, 2007	May 4

College Application Process

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Implement a Writing Strategy

Implementing a writing strategy for essays is the third way to finish strong. Deciding beforehand on two to three themes to write about, ones that best exemplify who you are and what you want from the college, will help you represent a strong view. Your own self-assessment should help the admission officer see beyond the numbers. Themes can be about your background and your interests, and should also step the reader through the progression of your academic growth. To begin the writing process, first think of the essay as an intellectual autobiography, one where you delineate the most important experiences that have contributed to growth and awareness.

Many of the prompts used for essays in applications are purposely meant to be broad in scope, directive and are not the topic and thesis statement of the essay. These you design based on your self-knowledge and autobiographical stance. Within the framework of the topic and thesis, you are writing about the college fit as it relates to you and your vision for yourself (see example below). Good writing requires many revisions and a feedback mechanism. Set up readers that have no bias about you and are adept at understanding the age group. Present the reader with a series of questions to answer and proof for content, saving mechanics and spelling as the very last. Be sure you do not send

essays with errors, as this will hurt your chance of a good first impression.

Example of a theme taken from prompt to topic to thesis:

Prompt: Evaluate a significant experience you have taken and the impact on you.

Topic: My passion for the arts and the demands of IB

Thesis: Choosing the challenge of an IB program while continuing with my interests in drama has helped me develop a strong work ethic and an appreciation for the arts. By learning how to balance the demanding schedule as the lead in the play, I learned how I could continue to add to my artistic sensibilities while maintaining the highest standards for my education. My goal throughout college and most likely into my adulthood is to enrich my life through a blend of these two pursuits.

Diane Schaefer, MA, LPC, is a licensed professional counselor who works independently as an educational consultant for families and students as they make their way through the college admission process. She has assisted hundreds of families with successful results with her process. In her next column, she will address issues of financial aid. Ms. Schaefer may be reached at (720) 291-5915.

College Recognition of IB:

SMU's New IB Diploma Scholarship Program

The following article was obtained from the [IBNA University Recognition: Trends and Issues Newsletter](http://newsmanager.commpartners.com/ibourti/issues/), dated November 10, 2005. See <http://newsmanager.commpartners.com/ibourti/issues/>

Michael Clarke, Director of International Admissions and Relations has informed IBNA that Southern Methodist University (SMU) in Dallas, Texas will inaugurate the International Baccalaureate Scholars Program with the fall 2005 semester. SMU developed this comprehensive program for IB diploma recipients because it understands that the IB Diploma fosters the habits of independent inquiry, time management skills and community involvement that augur well for success in

university level studies. In addition, the international nature of the IB program as well as the international experiences of many IB Diploma recipients will provide a global component to the university's liberal arts education.

The SMU IB Scholars Program provides financial rewards to IB Diploma recipients; special program opportunities for IB Scholars; a personal faculty, staff, or peer mentor; and curricular opportunities that build on the special features of the IB curriculum the Scholars have completed at the high school level.

In addition to receiving academic credit for Higher Level exams on which the candidate has scored 5 or above, the IB Scholar will receive scholarship funds

based on their diploma exam score. A score of 40 or more points receives \$12,000 annually, a score of 35 to 39 points receive \$8,000 annually, and scores of 30 to 34 points receive \$4,000 annually. Scholars will continue to receive scholarship funds each year if they maintain a cumulative grade point average of at least 3.0 at the end of each spring semester. IB Scholar awards are in addition to other scholarship awards amounting to no more than the total of SMU tuition and fees.

Special programs will be offered to IB Scholars. These will include invitations to special lectures and symposia as well as opportunities to meet visiting scholars, artists, business leaders, politicians, and

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Q & A

Question: What are the requirements for obtaining the IB Diploma?

The IB Diploma is awarded on the basis of a system in which a student's completion of each component of the program is assigned points. There are 45 possible points to be awarded.

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). Internally assessed coursework usually counts for a minimum of 20% of this final grade. The final written exam counts toward the remainder of the grade for that subject. The score from the TOK (Theory of Knowledge class) assessment, combined with the Extended Essay, results in a maximum of 3 additional bonus points toward the overall Diploma score. (See below)

To earn a Diploma, the following requirements must be met:

- ... Six subject tests must be taken.
- ... A minimum of three HL subject tests must be taken with an average score of 4.
- ... A minimum of two SL subject tests must be taken.
- ... Successful completion of the TOK class, the Extended Essay and CAS (Creativity, Action, Service hours).

Failing conditions include:

- ... HL exams: a grade of 2, or a grade of 3, not compensated by a grade 5 in another HL exam
- ... SL exams: a grade of 1, or

more than one grade 2

- ... Overall: more than three grade 3's, or more than one 3, if there is a SL grade 2
- ... TOK and Extended Essay: receiving an "elementary" grade in both of these ("elementary" is the lowest grade possible)

To be awarded the Diploma, students must obtain a total score of at least 24 points. However, students that have only one failing condition, but have a total score of at least 28 points, will be awarded the diploma.

The Diploma cannot be awarded, whatever the total score, to candidates who have:

- ... received a grade 1 in any HL subject
- ... not submitted an Extended Essay
- ... not followed a course in the Theory of Knowledge
- ... not engaged in CAS activities

Further explanation of all these components may be found in the DCHS Guidebook, which may be viewed or printed at www.HuskieIBPO.com

Diploma Points Matrix for the Extended Essay and Theory of Knowledge

		Theory of Knowledge					
		Excellent	Good	Satisfactory	Mediocre	Elementary	Not submitted
Extended Essay	Excellent	3	3	2	2	1	N
	Good	3	2	1	1	0	N
	Satisfactory	2	1	1	0	0	N
	Mediocre	2	1	0	0	0	N
	Elementary	1	0	0	0	Failing condition	N
	Not submitted	N	N	N	N	N	N

Determination of Diploma Bonus Points

A candidate who, for example, writes a **good** extended essay and whose performance in Theory of Knowledge is judged to be **satisfactory** will be awarded 1 point, while a candidate who writes a **mediocre** extended essay and whose performance in Theory of Knowledge is judged to be **excellent** will be awarded 2 points.

A candidate who fails to submit an extended essay will be awarded 'N' for the extended essay, will score no points, and will not be awarded a diploma.

Performance in both the extended essay and Theory of Knowledge of an **elementary** standard is a failing condition for the award of the diploma.

IB Bulletin Board

10th Graders—take the PSAT for Practice!

11th Graders—take the PSAT for Real!

Sign up to take the PSAT on October 18. For juniors, this is the test for determining National Merit awards. For sophomores, this is good practice for the real thing (no, it doesn't count!) And if you check off the student search box, your mailbox will fill with college solicitation brochures to ponder . . . Sign up in the counseling office starting September 18. It costs \$20, with checks made out to DCHS. (Sophomores: note that the PLAN test for sophomores will be administered on the same day. If you take the PSAT instead, you will be administered the PLAN test at a later date.)

11th Graders—New TOK Night!

Starting in January, TOK will be held on Wednesday evenings from 5 to 8 p.m. Contact Steve Fleet, IB Coordinator, if you have any questions.

11th and 12th Graders—Exam Fees

Students will be receiving IB exam registration forms in the near future. Payments will be due October 10.

11th and 12th Graders—Extended Essay Info

Check out the new Extended Essay info available on the IBPO website, www.HuskieIBPO.com. Included are a timeline for doing the essay, general and subject-level essay guidelines, and sample exemplar essays.

Thank You to . . .

. . . **Renee Kurreck** and **Julia Radtke** for the incredible time they spent coordinating and delivering the donated snacks to the IB students during their IB exams in May.

. . . **Terry Brownfield, Kristin Dearborn, Sue Edwards, Jackie Feely, Karen Hovde, Jeanne Hudec, Suzanne LaRue, Cheryl Monroe, Barbara Quilliam, Julia Radtke, and Susie Tingle** for proctoring the IB exams in May.

. . . The **Church of Jesus Christ of Latter Day Saints** in the Meadows for allowing us to use their wonderful facilities for the IB exams in May.

. . . **Terry Brownfield, Mary Fisher, Kara Kissick, Renee Kurreck, Reggie Lawlor, and Barbara Spencer** for donating food for the IB Senior Picnic.

. . . **Rebecca Griswold, Michelle Hall, Carolyn Steinberg, Deborah Studebacker, Linda Sunoo, and Tammy Walter** for volunteering at the Freshman Ice Cream Social in August.

. . . **Mary Jo Cummings, Suzanne Knutzen, Renee Kurreck, Cheryl Monroe, Luanne Mozer, Smita Patel, Julia Radtke, and Sandra Williamson** for helping with August registration.

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.

CAS NEWS

CAS stands for "Creativity, Action and Service." IB students are required to complete a combined 150 hours of activities in these categories. See the DCHS IB Guidebook for details.

INTERNATIONAL CAS TRIP BEING PLANNED

A trip to South Africa is being planned for the summer of 2007. CAS hours can be earned on this trip (current 10th & 11th graders) but the trip is open to all grades. We need to determine the number of students who would be interested in such a trip.

This will not be a school-sponsored trip.

The trip will be between 14 and 18 days, including travel time. The approximate cost will be \$4,000 per person, which includes airfare, lodging, meals and transportation within South Africa. The trip may also include an excursion trip to one of the game parks. Further information will be available once we have an approximate number of students and parents who are interested.

If you are interested, please email your information to castrip2007@yahoo.com.

A decision will be made by September 20th.

HELP FIND CAS OPPORTUNITIES!

We are looking for parents who would be interested in helping to find CAS opportunities for our students at a local, national, international level.

Please call Smita Patel at 303-717-1249 with your contact information, or email Gretchen Simons at gretchen.simons@dcsdk12.org.

Note: Those of you who already expressed an interest on your IB Contact Sheet / CAS Survey do not need to respond.

SEE CAS OPPORTUNITIES ON IBPO WEBSITE

The IB Parent Organization posts many CAS opportunities on our website as we become aware of them.

Check often to see what is available. And if you hear of anything new, please send the information to Smita Patel at HuskieIBPO@yahoo.com.

SMU

(continued from page 8)

statesmen. Among the speakers scheduled for the 2005 /2006 academic year are Colin Powell, Frank Gehry, and Christiane Amanpour.

Each IB Scholar will be assigned an SMU faculty, staff, or peer mentor. The mentor will offer advice and encouragement, and monitor the Scholar's progress at SMU. The mentoring process will involve regular contact with the Scholar and will encourage communication and feedback in order to ensure that the IB Scholars gets the most out of their SMU experience.

Finally, the IB Scholars Program will include important curricular elements that are intended to expand upon two of the unique features of the IB programme, the Theory of Knowledge Class and the Extended Essay. SMU will create a seminar for IB Scholars that encourages participants to use the tools developed in the TOK class to examine and reflect upon their university experience both in and outside of the classroom. Through this seminar, it is expected that IB Scholars will continue to refine critical thinking skills, synthesize information from disparate sources, and critically examine the multi-faceted university experience.

For those Scholars who wish to do so, SMU will provide opportunities to discuss their Extended Essays with SMU faculty members who have done research in or are actively pursuing research projects in the

area explored in the Scholar's Extended Essay. It is anticipated that this process may result in further research by the Scholar (and perhaps the professor), presentations at specially designed seminars, and perhaps publication in campus magazines and, in exceptional cases, in juried scholarly publications.

The SMU faculty and staff believe that the comprehensive and integrated nature of the program will allow IB Scholars to benefit in special ways from the SMU experience, and serve as role models to all students at SMU. The IB Scholars Program rewards excellence in tangible and important ways while providing benefits for both the students and the University.

"I am a great believer in luck, and the harder I work the more I have of it."

---Thomas Jefferson

IB Parent Organization (IBPO)

www.HuskieIBPO.com

What You Can Do . . .

- ⇒ **Volunteer your time** to help with our activities
- ⇒ **Donate money** to support our efforts (in lieu of fundraising!).

Make checks payable to HuskieIBPO, send to Deborah Wick, DCHS south office

Donations to date have been used for website expenses, postage and printing, exam snacks and contributions for senior party.

- ⇒ **Attend the planning meeting** on September 28

Kudos to the Kids

Parents, students and staff:

Please help us recognize the IB kids in this regular feature by submitting their accomplishments to [Renee Kurreck bgump@comcast.net](mailto:Renee.Kurreck.bgump@comcast.net) !

ROTARY WINNERS – 2006

Stephen Kissler (9)
Maddy LaRue (12)
Nikki Look (9)

DCHS HUSKIES – 2005/6

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

March	Amanda Osborn (9)
Year	Stephen Kissler (9) Amanda Osborn (9) Kate Spencer (11)

IB Calendar

SEPTEMBER

- | | | |
|----|---|---------------------------------|
| 14 | Junior Induction | 6:30 pm, DCHS N Commons |
| 14 | School Advisory Council (SAC) Meeting | 6 pm, DCHS Library, Garden Room |
| 18 | PSAT Sign-up begins
(no closing date chosen yet) | Counseling Office |
| 22 | NO SCHOOL (Professional Development Day) | |
| 28 | IBPO Planning Meeting | 7 pm, DCHS Library |

OCTOBER

- | | | |
|-------|---|------------------------------|
| 4 | Parent / Teacher Conferences | 4 - 8 pm, DCHS N Bldg |
| 10 | Parent / Teacher Conferences | 3 - 6 pm, DCHS N Bldg |
| 11 | IBPO Presentation: "Beyond FAFSA....
Maximizing Financial Aid for College" | 7 pm, DCHS Auditorium |
| 13 | NO SCHOOL (Grading Day) | |
| 14 | Homecoming | Douglas County Events Center |
| 18 | PSAT / PLAN Tests | |
| 20 | Senior CAS Book Review | |
| 23-27 | FALL BREAK | |
| 31 | Junior CAS Book Review | |
| 31 | <i>Seniors:</i> Extended Essay Due! | |

NOVEMBER

- | | | |
|-------|---|-----------------------|
| 3 | NO SCHOOL (Professional Development Day) | |
| 9 | School Advisory Council (SAC) Meeting | 6 pm, DCHS Library |
| 16 | IB Information Meeting--current students!! | 7 pm, DCHS Auditorium |
| 22-24 | NO SCHOOL | |

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