



IB matters

A World for Learning

November 2006

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

Volume 10 Issue 2

International Baccalaureate Class of 2008 Induction September 14, 2007

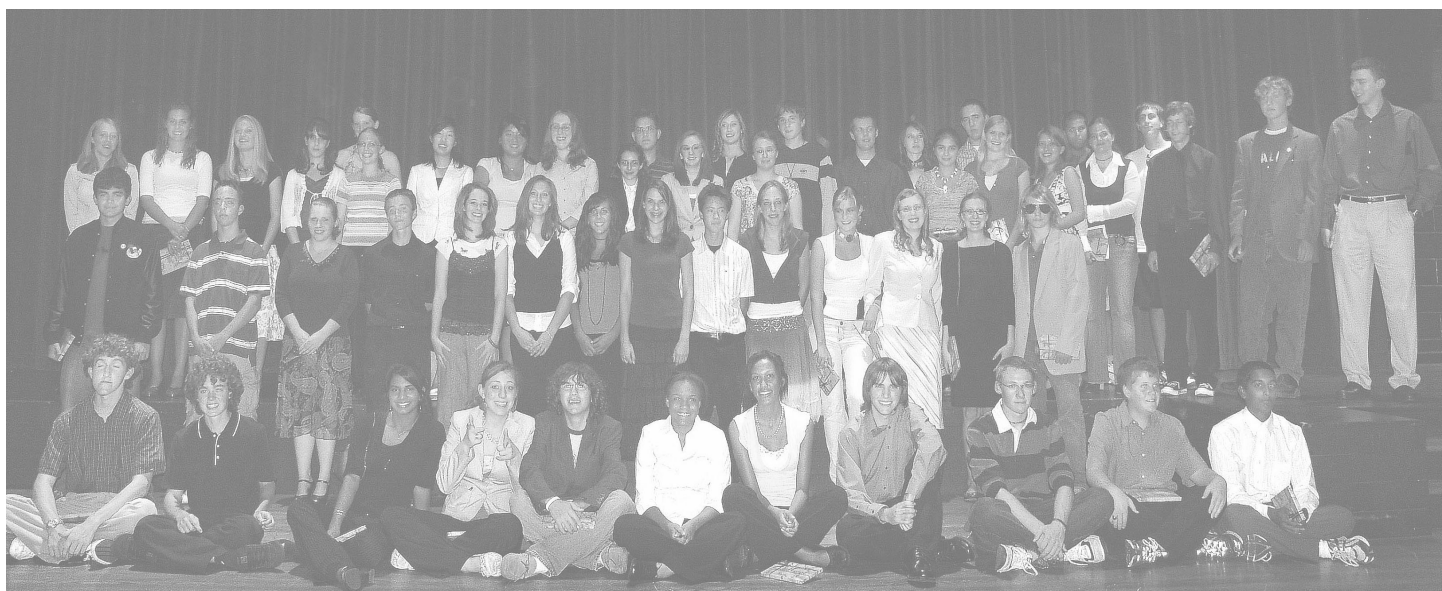


Photo by Jackie Feely

Upcoming IB Events!

IB Information Night — Current 9th and 10th Grade Students

Thursday, November 16
7 p.m., DCHS North Commons

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 curriculum for help with upcoming registration— 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)

Prospective Student IB Meeting

Thursday, November 30
7 p.m., DCHS North Commons

This is a wonderful opportunity for parents and students to get an overview of the IB program, and hear from current IB students. Deadline for IB application is December 1. In the meantime, visit the HuskieIBPO (IB Parent Group) website for information on the IB program and activities (www.HuskieIBPO.com)

IB Graduate Panel / Mandatory 10th Grade CAS-Essay-TOK Meeting

Wednesday, January 10
7 p.m., DCHS Auditorium

Hear IB Graduates discuss their IB experiences, and the value of the program since leaving DCHS. Following this, a presentation for 10th graders/parents on upcoming CAS (Creativity, Action, Service) hours, the TOK class and the Extended Essay requirements will be held. **Both talks are open to all IB students and their parents (including 8th grade students joining the IB program).**

8th Graders—IB Information Night and DCHS Freshman Orientation

Wednesday, January 17
DCHS

This meeting will cover the IB program and its curriculum requirements, to assist new DCHS students in selecting their courses for next year. It will be held simultaneously with DCHS Freshman Orientation night. Registration for 8th graders is due soon after, so come to this meeting and get all your questions answered!



Coordinator's Corner

by Steve Fleet, IB Coordinator

A Meaning of Teaching

Gretchen Simon's retirement leaves a monstrous void in our school. I could list the responsibilities she had, the committees she served on, even the unbelievable results her students produced year after year on their IB tests. These concrete measurements represent the great delusion of education. We can fill positions with very talented teachers; we can very likely maintain similar test scores. Concrete measurements do not contain the life of teaching, the vitality of talent—they are merely pale remnants of a profession dedicated to human interaction. We will miss Gretchen Simons not for what she did but for being the professional she is. We will miss her talents for promoting a love of literature. We will miss her sincere interest in the well being of others. We will miss her understanding of education as a profession dedicated to energizing the human spirit.

I learned a great deal from Gretchen. I learned the value of patience in the teaching of great ideas. Literature provides opportunities for personal investigations into the limitless realms of imagination,

the ongoing possibilities of interpretation, the relentless hope for understanding, the essential appreciation of others and the corresponding sense of self. Guiding students in this world requires teachers to equip students with confidence and a willingness to be, on many occasions, lost. There are no maps here. There should be nothing artificial about learning. Nothing is more genuine than teachers, like Gretchen, who find satisfaction in joining students in their intellectual explorations.

Gretchen understands students. The same patience and commitment that define her as an instructor, define her as a person. Students feel comfortable sharing concerns with her, they value her advice, and they, quite rightly, respect her sincerity. This too is our profession. In an age of electronic dehumanization, where technology threatens to reduce education to mere numbers accessible far from vital, human interactions, we must remember that every face-to-face interaction that we have with each other validates our authenticity. I respect

Gretchen's ability to listen to others, to reflect on what they have to say and to respond in a manner that encourages further thought and understanding. I do not know what more one could ask for in a teacher or in a friend.

Professional excellence does not come from abstract ideas; it resides within the individuals whose vision, behavior, and commitment continually provide us with an understanding of potential. Such people possess the power to redefine our profession. Douglas County High School owes much of its reputation for its understanding of excellence to Gretchen Simons. For the last fifteen years, her passion for literature, her dedication to the well being of students, and her genuine concerns for the future of education offered me an ongoing awareness of my own commitment to learning and to teaching. I know countless students feel the same way. I hope that our staff can see in the void she leaves behind, the need to remain dedicated to our awareness of what we bring to education.

IB matters

Newsletter Comments, Suggestions

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Smita Patel, Anne Griffin

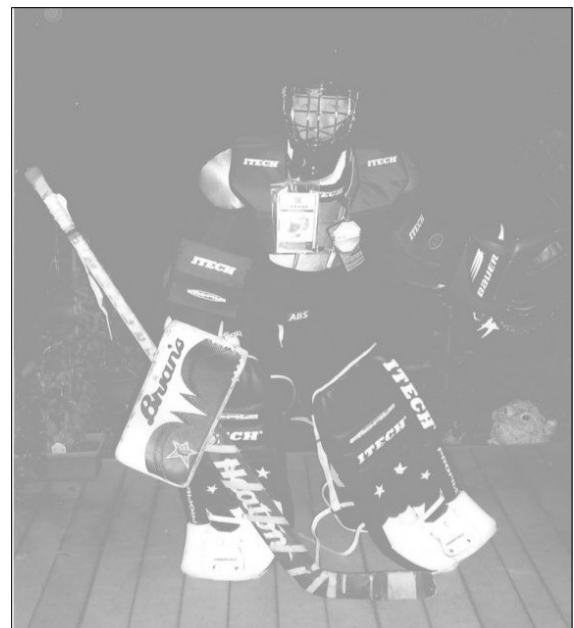
Volunteer Coordinator

Julia Radtke

Hospitality Chair

Debbie Studebaker

Who IS that Masked



Answer: Steve Fleet

69 Juniors Inducted into DCHS IB Program

On September 14th Douglas County High School's International Baccalaureate Program celebrated the Induction of the Class of 2008. The 69 candidates received an IB pin, journal and IB pen to use as they pursue the challenging goal of achieving an IB diploma. Each candidate had the opportunity to thank a special person in their lives who has supported and inspired their academic goals. A delicious dessert reception provided by IB parents was enjoyed by everyone in attendance.

—Jackie Feely, parent '07, '08

Joseph Azofeifa
Nandita Balaji
Sara Bazley
Jacob Blakely
Collette Broeker
Robin Brost
Lindsey Butler
Alex Byers
Weston Collins
Carlyann Couvertier
Corina Cox
Hugh Cunningham
Gabrielle Daley
Brenna Deuschle
Taylor Evans
Weston Feely
Samuel Feuerborn
Logan Finch
Rachel Fryke

Alexander Gilbert
Gautham Gopakumar
Victoria Greene
Brendan Hall
Alyssa Hughey
Madeleine Jeppson
Jason Kearns
AnnaLisa Keime
Vitaliy Krasko
Sreyas Krishnan
Kathryn Lam
Mehron Latifi
Jan Le
Kaylene Ledger
Charles Lockwood
Angela Londono
Katherine Marchiori
Steven Mathias
John McBride

Rachel Meine
Zakary Mendez
Nicholas Monteferrante
Elexiz Mulligan
Stephen Nicholaides
Diana No
Phillip Ortiz
Sara Pungitore
Dovina Qu
Lilia Rabia
Kirsten Rasson
Shannon Roets
Amy Schakel
Marc Seyferth
Kareem Shaban
Jordan Shoemaker
Nicholas Smiley Kallas
Erin Stephens
Douglas Stiverson



IB Social Studies teacher Richard Umbach speaks to the new inductees and their parents.

Sarah Thompson
Whitney Tingle
Rebekah Tribble
Kara Varley
Chelsea Vigil
Nataliya Voinova
Brittany Wagner
Kirsten Walter
Adam Wheeler
Matthew Williamson
Samantha Winder
Acadia Yondorf

The Previously Unrecorded Adventures of IB Council

by Kate Spencer '07

At last! The IB Mural in the south building is finally scheduled for completion during Fall Break. Thanks to all who have offered their time and efforts throughout this project!

Currently, IB Council is looking into the possibility of holding an inter-school TOK class. Though it is unclear if and when this class will be held, contact has been made with Lakewood, Smoky Hill, and George Washington high schools to determine the level of interest in holding such a class.

IB Council kicked off this year with in pursuit of new members to add to the lonely seniors on the council. Luckily enough for us, underclassmen IB population was only too happy to oblige by applying for a position on IB Council. We are proud to welcome the following members to the council:

Rachel Edelman (9)	Laura Lee (9)
Zenia Shroff (10)	Trishna Patel (10)
Serena Patel (10)	Gage Parrott (10)
Sarah Ohoro (10)	Dovina Qu (11)
Erin Stephens (11)	Kathryn Lam (11)

Brain Teasers

- Imagine a world in which the colors of things have been changed from what we consider normal. Assume the following changes:
Snow is now red,
Grass is now black,
Sky is now brown,
Blood is now white,
And soot is now green,
In such a world, what color is dirt?
- A girl who just learned how to drive went down a one way street in the wrong direction, but didn't break the law. How come?
- Abby left home one afternoon, she turned to the right and started running straight ahead, turned left ran straight ahead, turned left again, ran straight ahead, turned left once more and ran faster, she headed for home, and saw a masked person. Who was he?

Answers

- Blue; If the sky is now brown, the dirt would be blue, because in this world the colors and just switched around with each other.
- She was walking
- He's the umpire; she was playing baseball

Diane Schaefer:

Advice for Applying for College Financial Aid

Editor's Note: Diane Schaefer is an educational consultant, who made an extremely informative presentation to us last month on "Maximizing Financial Aid for College." She will speak to us again in spring on the topic of college admissions, repeating the well-received talk she gave for us last April. Diane has graciously agreed to write a regular column for us this year on a variety of topics related to college admissions.

It's that time of year when students are applying to colleges, hustling to get their applications turned in, the test scores and transcripts ordered, and to talk with teachers and counselors about that last letter of recommendation. In the flurry to meet application deadlines, families need to not lose sight of the process to apply for financial aid. It is not too early to begin lining up your tax returns and finding all of the appropriate forms. Here are some tips to help you with that process.

Two Methodologies

First of all, financially speaking, families will be divided into two basic groups: those with need and those without. Being in the "need" group means you will qualify for financial aid, assessed from the results of the financial aid forms, CSS Profile and/or FAFSA. Most private colleges use the CSS Profile form. This form delves deeper into the family's overall financial health, assesses the ability to pay and to borrow by asking questions about assets, investments and equity. This method of assessing a family's financial position is known as the Institutional Methodology. The CSS Profile can be found at www.collegeboard.com, where you can complete the form online. This method requires fees to process the information.

The second method used for applying for aid is offered from the federal government and is free. The Federal Methodology qualifies students for money coming from federal loan and grant programs, or the most needy. The FAFSA form can be found and filled out at www.fafsa.ed.gov. All colleges will first expect a family asking for financial aid to try to qualify for monies available from the federal programs before filling their need with collegiate aid.

There are many new changes to the formulas used to assess financial need as well as to how much money a student can maximize. Many of the federal programs have seen increases to the limits for this year's class in both grants and loans. There are several new federal grant programs rewarding those that come from academically challenging programs, and those studying technological fields of study or graduate students. Check these out through the government's website, www.ed.gov.

Early Estimator Forms

If you do not know how your financial picture will be categorized, need or non-need, you may first do an estimate using the early estimator forms located on the college websites under finan-

cial aid. These estimators are helpful especially for early candidates and will help you get an idea about the costs and awarding there. It is important to do estimators when needing any financial aid and doing early decision, as it is a binding decision if accepted. Sending in a financial estimator along with your early decision will help clarify the cost of attending and awarding.



Timeline

Next, develop a timeline to stay organized throughout the process for each college to which you are applying. On that include the type of forms used (there can be as many as three per college) and by when. The CSS Profile's deadline is earlier than the FAFSA, so this form is usually requested before January 15th. Most colleges have a priority deadline for filing and these are soon after the first of the year. Plan to file your taxes as early as possible in the year, and if you absolutely cannot, then complete the forms with estimates and update them later with verified information. You are holding a place in line, and those that come in at the end of that line will find the funding and award packages less appealing. Your filed tax return is the verifying record and will be used to justify your answers and numbers.

Unusual Circumstances

Families with unusual circumstances should contact the financial aid office of each college directly, inquiring how and what information is needed to consider these factors in assessing the family's picture. Unusual circumstances include anything that has or will occur to change the considered financial picture for the family during the school year(s), such as loss of work, disability, medical expenses, secondary school tuition and caring for an elderly parent. Financial Aid administrators are able to make adjustments to the awards by considering this information. Be prepared to validate all information with documentation.

Targeting Colleges

Not all schools award merit to top students, so do your homework by looking for ones that are still climbing the rankings wall, trying to improve the quality of their class by luring strong students with merit awards to them. To increase the amounts of merit money-scholarships (non-need based) or merit grants(need-based), try to apply to schools where you are statistically falling into the top 25% or better of the incoming class. Lastly, cover the bases, and include about 7-10 schools on your list representing both the private and public sectors. Many state universities award merit, even to out-of-state residents, in order to keep pace with their private competitors. Be sure to have at least one

A Trip to Scotland

by Melissa Hudec, '09

Is it possible to imagine visiting such a wonderful place as Scotland, especially when it's for the two weeks before school starts and you are going with all your theatre friends and teachers? For 50 students, two administrators, and three teachers, imagination wasn't needed because we actually were able to go. Never had any of us expected



such an exciting trip to arise during our high school years, and boy, were we excited to go! We would be in London AND Scotland, seeing shows, performing a show, touring, relaxing, and of course, shopping.

After all of our hard fundraising and preparation for the trip almost a year beforehand, we were all so thrilled to be finally going. Landing in London after a long overnight flight, we were all SO tired but so excited, as most of us had never been to Europe. London was so different from Colorado with its ancient buildings and history. It was quite a different city where the people had great accents and were very friendly to Americans. It was wonderful to see how international cities function and how people live their lives in another country. We all learned so much about the city itself and about the numerous people who made London into what it is now. Looking at pictures and words about London in a book could not even remotely be compared to seeing and exploring the real

thing. It was quite an interesting and fun place to spend four days of our trip.

Edinburgh, the quaint capital of Scotland, was a city bustling with activity of the Fringe Theatre Festival. This was a great opportunity for us to meet many people from many other places, even other countries. This festival is very popular and many other Europeans came to Scotland to enjoy the festivities. It was so much fun to attend another country's way of entertaining people. We definitely learned a lot about other people's cultures as well as American culture, as there were other high schools from other parts of the country attending the festival.

We all learned so much, while having fun at the same time. IB Senior Blair Carson said that she "enjoyed visiting two different cities that shared many similarities with American culture, yet were very different from it." This was a fantastic trip that none of us will ever forget.

College Financial Aid

(continued from page 4)

financial safety school, a school that will definitely offer admission and that you can afford no matter what the outcome.

Follow Up

After submitting the forms, it is important to follow up on the processing by checking with each college. Be sure all forms are correct and have arrived, as mistakes will delay the processing. After processing, usually by April, each college will send a financial award letter that distributes the aid from federal, state and collegiate resources. The award will include loans and work-study. Compare awards and respond to all schools, either accepting or refusing the award. Take care to understand all parts of the offered awards. Some schools will "gap" a financial award even when the family qualifies through the methodology for more money. These gaps are often filled with the offers of private loans. Beware of independent consumer loans, where there are no caps and have variable interest rates. These can pile on staggering debts for young adults to pay after college is completed. Whenever possible try to use other methods to close the gap.

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. Ms. Schaefer may be reached at (720) 291-5915.

IB Bulletin Board

Seniors—Give Thanks!

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

Thank You to . . .

. . . **Barbara Quilliam** for countless hours spent entering in and verifying the student and parent contact info for the Student Directory and the email database.

. . . **Karen Soules** and **Julia Radtke** for helping Deborah Wick with office mailings in September.

. . . **Kit Bazley, Kristin Dearborn, Jackie Feely, Kathy Hannah, Renee Kurreck, Reggie Lawlor, and Julia Radtke** for their incredible help planning, decorating, preparing the program, and wrapping journals for the Junior Induction in September. And thanks to **all the parents** who sent in desserts for the reception afterwards—it was quite a display!!!

. . . **Carroll Lyn Steinberg** for preparing the IB case displays.

. . . **Kristin Dearborn, Julia Radtke and Karen Soules** for helping prepare September's newsletter for distribution.

Apply for Academic Letter!

Students can apply for an academic letter after having a 3.7+ GPA for the last 3 consecutive semesters. Pick up an application form in January from Liz Frohardt in the north main office, and return to counseling by month-end.



JB Music

at Douglas County High School

by Megan Quilliam '07

If you're in the top performing group for Choir, Band, or Orchestra, or are taking private music lessons and wish to further your knowledge of music, you may be interested in registering for the IB Music course as your IB 6th Subject. One year of the IB Music course would give you a Standard Level course, while the completion of a second year would allow for the achievement of a High Level course.

The first year includes advanced instruction in music theory, history and performance. Thus far in the first year, we have studied chord structure, melodic construction, and basic form of music. We are exploring music history from 1550 to the present, and are being exposed to world music.

Standard Level requirements include a Musical Investigation, in which you are to compare and contrast two completely separate musical cultures; a solo or group performance in which your instructor gives you a grade based on overall impression, technical competence, style and interpretation and repertoire; and a composition, which will be graded on impression, structural and stylistic integrity, technical knowledge of medium, control and development of musical elements, and notation. At the end of the Standard Level course, the students are expected to write an externally assessed listening paper, in which they are given musical examples that they are required to examine. This is graded on aural perception, technical language, structural analysis, and context of the pieces given. The Musical Investigation is also graded externally by IB graders worldwide.

The Higher Level course incorporates all the above requirements, but in our second year, we can expect an independent study in which we will be able to continue our in-depth study of music and the completion of the composition and performance requirements of the course.

This course, at the moment, is a "0-hour" course held at 6:10 a.m. before school, and you do not have to be in IB to participate.

**"Energy and persistence
conquer all things."**

---Benjamin Franklin

Faculty Profile

Jill Hire

IB English



During IB Matter's recent interview with IB English teacher Jill Hire, we met with one very interesting person!

At DCHS, she teaches two sections of freshman English, and three sections of senior IB English. She has been a teacher for five years, including two here at DC. Along with teaching English, she also is the assistant coach of the boy's tennis team and the head coach of the girl's tennis team.

During her high school experience, she was active in school and was involved with tennis, drama, and the AP program. She graduated and went to Western Michigan University where she attended the Elite Honors College, majoring in English education and receiving a minor in communications. She continued her involvement in tennis and drama, as well as debate and newspaper.

Her determined, hard-working nature carries over to her personal teaching philosophy. She appreciates when students take initiative in their own learning, which corresponds well with her IB students this year.

Apart from school, she enjoys running, skiing, tennis, and the outdoors, and has lived in Denver for four years. Her most recent favorite book is Kafka on the Shore by Haruki Murakami, her favorite movie is Big Fish, and her all time favorite band is Journey. If you ever see Mrs. Hire in the hall, be sure to ask for a stirring rendition of "Don't Stop Believin'" or "Wheel in the Sky," as she is a self proclaimed "karaoke superstar."

—Rachel Fryke '08

A look at where last year's IB Exams were graded . . .

Biology	Argentina, China, Colombia, Italy
Chemistry	Sweden, US
English	Canada, UK
French	UK
History	UK
Math HL	Canada, France, Italy
Math Studies	Czech Republic, Venezuela
Math Methods	Brunei Darussalam, Canada
Music	Australia
Physics	Jordan, Thailand
Psychology	Norway, UK
Spanish	Bahamas, US, Switzerland, UK



2006 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.

90% of the IB Class of 2006 received the IB Diploma.

Since the first graduating class in 2000, the number of DCHS seniors receiving the IB Diploma has averaged 82%.

Total Diploma Scores

For 2006, the average points earned by DCHS IB seniors toward their diplomas was 29 (out of a total of 45 possible points). The breakdown of the scores is as follows:

36-40	2 students
30-35	6 students
24-29	26 students
Less than 24	4 students

(24 points is the minimum required for the diploma)

2006 IB Subject Exam Scores

The IB examinations are graded from 1 - 7, with 7 the highest score. Grade distribution for the students graduating in 2006 was as follows:

	6/7	5	4	3	1/2	School Avg	World Avg
HL English	7	18	13	0	0	4.84	4.80
French	1	3	3	3	0	4.86	5.02
Spanish	4	9	10	4	0	4.48	4.78
European History	7	20	10	0	0	4.97	4.95
Psychology	4	15	13	1	0	4.64	4.07
HL Biology	0	5	14	5	1	3.92	4.18
SL Chemistry	6	5	9	9	1	4.20	4.16
SL Physics	2	3	4	0	0	4.78	4.15
Math Methods	6	6	2	1	0	5.13	4.82
Math Studies	1	7	4	1	0	4.69	4.52
HL Math	0	2	8	2	0	4.00	4.56
HL Dance	5	1	0	0	0	6.17	5.78
HL Theatre Arts	2	4	1	0	0	5.14	4.55
SL Music	1	7	1	0	0	5.00	4.88

May 2007 IB Exam Schedule

5/2	PM	1h 45 m	Physics SL paper 1	5/14	PM	1 h	Biology HL paper 1
	PM	1h 15 m	Physics SL paper 2		PM	2h 15 m	Biology HL paper 2
5/3	AM	1h	Physics SL paper 3	5/15	AM	1h 15 m	Biology HL paper 3
	PM	2h	English HL paper 1	5/16	PM	1h	Math HL paper 3
5/4	AM	2h	English HL paper 2	5/17	AM	2h 30m	Music HL paper 1
5/7	PM	2h	Math HL paper 1		AM	2h 30m	Music SL paper 1
	PM	1h 30m	Math SL paper 1		PM	1h 45m	Philosophy SL paper 1
	PM	1h 30m	Math Studies SL paper 1		PM	2h	Psychology SL paper 1
5/8	AM	2h	Math HL paper 2	5/18	AM	1h	Philosophy SL paper 2
	AM	1h 30m	Math SL paper 2		AM	1h	Psychology SL paper 2
	AM	1h 30m	Math Studies paper 2	5/21	PM	1h	Economics SL paper 1
5/9	PM	1h	History HL paper 1	5/22	PM	2h	Economics SL paper 2
	PM	1h 30m	History HL paper 2	5/23	AM	1h 30m	French B SL paper 1
5/10	AM	2h 30m	History HL paper 3		AM	1h 30m	French B SL paper 2
	PM	45m	Chemistry SL paper 1		PM	1h 30m	Spanish B SL paper 1
	PM	1h 15m	Chemistry SL paper 2		PM	1h 30m	Spanish B SL paper 2
5/11	AM	1h	Chemistry SL paper 3				

IB Calendar

NOVEMBER

- 16 9th, 10th Grade IB Info Meeting 7:00 pm, DCHS N Commons
22-24 **NO SCHOOL** (Thanksgiving)
30 Prospective Student IB Meeting 7:00 pm, DCHS N Commons

DECEMBER

- 1 IB Applications Due (new students)
1 IB Dance / Kim Robards Performance 7:30 pm, DCHS Auditorium
12 FINALS: periods 1, 2, 3
13 FINALS: periods 4, 5
14 FINALS: periods 7, 8
15 **NO SCHOOL** (Grading Day)
18-31 **WINTER BREAK**

JANUARY

- 1 **WINTER BREAK**
10 DCHS Counseling: Financial Aid Meeting DCHS Auditorium, time TBA
10 **IB Grad Panel / Mandatory 10th Gr Meeting** 7:00 pm, DCHS Auditorium
11 SAC (School Advisory Council) Meeting 6:00 pm, DCHS Library
15 **NO SCHOOL** (Martin Luther King Day)
17 **8th Grade IB Info Night / DCHS Freshman Orientation (Time TBA)**
19 **NO SCHOOL** (Teacher In-Service)

FEBRUARY

- 16 **NO SCHOOL** (Teacher Comp Day)
19 **NO SCHOOL** (President's Day)

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