



IB matters

April 2008

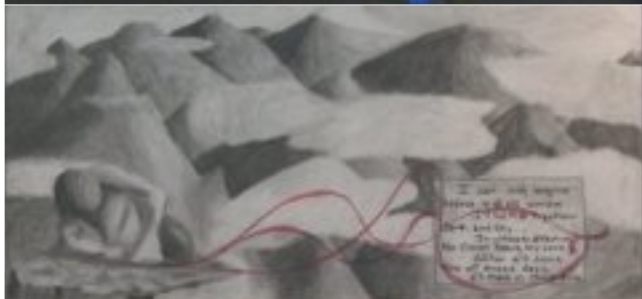
Douglas County High School
2842 Front Street
Castle Rock, Colorado 80104

A World for Learning

Volume 11 Issue 4

Artwork by Kirsten Rasson

Selected pieces by Kirsten Rasson, the only HL Art senior this year.



Inside

Bringing Spanish to Life	3
Extended Essay Mini-Workshop	4
Extended Essay Advisor Meeting	5
Group 4 Science Investigations	7
TOK: Gift or Curse?	7
My Experience in TOK	8
TOK at Work	8
One Night at TOK	9

Features

Coordinator's Corner	2
Who Is IBPO?	2
Colleges and the IB Curriculum: USC	2
Bulletin Board	3
Faculty Profile: Shaun Loewen	6
May 2008 IB Examination Calendar	9
IB Calendar	10



Coordinator's Corner

by Dr. Steven Fleet
DCHS IB Coordinator

I want to offer four practical considerations as students approach IB exams and finals.

Do not believe the all too common idea: "If I don't know it by now, I'm not going to know it."

This is generally used as an excuse for not studying. There is a notable difference between what you remember from a school year and what you can reinforce with studying. It may be true that the time for learning new concepts begins to pass sometime in mid-April, but the opportunity to make connections between and among ideas as well as the need to reinforce prior learning continues right up to your examinations. Studying at this stage is less about memorization than it is about synthesizing concepts. Go over notes and exams, flip through your texts and remind yourself where you have been. Then get a highlighter or a separate piece of paper and review specific concepts. The steps you take now can make all of the work you have put in during the year truly pay off.

Energize yourself with plenty of sleep and good dietary habits.

Don't let this conflict with my first piece of advice. Exams occur over several weeks and many of the habits that have worked in the past, staying up late to study and using stimulants like "Red Bull" won't serve your interests in the long run. Eat breakfast and drink juice. Include fruit in your lunch. Go for walks. I do not intend this to sound silly. You have worked hard to have the opportunity to be where you are and you owe it

to yourself to maximize your opportunity to perform. This is the time to step away from jobs and to talk your little sister into doing your chores. This is a time to be selfish in order to allow all the sacrifices that your family, friends, teachers and yourself have made over the past years to be reflected in your performance.

Attend review sessions. Many teachers offer review sessions this time of year and generally attendance is low. We have seen a direct correlation between success on exams and attendance at review sessions. It may be that students conscientious enough to attend review sessions would do better on their exams anyhow, but I believe that the practical focus of the sessions is invaluable. Review sessions make specific connections to examinations and enable you to prepare to undertake the type of studying I suggested earlier. Again, this requires you to make the time. You must alter your schedule and commit yourself to preparation for these exams. Come prepared with questions and considerations. The best review sessions are driven by specific student needs, not the teacher guessing what needs to be covered. Have the rubrics for your exams with you and use the time as an opportunity to get specific advice on how to take what you know and apply it to the expectations of the examination.

Finally, bring your lucky pen or lucky little spiky monster key chain with you to the exams.

University of Southern California and the IB Curriculum

Q-How does USC treat students who have pursued an International Baccalaureate (IB) curriculum?

A-USC believes that students who undertake an IB curriculum are well prepared for the rigors of university academic life. IB courses are factored into our admission evaluation process because we recognize the extreme rigor of such a curriculum.

Q-What kind of advanced credit does USC offer to IB?

A-USC grants 6 semester units of credit for each subject completed at the higher level with a grade of 5, 6, or 7. No credit is earned for subsidiary level exams. Students may earn a maximum of 18 semester units through the IB program. Advanced Placement (AP) credit can be accumulated, in addition to the IB, for a maximum of 32 units. However, credit cannot be earned for AP and IB exams on the same topic. The USC Articulation Office will only grant elective credit upon receipt of an official IB Certificate. Therefore, students should be sure to have official IB results sent directly to USC.

Source: <http://www.usc.edu/admission/undergraduate/utility/faq.html> (enter "IB" as search keyword, and refer to second question/answer listed)



HuskielBPO.com

Newsletter

Cheryl Monroe monroecw@msn.com **Comments/Suggestions**
Wendy Storey wendy@net-demon.com **Student Articles**
Jeff Storey jstorey@net-demon.com **Publisher**

IB Coordinator

Dr. Steven Fleet (303) 387-1131 Steven.Fleet@dcsdk12.org

IB Administrative Assistant

Deborah Wick (303) 387-1109 Deborah.Wick@dcsdk12.org

Huskie IBPO Board

President
Secretary
Treasurer
CAS Activities
Volunteer Coord
Hospitality Chair
Website
At-Large

contactus@HuskielBPO.com

Cheryl Monroe
Kit Bazley
Jeanne Watt
Smita Patel
Julia Radtke
Debbie Studebaker
Norm Byers
Geoff Stephen, Vicki & Jack Lucy,
Karen Soules, Carroll Lyn Steinberg

Bringing Spanish to Life

By Nikki Look, '09

We all know about those nasty internal assessments required for the overall IB test score. They make our palms sweaty and knees shake just thinking about them for they could possibly push us toward that 7 or bring us down to a 6. As a junior and student in the Spanish V class, I am only getting a quick taste of the horrors that the seniors have been experiencing. For the IB Spanish grade, fifty percent of the overall score is based upon the individual oral and the group oral while the other fifty percent derives from the actual test. The test will take place on May 13, the individual oral took place a couple of weeks ago and the group orals were magnificently accomplished over winter break.

One week, winter break, was given to design a script, shoot the scenes and add the special effects to create a smooth flowing Spanish oral. Other requirements included a fifteen minute time limit and each group member needed to equally speak throughout the oral. Other than these few regulations we were free to express our knowledge of the language in whatever form came to mind. As a result, *Las Corazones Jovenes*, a Spanish soap opera, came to life.

A young man surprisingly wakes up from a long lasting coma and believes he is a poor, lost soul with only his hospital gown. Come to find out, he is a renowned inventor and is worth a fortune. A lady who has recently escaped the jungle with her admirer learns of this news and tries to convince the man that they were a couple before his accident when his truck swerved off the road due to a load of vegetables. The

momentum of the story line speeds up throughout the soap opera and at the end, the previews for the hypothetical continuation of the soap opera depicts the women slapping each other and throwing glasses of wine at each other.

As the finished product played on the screen in the Spanish classroom, my initial idea of the internal assessment faded away. Not only was this a great opportunity to spend quality time on an important portion of the overall grade, I was able to truly hone in on the wonderful Spanish language. I can't wait until the summer, when I receive my score and can attribute my success to the success of my group oral.



Bulletin Board

Thank you to . . .

- Cheryl Monroe, Smita Patel, Karen Soules, Carroll Lyn Steinberg, Jeff & Wendy Storey, and Cherie Wallace for helping prepare the February newsletter for distribution.
- Karen Soules, Debbie Studebaker, and Jeanne Watt for providing the food and drinks for the Extended Essay Advisor Session on Feb. 7, 2008.
- Carroll Lyn Steinberg for preparing the thank-you cards and gift certificates for this year's seniors' Extended Essay advisors.
- All the students and graduates for contributing articles to the IB Newsletter during the 2007 - 2008 school year.

Hungry Students Need IB Exam Snacks!

The end of the year is rapidly approaching and with it comes IB exams. This can be a stressful time for our IB seniors and some of our juniors. Each year the IBPO supports our students who are taking exams by offering snacks and beverages to the students prior to their testing periods. Please consider helping support our students by donating individually wrapped snacks such as: granola bars, cereal bars or other snacks. You could also provide bottled water, juice, or sports drinks. The snacks may be dropped off at Deborah Wick's office in the south building. Those individuals who would like to donate, but not purchase and deliver snacks, may make a monetary donation. Checks or cash should be sent to Deborah Wick's office and marked "IB Exam Snacks." Make checks payable to "Huskie IBPO."

Proctors Needed for IB Exams

The IB staff needs parents to assist as proctors for the IB Exams. The exams will be held May 5 – 21, 2008. 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*.

Note: You may not proctor an exam that your own child is taking.

Coming Soon – Informational email for parents interested in proctoring IB exams. Watch for it!

Extended Essay Mini-Workshop

What do IB juniors who have the mornings of CSAP week off love to do?

Attend an Extended Essay seminar!

By Mrs. Kim Clever
Social Studies

As Extended Essay supervisors, Leah Schultz and I want to create opportunities to help students find success in writing their Extended Essay. One piece of our plan was to set aside a scheduled time for students to meet with their advisors (during the EE process they should spend 3-5 hours with their advisor). What better time than during CSAP week when most juniors are sleeping in? So with administrative support, March 5th was reserved for students and advisors to meet in the DCHS library to participate in a morning seminar/work session from 9:00 to 11:00 am.

When students and advisors arrived, Leah and I spent about 20 minutes demonstrating online databases available through the school district website. Students were also guided toward the IBPO website as a wonderful source of information such as subject guides, graders reports, how to write an abstract, and a timeline for pacing. Students were then free to meet with their advisors or begin research.

Considering the session was completely voluntary, we felt it was quite successful with roughly 35 students and 7 advisors in attendance. So where do the students go from here? Students are expected to set up meetings with their advisors and they may choose to go to the summer work session at DU with Becky Parnell June 9-12. September 1 is the suggested deadline for rough drafts, however, the "rough draft deadline" is to be arranged with the advisor by the student. By October 1, two copies of the their essay will need to be submitted. In addition, students are expected to complete a *vive voce* (exit discussion) with their advisor as soon as they have completed their essay. The purpose is to celebrate the process as well as the completion and all the hard work spent over the previous nine months.



IB juniors use the library computer lab for some initial research.

Social Studies teacher, Kevin Wills-Keely, gives some research guidance to some of the IB juniors.

Kim Clever, one of the DCHS Essay Coordinators, meets with her advisees.



Paula Gilbert, Choir Director, meets with one of her advisees.

EXTENDED ESSAY

New Extended Essay due date is Oct. 1.

Workshop will be held at the University of Denver June 9 – 12.

Detailed information and registration forms will become available in the spring.

Essay information for reference on the website: www.huskieibpo.com.

- Essay description.
- Time line & due dates.
- Rubrics for grading (general, by subject) **NEW FOR THIS YEAR!**
- Style Guide links.
- Sample topics from past papers.
- Sample essays.
- Essay reports by subject (comments by past graders).

Extended Essay Advisor Meeting

Advisors learn of the requirement changes in Extended Essay for the class of 2009

By Miss Leah Schulz
Language Arts

The graduating class of 2009 will see some changes in the requirements for their Extended Essay compared to the graduating classes before them. And as it is necessary to educate not only the students, but their advisors, Kim Clever and I met with the advisors in an after school meeting on Thursday, February 7, 2008. The meeting, deliciously catered by the IBPO, was attended by about 15 advisors, both veterans and new recruits. In an effort to clarify the advisor/advisee relationship, Kim and I shared with the advisors the following information which we learned in an IB roundtable in December. All of this information was also given to the TOK students in January.

1. The suggested time for an advisor to meet with their advisee is between 3 and 5 hours total. This information is available to IB graders of the essays; any time less than 3 hours and the originality of the work is questioned, and any more than 5 hours and the work appears to be more of the advisor's than the advisee's.
2. The majority of these 3 – 5 hours should be spent on the “front end” of the essay development. The primary role of the advisor is to help the student develop a research question that is broad enough to yield a lengthy paper but not too narrow in scope. Also, they are to make suggestions for resources that may be of help in the research process.
3. The advisor is to read only one draft of the essay prior to the essay being turned in. One thing that was made very clear at the roundtable was that the role of advisor did NOT include editing or revising. The advisor is meant to be a facilitator of knowledge acquisition, not an editor.
4. The introduction of the *viva voce* is an entirely new element this year. It is an “exit interview” during which the advisor and the advisee discuss the finished product and the research process. This short (15 minutes) discussion should take place after, although relatively near, the completion of the essay. The tone of the interview should be of celebration.

After the meeting with the advisors, Becky Parnell came to speak with the TOK students about beginning the research process. During her

hour-long discussion, she had the students engage in a multitude of activities meant to spur their interest in getting started on the Extended Essay. She had the students respond to quotations from famous intellectuals that dealt with the nature of research, had students look at both successful and unsuccessful research questions, and answered general questions about the Extended Essay. The overarching message was one of individuality, natural curiosity, and determination. Ideally, students will be interested in researching something about which they are passionate, curious, and driven; this is where the best essays come from.



IBPO Presents Thank-You Gifts to Extended Essay Advisors

At the February 7, 2008 Extended Essay Advisor meeting held by DCHS Essay Coordinators, the IBPO provided finger food, desserts, and drinks for this after-school session. After the meeting, IBPO parent Debbie Studebaker presented each of the advisors for this past essay session (current seniors) with a gift certificate for \$25 to Barnes & Noble. Carroll Lyn Steinberg, another IBPO parent, created homemade thank-you cards to go along with the certificates.

The IBPO greatly appreciates all the teachers who take the time and have the interest to act as advisors to our IB students in this important research project. Many of them meet with the students outside their classroom hours, going above and beyond to provide this guidance to our students!



Faculty Profile

Mr. Shaun Loewen: Mathematics

You may know him as a master of derivatives or maybe as the voice announcing the most recent sports event. Either way, Mr. Loewen is a pretty cool guy. He's the teacher behind the scores of each and every IB student that takes HL Math and AP Calculus. He is also brave enough to teach Algebra I. In addition to being an awesome math teacher, Mr. Loewen is heavily involved in activities at Douglas County High School. Because he's a super-amazing guy, we interviewed Mr. Loewen:

Q-What is your favorite part of teaching IB students?

A-I really like their attitudes. They're hard working, willing to try new things and are just fun to be around.

Q-Why did you become a math teacher?

A-My dad was a teacher and all of my life I thought it sounded like a good job. When I got to college, I wasn't sure what I wanted to study but I knew that I was good in math and science so I started in the Engineering program. After a little while, I found out that I really didn't like engineering and I liked to work with kids so I switched majors to become a math teacher.

Q-Where did you go to school?

A-Well, actually I went to Douglas County High School and then went on to CU Boulder.

Q-You are really involved in our school's activities, what got you interested?

A-At first Mrs. Shawcroft asked me to announce at a sports event, but I realized that girls sports don't get as much recognition as boys and so I thought that if I could get involved then it would help school spirit and recognition for the girls. I also like to see my students outside the classroom; it is amazing how talented they are!

Q-Do you have any funny teaching stories?

A-Well, I went on the trip to Paris in 2003 and there were two girls in my class that almost got into a fight on a subway. We were all on the subway when there were two French men speaking to each other in French and it sounded pretty rude. What they didn't realize is that half the students that were with us could understand them. So these two girls stood up and told them off in French. The two French men were stunned and a little embarrassed; it was the talk of the trip!

Q-What would you say to sophomores who are trying to decide between AP and IB?

A-If you are really strong in one or two academic areas I would say you should choose AP, but if you are not sure what you really like or what you are really good at then you should choose IB. If you do choose IB you should be really motivated and able to work hard and that will equal success in the IB program.

Q-What would you say to someone who is considering taking high-level math?

By Laurel Mazur, '09

and Maggie Kakenmaster, '09

A-It is definitely not the easiest high-level class, so don't take it just for the challenge. You need to have a natural talent for mathematics. Working hard is great but it is not enough for this class. You also need to have a genuine interest in mathematics.

To sum it up, though you may only know him from your math class, Mr. Loewen is an individual with many interests. So, if you are planning on taking calculus and get Mr. Loewen as your teacher, look forward to it - I bet it will be a fun experience.



Angela Londono and Mr. Loewen.

Experience Machu Picchu!

When: Spring Break 2009

Cost: \$2,944.00

Teachers: Mrs. Quintana and Mrs. Long

RSVP To: sra_gquintana@yahoo.com

Have you always wanted to experience the Machu Picchu, go on a jungle hike or rafting on the Urubamba River? Well HERE is your chance!! Señora Quintana and Mrs. Long are going to Peru for Spring Break 2009. We will be seeing Lima, Cuzco, Aguas Calientes, Puerto Maldonado and Tres Chimbas. Less than \$3000 gets you three square meals a day, nice hotels, and an experience of a lifetime! WHAT A DEAL! See Señora Quintana or Mrs. Long for details, or come to an informational meeting on April 16 or April 30, 2008 at 6:30 pm in room 72S.



Group 4 Science Investigations

IB science students display their projects

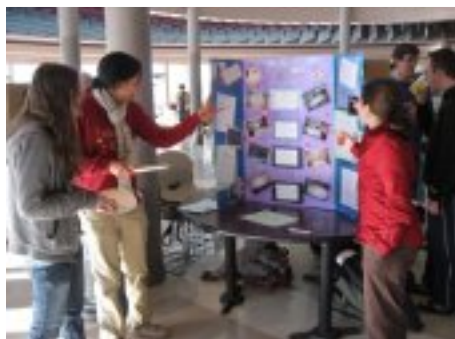
By Cheryl Monroe

On February 6, 2008, IB science students displayed the results of their Group 4 science investigations in a group session held after school in the North Commons.

Each year, IB students, as part of their science class choice, complete a project referred to as their Group 4 Project: one of the IB internal assessments for science. The Group 4 designation refers to the fact that Experimental Science is the 4th Subject Group of the IB curriculum that all IB students must complete.



According to Dr. Christine Funk, IB Biology teacher at DCHS, the Group 4 project includes all of the IB sciences: IB Biology I, IB Physics I, and IB Chemistry II. The project involves student groups in designing, conducting and analyzing an experiment on a topic of their choice, though it must somehow relate to our umbrella topic. This year, the overarching topic is "Children's Stories and Fairy Tales." Students studied topics from preserving Snow White's apple and plant experiments based on the Enchanted Forest, to enzymatic and redox reactions in the body after someone has been cut from Mulan, Sleeping Beauty, and Peter Pan, and studying homeostatic mechanisms



based on the story "Thousand Furs." Students share the results of their research in a poster

session format.

Ms. Farrell, IB Chemistry teacher, said that for the first time, these projects were displayed after school, where parents, friends and other students were invited to attend. Those attending were asked to critique individual displays as part of a peer review. They completed forms asking them to evaluate the projects on poster organization, visual characteristics, and science content, as well as identify anything they thought was especially positive (or not) about the projects.

The session appeared to be quite a success, with parents and grandparents meandering among the projects, while students took pride in describing their research.

For details on the IB Diploma Programme curriculum, point your browser to <http://www.ibo.org/diploma/curriculum>.



TOK: Gift or Curse?

By Yvonne Schroeder, '09

If you're in IB, you are either in TOK, taken the class before, or you've heard the juniors and seniors whine about the after-hours class.

TOK, which for those of you who don't know, stands for Theory of Knowledge. TOK is a class for second semester IB juniors, first semester IB seniors, and a few brave non-IB students who just want to join in. The class takes place on Wednesday nights from 5 - 8 pm. It's taught by Dr. Fleet, Mr. Umbach, Ms. Farrell, Mrs. Goeken, and Mr. Burroughs. There is a basic structure to the class. The students meet in the library for any random amount of time decided by the teachers; then we separate into small groups assigned to the students at the beginning of the semester. In our separate small groups we can discuss any number of things; sometimes religion, sometimes a reading given to us, sometimes art, or sometimes something completely random. Then we get to go home and write two journal entries that further explore the discussions that we had in class. One discussion that I particularly liked was whether knowledge can ever really exist. The things that IB students have in their minds would make any non-IB kid say "whoa!"

One class that was very memorable was when we watched *The Wizard of Oz* on mute and played Pink Floyd's *The Dark Side of the Moon* at the same time. It was absolutely amazing that the music from the CD seemed to match what was going on in the film. For example, there was the sound of a plane in the CD at the same time that Dorothy looked to the sky.

Overall the class is pretty fun and not half as bad as all of us taking the class make it out to seem. Maybe we don't notice it now, but I'm sure that when we look back we will see that TOK truly was a gift given to us by good, old IB.

My Experience in TOK

Novelty and Proclivity In and Out of Thought

By Hugh Cunningham, '08

When I think of Theory of Knowledge, known to the IB student as TOK, I think of thinking. What I mean is that, in my mind, the focus of the class is to think: to think of new topics, to think in new ways, to think, and to learn to do so. From the very first Wednesday evening on which a few companions and I gamboled uncertainly through an empty school and up to the classrooms of the English wing, we were exposed to new ideas: "How does the knower know?" I didn't know. This basic question of epistemology (theory of knowledge) was not one that many of us had previously considered, and certainly not one that would be asked in a conventional classroom. From this very first memorable instant in TOK, we as students were required to think of a new topic in new ways.

This new food for thought as well as its servers proved to be intimidating at first for many a TOK student. These servers, the teachers of TOK intimidated not because of booming voices, malignant stares, or any devices of that sort, but rather because of a sort of air of intellectualism. Then Mr. now Dr. Fleet, Mr. Umbach, Mr. Burroughs, and Mrs. Goeken all permeated the sorts of feelings that you would expect in a collegiate environment. Dr. Fleet's slow and seemingly calculated speech seems to carry down from the airy heights of intelligence and dwarf we lesser beings at his feet. But the intimidation caused by these human bastions of education subsided as they helped us to realize our own incalculable power of thought.

I stated before that I see the primary goal of TOK as provoking thought within its students. This, I think, is the same as the teaching of thought, for we are all capable of thinking. Our thoughts merely have to be provoked and directed to achieve more philosophical pursuits. The primary weapon in the arsenal of thought provocation is discussion in TOK. Open discussion is the form that TOK most often takes; The teachers provide a stimulus in the form of a film, an article, a quotation, an idea, or simply a question any of which can trigger eruptive thought and discussions that achieve nothing short of mental aggrandizement. Much learning and growth is placed in the hands of the students after

the teacher's stimulus proposals, for through sharing thoughts and ideas we further expose one another to yet more new topics and perspectives. As much as the objective of TOK is to provoke thought, it is to provoke unorthodox thought, that is to say, ideas that stray from the obvious conclusions.

In no other class offered at Douglas County High School, or likely any high school, or any university are students taught as they are in TOK. The broadening of perspectives, the notion that there are infinite perspectives and infinite answers, are purveyed through the unorthodoxy of the discussion topics within the class. Topics such as the semiotics of the American flag, the concept of Faith in the writings of both Martin Luther King Jr. and Malcolm X, Magritte's idea of the treachery of images, and Plato's accidental attributes each opened the mind of the conventional TOK student to previously unexplored dominions of thought. I will not even begin to list the multitude of topics chosen by students to present in their TOK orals that extended my thinking.

Even in light of TOK's extraordinary ability to crack my head like a coconut and pour into it what delicious mixture of thoughts as it would, I give equal value to the experiences both entertaining and meaningful that I had during TOK. To think back on the whole experience conjures only the brightest few images into my mind. Dr. Fleet hunched over, playing the part of an old man looking for a cube during a game of freeze-frame, sitting huddled in Mr. Burroughs' room watching *The Sandlot*, discussing whether Newton or Shakespeare reached nearer the truth: these experiences are those that I remember best. There are a great many other experiences that I will take with me beyond high school, that I have taken beyond TOK. I find that even though returning to school after hours was sometimes drudgery, and even though thinking was sometimes a burden, my experience in TOK was among the most valuable of my high school career.

TOK at Work

By Alex Mullans, '09

Theory of Knowledge . . . I mean Knowledge. IB kids know who I got that from. That crazy class we all go to on Wednesday night from 5 pm to 8 pm. Let's get the obligatory basic stats out of the way – we meet in the LMC Garden Room and the teachers are: Dr. Steve Fleet, Mr. Rick Umbach, Ms. Jill Goeken, Ms. Beverley Farrell, and Mr. Jason Burroughs. The class has three basic facets: the journal, the in-class discussions, and the TOK essay (not to be confused with the extended essay).

The journal: the "gift" that we all got at the induction ceremony. During our first TOK, we each got three stickers that would prove to be the sign posts in the desolate free space that was our journals. The one of particular importance to us was the TOK Circle, which seems to indicate that in order for IB students to become knowers (the center of said circle), we must wade through areas of knowledge using ways of knowing. Did I lose you? Don't worry, most of us felt the same way.

The class discussions: the passion that all IB kids have comes through quite clearly. Whether we're discussing what exactly constitutes music vs. noise or what on earth Bono was doing when he was rolling

around on the stage during the Zooropa tour or who is the best band ever (Mr. Umbach says The Who, Mr. Burroughs says U2), you see quite a range of emotions, from disgust and anger to confusion to happiness. What starts as a discussion of the trip to Boettcher Concert Hall to watch the CSO may well end as a discussion regarding buses and the vibrations they make, for example.

The essay and the presentation: I forgot about presentation, so technically there are four facets, not three. These are both somewhat abstract, at least to me...

By the time you read this, we will all have ventured up to Boettcher via light rail or other arranged ride not with friends (for some crazy reason, the District will not let students drive other students on school sponsored events...) and be able to tell you about the creative process that goes on there.

Remember, life is a fabric. If you cut it up into a bunch of little pieces and stitch it back together in the right order, you can create something new – Henri Bergson's ideas in a nutshell, I think. That's TOK at work!

May 2008 IB Examination Calendar

Friday 2nd

Last Day of IB Classes for IB Seniors

Monday 5th

7:00 am English A1 HL paper 1 (2 hrs)
 11:00 am Psychology SL paper 1 (2 hrs)
 3:00 pm Philosophy HL paper 1 (2 hrs 30 min)
 3:00 pm Philosophy SL paper 1 (1 hr 45 min)

Tuesday 6th

7:30 am Psychology SL paper 2 (1 hr)
 11:00 am Philosophy HL paper 2 (2 hrs)
 11:00 am Philosophy SL paper 2 (1 hr)
 3:00 pm History HL paper 1 (1 hr)
 3:00 pm History HL paper 2 (1 hr 30 min)

Wednesday 7th

8:00 am History HL paper 3 (2 hrs 30 min)
 1:00 pm Math HL paper 1 (2 hrs)
 1:00 pm Math SL paper 1 (1 hr 30 min)
 1:00 pm Math Studies SL paper 1 (1 hr 30 min)

Thursday 8th

8:00 am Math HL paper 2 (2 hrs)
 8:00 am Math SL paper 2 (1 hr 30 min)
 8:00 am Math Studies SL paper 2 (1 hr 30 min)
 1:00 pm Chemistry SL paper 1 (45 min)
 1:00 pm Chemistry SL paper 2 (1 hr 15 min)

Friday 9th

8:00 am Chemistry SL paper 3 (1 hr)

Monday 12th

8:00 am English A1 HL paper 2 (2 hrs)

Tuesday 13th

8:00 am Spanish B SL paper 1 (1 hr 30 min)
 8:00 am Spanish B SL paper 2 (1 hr 30 min)

Wednesday 14th

1:00 pm Biology HL paper 1 (1 hr)
 1:00 pm Biology HL paper 2 (2 hrs 15 min)

Thursday 15th

8:00 am Biology HL paper 3 (1 hr 15 min)

Friday 16th

8:00 am French B SL paper 1 (1 hr 30 min)
 8:00 am French B SL paper 2 (1 hr 30 min)

Monday 19th

1:00 pm Math HL paper 3 (1 hr)

Tuesday 20th

8:00 am Music HL paper 1 (2 hrs 30 min)
 8:00 am Music SL paper 1 (2 hrs 30 min)
 1:00 pm Physics SL paper 1 (45 min)
 1:00 pm Physics SL paper 2 (1 hr 15 min)

Wednesday 21st

8:00 am Physics SL paper 3 (1 hr)

Friday 23rd

GRADUATION



One Night at TOK

TOK students create poses representing concepts. Teachers and other classmates try to interpret what concepts are being presented.

DCHS IB Calendar

April

- 23 ACT Test for Juniors at DCCHS (State Test)
- 26 Prom

May

- 2 Last Day for IB Classes for IB Seniors
- 3 SAT Test (Saturday)
- 5 – 8 DCCHS Spring Arts Festival (North Gym)
- 5 – 21 IB Exams
- 20 **Finals** (Periods 1, 2, 3)
- 21 **Finals** (Periods 4, 5)
- 21 IB Senior Picnic
- 22 **Finals** (Periods 7, 8)
- 23 Graduation

June

- 7 SAT Test (Saturday)
- 14 ACT Test (Saturday – National Test Day)



NONPROFIT ORG.
U.S. POSTAGE
PAID
Castle Rock, CO
Permit no. 38

International Baccalaureate
Douglas County High School
2842 Front Street
Castle Rock, CO 80104

