



# IB matters

A World for Learning

April 2007

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

Volume 10 Issue 4

## IB Learner Profile

*The IBO states that “the aim of all IB programs is to develop internationally-minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.” To this end, ten traits IB students should strive for have been identified.*

*Members of the DCHS IB Leadership Council were asked how they have demonstrated these traits in their lives. Their responses will be published in our newsletter. The first two responses were submitted by Casey Shoemaker '07:*

**Trait #1 Risk-takers:** Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

This past summer I volunteered at the American Lung Association’s Champ Camp. This is a summer camp designed with the mentality of helping kids to better control their asthma. The situation was entirely new to me. Prior to attending camp the counselors were all required to attend an informational meeting where we learned about the problems and challenges we may face in the upcoming week. The meeting was quite a shock considering I don’t have asthma. I faced the possibility of encountering every-

thing from minor delinquencies to stabbing a kid in the leg with an epidural in case he/she has a severe food reaction.

Despite my apprehension, I went to the camp determined to ensure that all the kids in my cabin had an excellent experience. In the week’s time I practiced my dilettante skills in macaroni art, played some world-class “futbol,” designed my very own line of clothing (entirely from toilet paper and duct tape...), and played asthma jeopardy. In addition to this array of activities I also operated in the roles of doctor, mom, police officer, and friend. Many of these activities and duties placed me in situations that were altogether new and often uncomfortable. Nevertheless, I did everything with energy so as to make the overall Champ Camp experience better for the kids.

I parallel this risk-taking attitude that I put forth during camp to my time in the International Baccalaureate program. Before joining the program I attended an informational meeting regarding the requirements and tasks that I would be faced with in the following four years. I could barely fathom the idea of taking six higher-level classes, writing extended essays and Internal Assessments galore, attending an additional Theory of Knowledge class, and continuing to pursue my recreational activities. There have certainly been times when it was hard and quitting seemed like a far more satisfactory option. Yet through pursuing the program I have been required to step “out of my box” and try new

*(continued on page 3)*

## IB Dodgeball Team Sails (almost) to Victory



The IB Dodgeball Team “Lil’ Ping and the IB Boyz” beat over 20 teams to make it to the finals of the DCHS Dodgeball Tournament (they lost). Team members included Cody Monroe, Chris Turpaud, Keith Arment, Bruce “Ping” Lin, Eric Ziskin, Doug Bloomquist, and Colin Delargy.

### Inside —

- ⇒ Parents needed as **exam proctors** in May!
- ⇒ **IB Leadership Council applications** available
- ⇒ Advice on **College Visits**
- ⇒ Denver **Spring College Fair**
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- ⇒ **Ethics in International Education conference** being held at University of Denver
- ⇒ A parent’s advice for **senior course registration at college this summer**
- ⇒ The senior **IB Art Exhibit**
- ⇒ **Can IB students still have a life??**



## Coordinator's Corner

by Steve Fleet, IB Coordinator

### Ethics in International Education Conference

Beginning with suggestions from the IB Leadership Council and encouraged by the IB Research Commission in Cardiff, we have arranged to have a student conference on "Ethics in International Education" to be sponsored and hosted by the University of Denver.

Every IB school in the Rocky Mountain Region will send 5-7 Theory of Knowledge students to participate in a series of seminars that will ultimately conclude with the creation of a document to be sent to the IB Research Commission in Cardiff, Wales. This document will be a synthesis of the student discussions and should shed light on the relationship between education and ethics. The event will take place next fall on the University of Denver campus. We anticipate 200 participants.

Bringing together students from the region is long overdue. Hopefully this event will provide all of the schools involved with a clearer indication of the educational opportunities that we can provide for each other. It should also increase student awareness of the leadership that they can provide for their programs. This seems central to the character of an IB

student. Identifying issues that exist outside of one's self and using one's talents to explore, discuss and work toward resolution of those issues must be seen as the ultimate goal of international education. Any student that remains committed to the program should remain committed to that goal.

The value of this attitude has been reinforced for me in the conversations that I have had with University of Denver faculty, admissions officers and administrators in the process of setting up this conference. They have all become aware of what IB students offer to their University. They know our students who attend DU by name. They recall specific contributions in classes, clubs they have started, and programs they have excelled in.

They all identify the IB student as the example of what education should be. What they emphasize is not the GPA's that students come to them with. They emphasize IB student's abilities to lead discussions, their comfort in researching ideas, and their talents for grasping nuances.

Students who possess the characteristics described above understand the

value of an IB education. They understand that education is simultaneously about maximizing one's talents and utilizing those talents to improve the well being of others. This is the source of my frustration with students who drop IB because they want more "flexibility" or to take more weighted classes.

IB is not about the program, it is about the students in the program, it is about students who share common values helping each other. While I believe the curriculum, as a program, is the strongest in the world, I would not put the curriculum forward as the best reason to stay in the program. The best reason is to commit to something bigger than yourself, to turn your education into a sense of responsibility.

I hope the energy generated from the conference next fall will help students to realize the potential they possess. I hope that we can use the interactions that emerge to facilitate connections with schools in our region and ultimately throughout the world. The opportunity to be part of a program dedicated to such idealism should infuse all of those in-

## IB Bulletin Board

### Thank You to . . .

. . . **Renee Kurreck, Cheryl Monroe, Smita Patel, Julia Radtke, Karen Soules and Robin Weyendt** for helping prepare the IB newsletter for distribution in February.

. . . **Renee Kurreck and Julia Radke** for creating and distributing handmade thank-you cards and gifts for the 26 Extended Essay advisors, as thanks for their assistance to students!

### Juniors! See new Extended Essay info on website

Newly added on the HuskieIBPO website—IBO comments on past essays by subject. See what mistakes not to make, and what you can do to get extra points. On the Essay page on [www.HuskieIBPO.com](http://www.HuskieIBPO.com).

### Snacks Needed for IB Exams!

Last year for the first time, the Huskie IBPO provided snacks for our IB juniors and seniors who were sitting for exams over the 3 week exam period in May. Watch your email for how you can again help with this!

### Help Needed for IB Exams!!!

. . . **Parents are needed to assist IB staff as proctors for the IB exams being held May 2 – 23.** Over 20 exams will be given to the IB students over this period, and each needs 1 or 2 proctors. The exams vary from 1 to 2-1/2 hours in length, and most will be held off-site at the Church of Jesus Christ of Latter Day Saints in the Meadows. Exams are being given each day during the 3 week period, with morning exams beginning at 8 am and afternoon exams at 1 pm (some days only have a morning or an afternoon exam, not both). Julia Radtke, our Volunteer Coordinator, is handling the scheduling. If you think you may be available to assist with one or two sessions, please email her at [rsportsden@comcast.net](mailto:rsportsden@comcast.net). Note that you **cannot** proctor an exam that your own child is taking!

### SAC Members Needed

The DCHS School Advisory Council (SAC) is looking for new members for next year. This group meets monthly to discuss issues relating to the entire DCHS school community. If you are interested, please call the DCHS main office (303) 387-1000.

# IB Dance Production "Walkabout"

by Judi Hofmeister

*"The Aboriginal stories of the Dreaming are more than myths, legends, fables, parables or quaint tales. They are definitely not fairytales for the amusement of children. Down through generations, the Aboriginal people's stories, told, but never written down, were the oral textbooks of their accumulated knowledge, spirituality, and wisdom, from when time began.*

*The structure and form of a traditional Dreaming story is quite unique and cannot easily be copied. An oral dreaming story of ten minutes' length, can cover several topics and subject matters, and be suitable for all age groups. They are structured with valuable lessons for children or, for bringing a renewed understanding to older people.*

*In the retelling of a Dreaming story, the traditional Aboriginal oral storyteller can use virtually every form of theatre known to pass on their culture. This telling can take the form of solo performer, or troupes using music or song. In addition, the story may be told in plays, pantomime, dances, and in visual art forms, which often accompanied the telling. Facial expressions, hand movements, vocal variety, mime was, and still is, very important in the presentation of a Dreaming story."*

---Helen McKay, Gadi Mirrabooka

Students in the IB Dance program recently held their annual production, called "Walkabout." It focused on the creation stories from Australia's Aboriginal storytellers. The IB dancers choreographed pieces that depict short stories from different Aboriginal tribes, such as how kangaroos got their pouches, how birds got their colors, and how butterflies were created. Their styles of dance that were studied during the course of this year are a blend of traditional tribal dances with modern dance. The stories of WALK-ABOUT teach us to care for the land as well as one another while we begin to understand the oldest continuous living culture on



## IB Learner Profile

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things. Because of this program I feel I have become more open to taking risks later in my learning and becoming a better rounded person in society.

**Trait #2 Principled:** Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

We are often faced with choices in our lives that will define our characters. In such choices there is often one option that is more appealing and the other option which has the notion of "the right thing to do" associated with it. Our decisions in such matters are designed as tests that will either destroy or build on our principles.

I found that this dilemma of what is right and what is advantageous was often tested in the Theory of Knowledge class that the International Baccalaureate requires its candidates to attend. In one notable circumstance we were told to pretend that a group of 8 of us were stranded on a raft that could only hold 6 people. Each

person in the group was assigned a persona. Many people had disabilities such as blindness, age, or mental retardation. We were given a half-hour to determine which two people would be thrown overboard to drown.

This activity provided a test of our principles and our ideas of morality. In this situation it was clearly more advantageous to throw the most debilitated people overboard but, at the same time, as we are all supposed to be seen as equal, disabilities should not matter. We ultimately decided that flipping a coin was the best option so as to ensure the equality of each member of the group. Although this was just a silly activity it tested our principles by forcing us to make the hard decision that could possibly kill us.

We encounter similar but less severe situations in our everyday lives that range anywhere from finding a wallet in the street to facing peer pressure. It is in one's decisions in such matters that define his principles and his character. The more difficult route that I have undergone in the International Baccalaureate program has taught me that even though I may not experience the immediate satisfaction of always hanging out with friends while I'm at home studying, I will gain the ultimate



# IB Leadership Council Update

## *IB Council Applications Available; IB Freshmen Mentoring*

IB Council applications are here! IB Council is looking to add members for the 2007-2008 school year. If you are currently in grades 9-11, don't forget to pick up an application from the IB bulletin board in the south building or from room 117 in the north building starting Monday, April 9. Applications will be due to Mrs. Hire's room (35) or mailbox in the north building by Monday, April 30. Good luck applying!

If you a freshman who will be continuing with the IB program next year, we have some help for those pesky IB questions that may plague you! It is a common fact that the requirements of the

IB program are often confusing and can drive normal students like yourselves to madness. The IB Mentors can help you with that! All IB freshmen have been paired with two IB juniors who can help answer questions about CAS hours, IB classes and schedules, the Extended Essay, and more.

**Freshmen:** Stop by the IB bulletin board in the south building to pick up your mentor's information if you are interested in solving the mysteries of the IB program.

—Kate Spencer, '07

## Can IB Students Still Have a "Life"?

By Rachel Fryke '08

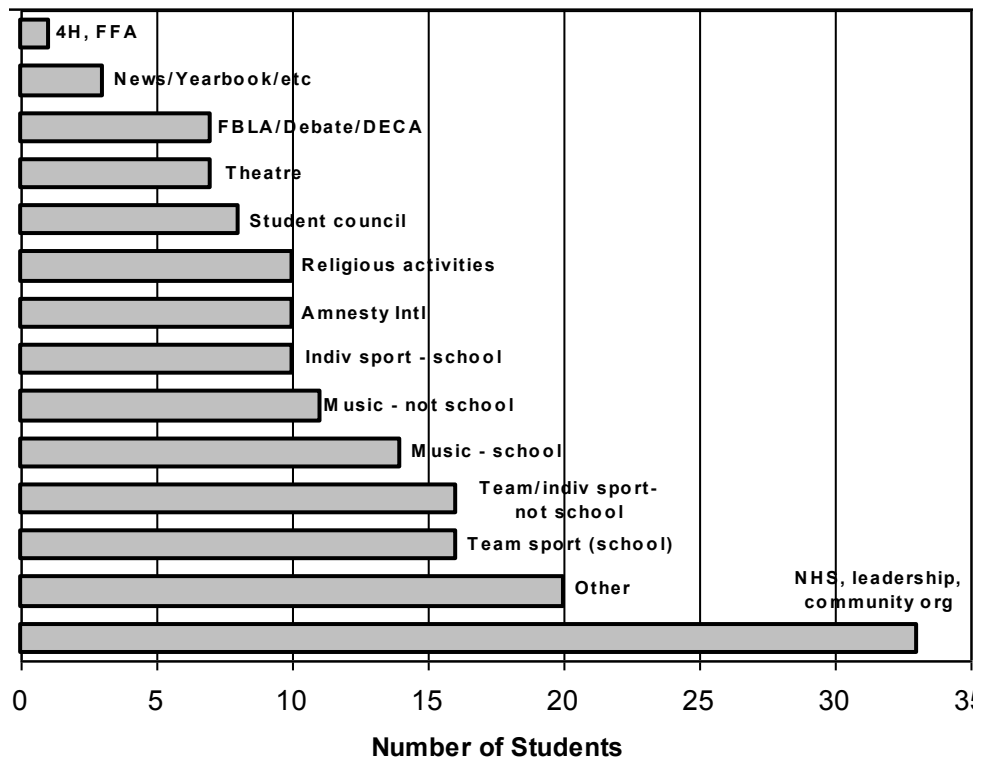
Recently, a poll was given to 59 IB juniors, asking the fundamental question on every entering freshman's mind: "Do IB students do more than just homework?" The survey found that they do indeed participate in a wide variety of activities other than studying.

Within the sports category, students stay active with volleyball, lacrosse, basketball, baseball, football, soccer, softball, wrestling, gymnastics, track, cross country, equestrian activities, dance, hockey, bowling, swimming, snowboarding, skiing and tennis.

The study found that there was a wide variety of activities and involvement amongst students. In addition to the types of extra-curricular interests mentioned above, IB juniors also participate in IB Council, Asian Culture Club, Boy Scouts, Choir Council, paint-balling, IB Dance, ballet, Junior Core, History Club, Trivia Bowl, Networking Club, Astronomy Club, Orchestra Council, Link Crew, French Club, Spanish Club, art, music, volunteering, reading, jobs, and hanging out with friends.

As is expected, academics are the basis of the IB curriculum, and homework and studying are required in such a rigorous program. However, students involved in IB have an array of activities available to them, and most take advantage of these opportunities. Therefore, it's a fact: IB kids can actually have a "life"!

### IB Juniors Current Extra-Curricular Activities



# Senior IB Art Exhibit

by Camille Kurreck, '07

The recent IB Art Show allowed my peers and me to display and describe the art that we have spent the past two years creating. The show was a fun way to share our art with people who wouldn't normally see it, and we were able to practice answering sample test questions likely to come up on the IB Art examination later this month.

Art has been so much fun the past two years; what other high-level do you get to get messy and throw paint around? While I may take it farther than others, I have had a blast in my art classes and I have learned so much about art. Developing our skills throughout junior and senior year, and seeing our final result hanging on the wall, has really made me realize how far we have come.

High-level Art extends over the junior and senior years. The requirement includes the student creating one piece of art approximately every two weeks over this time. The work involved in a piece of art may be an effort at first to complete within two weeks, but after a while they take less time to create for the same quality.

Students must also create a journal. This includes 40 pages in a sketchbook every six weeks, and a short essay at the very end of the course. The sketchbook requires some research and time, but it allows for personal growth, and demonstrates where an artist gets his inspiration from, as well as develops the artist's personal

philosophy concerning art. The essay explains the discoveries made with creating art and the research surrounding it.

Each student must pick an art concentration during the 2nd semester junior year. A brief paragraph explaining it must be written but is not submitted to IB. The journal and the student's artwork should reflect this concentration.

At the end of senior year, an outside art examiner visits the school and discusses the artwork created with each student. This year the examiner is a professional water colorist in Colorado. She takes each student one at a time and asks a series of questions about their artwork. The examiner will have received 12 pictures of art from each student and 25 selected pages out of the sketchbook before hand to prepare. She meets with each student for about two hours.

For a high-level class, it's not too bad at all — just ask any High-Level Biology student!



Mr. Batt talks to the art students before the exhibit.



Phyllis Chen— Dragons

## IB Art Students Present Their Work at the IB Art Exhibit

Students and their concentrations are noted. Sample student artwork may be viewed on the Huskie IBPO website ([www.HuskieIBPO.com](http://www.HuskieIBPO.com))



Nick Zhou— Portraits, varying from face to body, with scenic backgrounds



Kent Quidachay  
—Paradoxes, typically using abstract backgrounds, in watercolor



Camille Kurreck  
— Close-up abstract portraits of musicians

## Advice on College Visits

*Editor's Note: Diane Schaefer is an educational consultant, who made an extremely informative presentation to us last October on "Maximizing Financial Aid for College." She will speak to us again in March on the topic of researching colleges. Diane has graciously agreed to write a regular column for us this year on a variety of topics related to college admissions.*

Even though, at the time of writing this article, we are still under many feet of snow, springtime is just around the corner, and that's the time when many families head off to visit college campuses. This article will address some of what to look for when visiting schools and how to make your stay on campus more beneficial.

### Do Research on Schools

When visiting a school, do your research *before* you get there. First gain some background information about the school by reading a subjective opinion, (Fiske Guide, Insider's Guide, Best 357 Colleges) and follow that up with significant time on the web researching both the academic offerings and the social side of campus. Some questions that you might formulate:

1. What is the academic rigor of the school? How fast does the curriculum get delivered and with what methods? Mostly lecture, small group, discussion? What is the level of writing, reading expected from freshmen?

2. What is the social climate on campus? Is there an effort to provide diverse groups the support needed to thrive? (Diversity exists in more than the obvious cultural and racial groups and is present in divergent ideas, customs, geographical backgrounds, etc.) Are my interests represented through clubs and with others with similar profiles? What and how would I have the opportunity to contribute to this community?

### Campus Tours

Make arrangements with the college for a campus tour, informational session and/or interview either by phoning the office of admission or contacting them through their website. Generally speaking you can only visit two schools per day, one in the a.m. and the other in the afternoon. The more time you can spend on campus, however, the better your understanding. Try to arrange time to attend a class, talk with a professor, coach, or club sponsor. If you know current students that attend, try to make contact with them to get their "unprompted" perspectives. When on campus, you will participate in a tour conducted by a trained student that works for the admission office. These students have a wealth of factual information and are usually chosen for their effectiveness as an energetic communicator. Be sure to return to an area of the school after the official tour is over and speak with students who attend but are outside of that admission viewpoint. Their input is very valuable and unrehearsed.

### Interviews

All schools do not offer interviews; however, if you find your visit might also include this option, be sure to take the opportunity to do one. Interviews come in two flavors: evaluative and informational. An evaluative interview is one where there are notes taken and you are assessed after the interview. The evaluative interview carries some weight in your admission decision and is often referred to during the application period, especially when a student is a borderline applicant. Many schools will only consider the assessment notes from an evaluative interview if they are positive and help the student. If you do one of these kinds of interviews, take it seriously and prepare questions to ask.

An informational interview is more casual and may appear as a group meeting, or an arranged talk with admission personnel. It is your chance to ask questions to gain more information. No matter which type of interview is used, prepare through thorough research. Nothing is worse for an admission representative than to have a youngster who is passive, unprepared and without ideas about what they want. Make a good impression by preparing a list of questions to take into the interview. Your enthusiasm and interest level will be noted. Use the interview not so much to "impress" as to "qualify" the school for you. Remember, that trying to keep this process student-centered is going to help you find a school that fits your needs. Here are some more sample questions to consider for your research and interviews: Would you fit into the culture there? Would you want to spend the next four years studying and learning there? Does the college offer you the specifics for your academic and social needs?

## Denver Spring College Fair

Sunday, April 29th

1:00 – 4:00 pm

University of Denver  
Gates Field House

You will have the opportunity to visit with over 150 colleges and universities and to attend information sessions on the college selection process and scholarships sources. It is a terrific opportunity for juniors, interested sophomores, and their parents to start the college search. Gates Field House is located in the Daniel L. Ritchie Sports and Wellness Center.

# A Parent's Advice:

**Seniors: Next summer reevaluate your freshman fall course selection AFTER getting your IB grades, but BEFORE the drop/add deadline!!**

by Terry Brownfield (Parent '06)

CSU (Colorado State University, Fort Collins, CO), offers a fabulous introductory program the summer before you go to college...called PREVIEW. Our family highly recommends taking advantage of this fun overnight informational experience...both for the student and parent(s).

The program gives you a tour of the campus from a student perspective, and answers to many of your practical questions. It also provides several informational seminars, a view of the dormitory (go ahead parents, stay one night in the dorm!!) and the food plans, input on how to prepare for coming to the campus in the fall, and an opportunity to meet with a counselor (in a group setting —don't let them



fool you, there is no real one-on-one counseling) and to choose your fall classes online.

The tricky thing we found as an IB family, was the inability

to know which specific math, English, history, etc. classes to sign up for during this summer experience without knowing your IB grades and how these grades will transfer (you want to try to do it early in the summer to get the best choices). This is probably an issue at many universities.

My daughter Laura chose several classes, including a math class, based on the counselor's recommendation to assume a grade in your IB courses. Laura guessed low...she actually did much better in math than she guesstimated (thank you, Mrs. Bush!!!!!!!!!!!!). So, the class she registered for during PREVIEW, and began taking this fall, she didn't need!!

Even though Laura was proactive and set up a follow-up meeting with her counselor early in September to review all of her information, she ended up doing this past the drop/add timeframe, meaning she had to drop the math class she didn't need, and couldn't sign up for anything else.

Our tidbit of advice: The day you receive your IB grades, call the counseling office at your child's university and have them meet with you IMMEDIATELY to review their fall course selection for the correct class choices.

***We appreciate Terry sharing this information with us, and invite other parents (and students) who are going, or who have gone, through the college admission and entry process to submit their advice for others who may follow the same path . . .***

## College Visit Advice

(continued from page 6)

### A word to parents about visiting colleges

Anxiety about the visiting process can overwhelm your best efforts to help your students gain the experience this opportunity provides. It is not possible to visit all the schools of interest. It is more important to visit schools that target potential admissions than to spend too much time trying to see them all. A student that has had the chance to visit a college does have more to say specifically on their application about the reasons they want to apply. Visiting gives them a context for questions and answers on the applications as well as to help them identify more of what they want from the college experience. I can always see a difference in my students after they spend some time looking over campuses. The process becomes more their own and believable. Because of the competition that grips admissions today, colleges are sometimes more reluctant to give admission to students that cannot convince them about their interest in the college. Visiting is just one part of that interest; so if you are unable to visit a school, develop your interest in other ways. Continue to talk with admissions through email and college fairs and seek out opportunities to talk to current students and alumni. There are many compromises that will most likely be needed during the entire college investigation process and visiting decisions will be part of that.

Lastly, visiting is helpful no matter when it occurs. Summers and spring break are the most likely times, but even next fall and

into winter are possible times for visiting. The most ideal time is when the campus is alive with students and in session. However, students coming from greater distances must compromise and get there when they can. It is an exciting "right of passage" and parents and students alike can find it a very productive, fun and helpful experience.

*Diane Schaefer, MA, LPC is an Educational Planner and consults independently with students and parents about the process of finding and applying to college. Watch for her new website, [www.schaefereducationalplanning.com](http://www.schaefereducationalplanning.com) that is soon to be on line.*

## IB matters

### Newsletter Comments, Suggestions, Articles

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Secretary	Kit Bazley
Treasurer	Jeanne Hudec
CAS Representative	Smita Patel
Volunteer Coordinator	Julia Radtke
Hospitality Chair	Debbie Studebaker
Website	Norm Byers
At-Large	Geoff Stephen

# IB Calendar

## APRIL

25 ACT Testing - Juniors (12:00 late start for remaining students)  
26 DCHS Band Concert (7 pm, DCHS Auditorium)

## MAY

1 Last Day of Classes for Seniors  
7 Graduation Tickets available in advisement  
7-11 Spring Art Festival (North Gym)  
10 DCHS Orchestra Concert (7 pm, DCHS Auditorium)  
15 DCHS Choir Concert (7:30 pm, DCHS Auditorium)  
15 Senior Locker Clean-out  
18 DCHS Senior Picnic (10 am - 1 pm, Stadium)  
21 Underclassmen Locker Clean-out  
24 Graduation Practice (1 pm, Stadium)  
24 Honors Convocation (6:30 pm, North Gym)  
25 Graduation (9 am, Stadium)  
30 LAST DAY OF SCHOOL!

### Finals Schedule:

2-23 IB Exams  
24 Finals (periods 1, 2, 3) Buses leave 12:20 pm  
29 Finals (periods 4, 5) Buses leave 11:30 am  
30 Finals (periods 7, 8) Buses leave 11:30 am

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