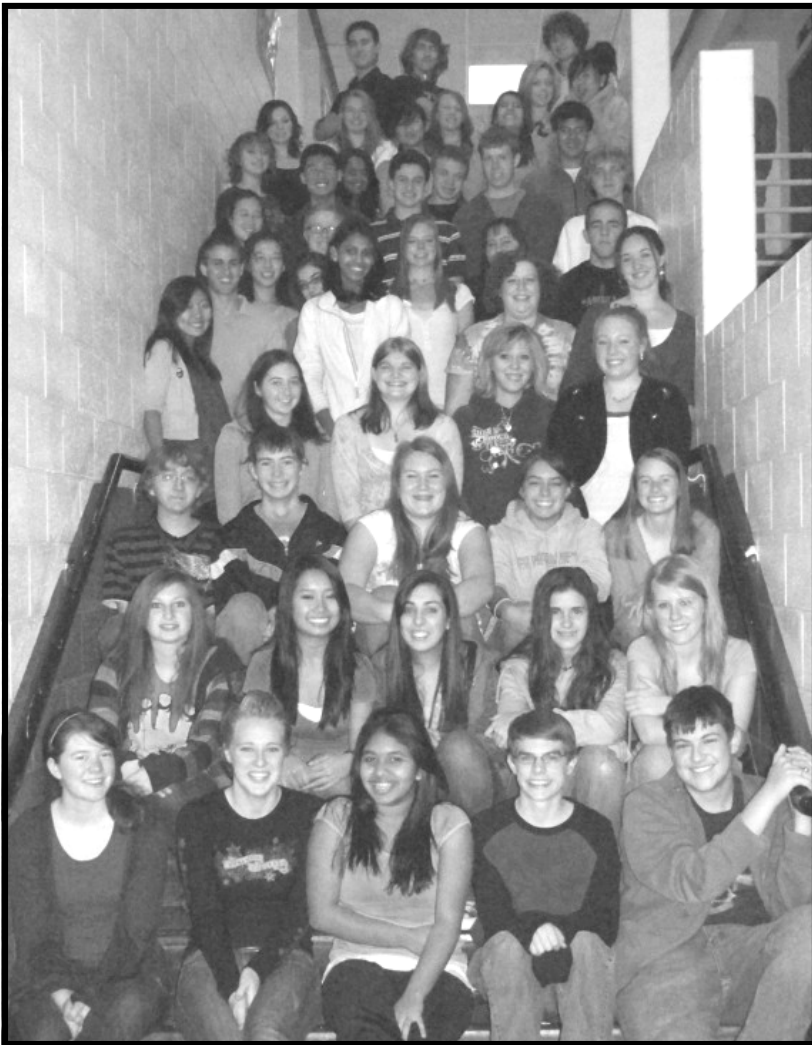




## International Baccalaureate Class of 2010 Induction

September 30, 2008



Sanjana Ahsan, Rachael Alexander, Melissa Almaraz, Amelia Andrus, Morgan Ballinger, Nathaniel Bookout, Andrew Bustrack, Kaitlin Dullea, Heather Emerson, Amanda Erskine, Nathalia Ferraz, Caley Follmer, Michelle Griffith, J. P. Griswold, Justin Hall, Devon Hockley, Rachel Holland, Susan Hutton, Albert Hwang, Ayla Hwang, Mackenzie Johnson, Shana Kalatardi, Jules Kingery, Tyler Kotre, Jordan Kranse, Hannah Lee, Laura Lee, Calista Maas, Molly Marie McCart, Caitlin McGraw, Sarah Meine, Erin Miller, Genevieve Miller, Steven Moyes, Lila Murib, Cindy Nguyen, Yvonne O'Neill, Mariel Park, Benjamin Patrick, Adrienne Quilliam, Kahina Rabia, John Rogers, Neil Sarwal, Hannah Skaggs, Kirsten Soules, Emerson Steinberg, Ian Stewart, Jaylyn Stoesz, Tamara Thevarajah, Joshua Torrez, Mitchell Whitus, Arthur Williams, Brody Wilson, Madeleine Woodward, Jina Yoon

## Upcoming Events

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

Thursday, January 8  
6:30 pm, DCHS Auditorium

IB staff discuss upcoming CAS (Creativity, Action, Service) hours, the TOK class and the Extended Essay requirement for 10th graders/parents. Following this session, past IB Graduates will discuss IB experiences, and the value of the program since leaving DCHS.

**Both talks are open to all IB students and their parents.**

### *DCHS Freshman Orientation / IB Registration*

Wednesday, January 14  
6:00 pm, DCHS

This meeting will assist new DCHS students in selecting their courses for next year. It will be held simultaneously with the DCHS Freshman Orientation night. Registration forms for 8th graders is due soon after, and may be turned in at this session. So come to this meeting and get all your questions answered!

## Inside —

- ⇒ When is TOK class next semester? (page 3)
  - ⇒ CAS News! (pages 4-5)
  - ⇒ Dr. Fleet receives award for dissertation (page 6)
  - ⇒ 2008 IB exam scores, and where they were graded (page 7)
- ... and more!!**



## Coordinator's Corner

by Dr. Steve Fleet, DCCHS IB Coordinator

**An International Baccalaureate education encourages an opening of the "I" as critic and as creator enabling students to use experience as a means of self-**

**discovery.** If students are invited to be active participants in their learning, they are more likely to recognize the personal connections that they can make to material. In turn, they may more easily identify clearer understandings of personal responsibilities for facilitating their awareness of material outside of the self, a connection that includes an understanding of the power students possess to take control of their own learning.

The syllabi of Theory of Knowledge, Language A1 and IB Visual Arts repeatedly emphasize the need for students to utilize their own voices and their personal perspectives to both explore topics and to demonstrate their learning. The rubrics for assessment contain multiple references to the learner's perspective including the following:

**Theory of Knowledge:** The essay shows much evidence of independent thinking about the knowledge issues related to the prescribed title. The student has shaped the essay in a way that shows both a personal, reflective exploration of the knowledge issues and significant self-awareness as a knower. There is serious consideration of different perspectives. Examples chosen are varied and effectively used. .

**Visual Arts:** At the **highest** level of achievement there is evidence that the candidate's explorations of ideas are clearly and strongly integrated with his/her life and cultural context. The candidate includes both analysis and synthesis in the investigations, resulting in a powerful and significant body of work.

**Language A1:** This requires an excellent response to the main implications as well as the subtleties of the question. The candidate's ideas are convincing and show independence of thought, where appropriate. The analysis of the ideas is consistently detailed and persuasively illustrated by carefully chosen examples.

All of these descriptions validate student interpretations. Students who treat the emphasis on voice as a genuine invitation to explore use the assessment itself as a means of generating thinking, not merely demonstrating knowledge.

Encouraging personal perceptions and validating personal responses is, in turn, evidenced in the participants' discussions. The activation of "I" enables students to turn an exploration of a topic into an experience, turning their thinking into active interpretations.

After watching *The General*, a Theory of Knowledge teacher asks his students to:

"Respond to a Keatonesque moment in your life in your journal. It could be a simple description of what happened to you or what you saw happen, or it could be a decently critical assessment of a Keatonesque moment, of a moment where the relationship of the human being acting in a world of space and time is comically and dramatically treated as Keaton would treat it, to see yourself or others cinematically."

Students move from passive observers of film, a medium which they are accustomed to allowing to come to them as pure entertainment, to active creators of personal perspectives. In keeping with the expectation of the rubric, listed above, students

apply their understanding of a form of expression to themselves—they take the pre-existing, interpret it and then create a personal understanding of it. Assignments like this encourage students to undergo an experience and then to identify how their experience corresponds to their learning, to their seeing, to their "I."

Visual arts actively invites students to reflect on their creative selves. Reflection occurs both in the process of creation and during the evaluation. Students are required to discuss their work with the examiner. Described by an International Baccalaureate art teacher and examiner:

A student in talking about his artwork is going to say, 'This idea began like this and changed into this and this. I was working on this project. This happened or this happened. Or, I did this research or I stumbled upon this artist. Or, I realized I wanted to say this in my message, in my piece of artwork I wanted to have this kind of a message.' It comes out in that manner through the discussion.

These conversations with students have a very subtle significance. The examiner asks students to explore their processes as significant endeavors of their own, not merely as a means to produce a work of art. The emphasis is consequently placed on the experience of creating more than on the manifestation of a "final" creation. Visual Arts in the International Baccalaureate encourages teachers and students to refer to art as a representation of an ongoing self-portrait, and this approach to teaching the arts encourages students to be aware that they are perpetually creating art as well as themselves.

An International Baccalaureate Language teacher requests that her students explore how they see in different genres. She encourages her students to consider a personal experience and then to recreate that experience:

'Because it's about you, please write in the first person. And, make sure it's something you wouldn't mind sharing.' So, I say, 'you're going to write that 500 words.' And they do that, and they come back in. And then I tell them, 'The next assignment is now turn that into a scene in a play, and you can't change any of the detail in terms of plot. You've got to have the same people in it. You've got to have the same setting, but now you must write it as though you're going to see it.'

Her final request in this instruction possesses particular power. She not only asks them to recreate an experience but to re-experience their creation. Not only do they write their experience, but they cast themselves as observers of what it is they create. The dual role of creator and critic enables the student to actively foster an understanding of process as well as product. A creative combination that Matthew Arnold refers to as "the great happiness of being alive."

The importance of learners crossing the threshold from learning in order to demonstrate understanding to learning in order to engage in the processes of creation corresponds to encouraging passive versus active citizenship. The activation of awareness strikes at the heart of international education as citizenship functions not just in a political sense but also in a worldly sense. Educational systems that activate students as creators in and contributors to the world place the student in the center of educational considerations and offer the students an authentic place from which to view their world.

**Kim Clever talks to a parent and student at the 9th / 10th Grade IB Curriculum session in November.**



**Educational consultant Diane Schaefer speaks to IB students and parents at the IB College Planning seminar in October.**

**Current IB Seniors talk to 8th graders at the IB Prospective Student meeting in November.**



## 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 . . .

. . . **All the parents** who helped with Junior Induction night! Behind all good IB students are really great IB parents! Thanks to everyone—parents, students and teachers who sent desserts, came early to help with set-up or stayed a little longer to clean up. I heard many compliments from those attending about how wonderful everything was. We couldn't do it without you!!

. . . **Carroll Lyn Steinberg** for preparing the program for the Junior IB Induction.

. . . **Barb Reinhart** and **Debbie Studebaker** for preparing the IB display case for Parent/Teacher conferences.

### Juniors—TOK Night begins in January!!

Your Theory of Knowledge (TOK) evening class will be held Wednesday evenings from 5:00—8:00 pm starting next semester after Winter Break. **The first night will be January 7!**

### 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.

### 2009-2010 IB Curriculum Guide

An updated IB Curriculum Guide is now available on the Huskie IBPO website. Check it out for planning course registration for next year!

# Senior CAS Inspirations

by Kim Clever, CAS Co-coordinator

Of the many milestones in a student's senior year, CAS can be one of the most rewarding as Leah Schultz and I found out over the past several weeks. In the past, students have received their pink CAS books and spent time recording and reflecting in their book; periodically they would hand them in for "progress checks." This year, armed with advice from Rick Umbach (former CAS coordinator), Leah and I decided to shake things up. Instead of having students hand in their book for yet another check we had them take part in a panel discussion. The panel was made up of about six students, Leah, myself, and our Building Resource Teacher, Deb Lasley. During the panel, students were asked to share what activities they had done which impacted them significantly, and where and how they had grown and stretched themselves in any of the three areas.

We were positively inspired by what the soon to be graduates had learned, created, and how they had stretched themselves. Here are just a few examples of the activities: composition of original music, participation in habitat for humanity projects, creation of non-profit groups, participation in Teen Court, winter camping, and countless hours in band, theater and athletics. Our first thought was WOW, the second, how can we share these wonderful experiences with others? The answer, we have asked several students to share their experiences in this very publication. The goal is to highlight different students and their accomplishments;



these will be featured in the remaining newsletters.

Leah and I will be conducting another round of panel discussions during March, when CAS hours are to have been completed, documented and reflected upon. At this time, students who had not completed 120 hours at the panel discussion in November will participate again to share and reflect on their final thoughts.

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## Feeling the Power – Teen Court Style An Examination of a Beneficial CAS Experience

By: Riya Muckom '09

Many of my friends know me to enjoy studying and partaking in anything to do with science. Hmm, maybe "enjoy" doesn't give justice to the fact; let me rephrase that:

Many of my friends know me to be *rather obsessive* about anything having to do with science; even to the point of metaphorically relating the increasing bumpiness towards the back seats of a bus to an exponential growth model. Freaky? Perceptions are relative... Anyway, what would a student like me be doing in a volunteer program that couldn't get any further from science? Simple – The brochure said I would actually be *sentencing* minor offenders, like in an *actual* court room setting, with only minimal prior knowledge of the judicial system; I could feel the "power" already.

Truly, as a sophomore in high school, a little power could do wonders for your self esteem as well as eventually satisfy some CAS hour requirements. Now though, as a senior looking back on what I have experi-

enced because of the program, I realize that some of the benefits of the teen court program are outside of the "me, me, me sphere". These defendants, some merely children experiencing a harsh reality after shoplifting, can be changed for the better by what their peers have to say – and that is *powerful*, and that is the *true power* behind the teen court system. Lives of crime often start at a young age, in situations where individuals do not have that positive peer pressure to stop them from doing wrong over and over again. Eventually they develop into a person who cannot distinguish right from wrong anymore. Albeit that may be a worst case scenario, you never know! Putting these offenders back on track with the community is the reputable goal of teen court.

It's the ideal of positive peer pressure with respect to the principles of restorative justice that that make this program more than just another lame excuse to fill up your CAS hour tank for me. Since that distant summer when I first heard about a new teen court program opening up in Castle

Rock, I have gone through many levels of the program. Initially, I was a pioneer for the Castle Rock Teen Court Program, one of about 10. We were so new at it we would have to drive down to Colorado Springs to be educated on the procedures. From there, I was a regular "peer-panelist", who would interview defendants and set out a fair sentence. I then became a member of the Student Advisory Board for a year. Because of my position, I have had the ability to speak in front of Castle Rock Town Council about the benefits of Teen Court. I also prepared a slide show production to present in front of Town Council about Castle Rock Teen Court's first year of existence, and the phenomenal growth that took place. This program is more than another random act of volunteerism of which my participations has been influenced by my need for CAS hours – it has become part of who I am and what I believe.

Admittedly, I know that my sophomore self would not have given this program's brochure a second glance had it not been for the IB program's great emphasis on being active in your community, i.e. volunteering. I'm tremendously glad that I did follow through with the teen court program though, and I know that it has not only helped my character, but also improved the futures of many other individuals. I have "felt the power".

# Nourish Peace



*By Lauren Koppel*

Some students of the International Baccalaureate Program at Douglas County High School have created an organization called Nourish Peace. As members of this organization we have been hosting "tea parties" and selling shirts. These parties have been events—including distributing tea, while selling baked goods, and the aforementioned t-shirts—based upon the book Three Cups of Tea by Greg Mortenson and David Oliver Relin. Recipients of all profits and school supplies are the Central Asia Institute and Global Education Fund. The Central Asia Institute builds schools in Pakistan, often times these are the only means of public education which are not funded by terrorist groups. By educating the children, you are giving them opportunities in life. Global Education Fund builds schools and libraries in Kenya.

The International Baccalaureate curriculum, as we read Three Cups of Tea for the Theory of Knowledge class, and our field trip to the Rocky Mountain Round Table during the Democratic National Convention inspired this project. As Ben Affleck said at one of the symposiums on global poverty, "They (people in poverty) know how to fish. They need a pond." We believe that education is the pond necessary for change to occur in poverty and war. Education and the opportunities beget from education nourish not only individuals, but peace as well.

If you would like to contact us about our project or buy a shirt you can email us at [Lauren\\_Koppel@msn.com](mailto:Lauren_Koppel@msn.com) or [tjpc@comcast.net](mailto:tjpc@comcast.net).

## The CAS Experience for the Class of 2010

IB has made some adjustments in an effort to articulate the aims and goals of CAS, and the Diploma Class of 2010 will be the first class to experience these alterations. These changes will allow students to develop as individuals by participating in activities that are "both challenging and enjoyable" and those which will lead them on a "personal journey of self discovery." In order for the CAS Program to help students along this journey, they have identified eight "Learning Outcomes." These outcomes are as follows:

1. Increase awareness of strengths and areas for growth
2. Undertake new challenges
3. Plan and initiate activities
4. Work collaboratively with others
5. Show perseverance and commitment in activities
6. Engage in issues of global importance
7. Consider the ethical implications of your actions
8. Develop new skills

The goal here is clear: students should be engaging in activities that challenge them to develop new skills. CAS students should be able to reflect on the impact of these activities through both an individual and community lens. These activities should be purposeful and significant, and should also involve thought and consideration.

We feel that these changes will allow for the CAS experience to be much less of a "check list" and much more of an impactful learning experience. The requirement remains at 150 hours and IB is focused on a balance of CAS (creativity, action,

and service) among these hours. However, one aspect has been created to engage the student in community and global issues and to provide opportunity for real, purposeful activities. The class of 2010 (and following classes) will be planning and executing a long-term, collaborative project that involves at least two of the three areas of CAS. A majority of the 150 hours will be spent on this project, but students are still expected to participate in supplemental activities to reach the 150 hour goal. Students have already begun to organize their projects for the upcoming year and we have a variety of community based projects that benefit DCHS students, Castle Rock senior citizens, and students in other countries. This project embraces the idea of community based change and individual growth through challenge.

The other major difference is the absence of the "pink book" which students have previously used to document their CAS hours. Instead, students are submitting documents online where CAS supervisors can monitor their progress. More importantly, the submission of these documents on a Google account allows for sense of community and collaboration; each student can read about their peers' plans and offer suggestions, help, or ask to be a part of a purposeful project. If you would like to view some of the amazing work that is planned, you can visit the website as well. The updated CAS information book, which is online at [www.huskieibpo.com](http://www.huskieibpo.com), contains all of the new goals, aims, and internet information. And, one last great thing about completing forms online: there is no fear of losing your book over the course of two years! (Now we just need to worry about Google going belly up...)

*by Leah Schultz, CAS Co-coordinator*

# “Dinner Party” Dissertation

## Dr. Fleet Recognized for Ph.D. Research

By Cheryl Monroe

Perhaps you have noticed the quiet change in your child’s reference to our IB Coordinator’s name from “Mr. Fleet” to “Dr. Fleet,” or maybe the appearance last year in the “Ph.D.” after his name. Yes, “Dr.” Fleet obtained his Ph.D. last fall from the University of Denver. And recently his dissertation was recognized by the American Association for Teaching & Curriculum as one of two distinguished doctoral dissertations for its annual award, presented to him at the association’s annual conference in October in Austin, Texas.

The dissertation is entitled “Aesthetic Lessons in the International Baccalaureate: An Examination of Teacher Creativity in the Promotion of Aesthetic Experience.” A mouthful, indeed. But particularly intriguing is what he says may have set his paper apart from the many others submitted for this honor: his primary research was held at a dinner party at his house.

Dr. Fleet explained that the purpose of his research was to examine what teachers do in the classroom to promote aesthetic experience in their students. In an educational context, “aesthetic experience” is when students encounter material in a class and, from that encounter, emerge with a personal understanding of its meaning. His aim was to determine what steps good teachers take to encourage students to discover this meaning.

Beyond SAT and CSAP tests, he says “conscientious educators still concern themselves with whether their students can think: whether they can see multiple sides of issues and ultimately reach conclusions that are at once reasonable and personal.”

As the dissertation title states, Dr. Fleet chose to conduct his study using teachers from the IB program. It’s obviously “a curriculum I understand, one that promotes the learner first,” and “places a heavy emphasis on developing the ability to think and write about what one knows in all subject areas.” His study examines teaching as a creative process, and he depended upon observations of and interviews with teachers in order to experience and explore these processes in the creation of their lessons.

Dr. Fleet said he picked four great IB teachers to interview—Mr. Wigdahl, a retired IB teacher from DCHS, and three others from IB schools in the Denver metro area. He examined the teachers’ roles in four IB subjects: Language A1 (English), Visual Arts, Philosophy and Theory of Knowledge (TOK).

But how to interview the teachers? He had decided to have them all get together in a discussion format. And he says he could have brought them together in a “sterile” location, but was worried about not only being able to promote the discussion well, but also keeping their attention. Ultimately he had the idea to have them over for an evening meal at his home, where a new topic would be discussed with each course.

Dr. Fleet says these all are amazing teachers. Their interaction at dinner mirrored what they did with their students, promoting a personal level of understanding among the others in the group that lead to new questions being posed. They were thrilled to be confronted with the others’ exciting ideas, and built off one another. The discussion lasted almost four hours, and they never looked at their watches. It also helped that “the food was amazing—Michelle is a great cook!”

This approach also led to another unique aspect of his dissertation. He wrote each section using a style emerging from each lesson. For example, the English section was written as a play, and the Philosophy section as a philosophical dialogue. Dr. Fleet says he was initially torn between his considering the paper as “just a task to be done versus doing something different with it.” He says he was determined to make writing it a meaningful experience to himself.

Dr. Fleet says that his research also has a personal impact on his role at DCHS. He sees this work as providing him with ideas on how to stimulate conversations with teachers here in the IB program, on how to promote aesthetic thinking in their classrooms.

And in the broader sense, he thinks that “education is often reduced to us (teachers) telling students what things mean, and that once we’ve told them that thinking our job is done, that they’re educated. But the bigger challenge is having teachers getting students to make their own meaning.” And there needs to be a balance between what students need to know versus their developing their own opinion and deeper meanings discovered on a personal level.

So what’s next? Dr. Fleet thinks it would be interesting to explore other subject areas, and perhaps teachers in other countries. And there are a couple of offers from magazine and journals to publish all or part of his paper.

Could a movie be in the works as well?



# 2008 IB Exam 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. For a complete description of the Diploma requirements, see the IB Guidebook on the Huskie IBPO website ([www.HuskieIBPO.com](http://www.HuskieIBPO.com)).

85% of the IB Class of 2008 received the IB Diploma. Since the first graduating class in 2000, the number of DCHS seniors receiving the IB Diploma has averaged over 80%.

## Diploma Scores

For 2008, the average points earned by DCHS IB seniors who received their diplomas was 31 (out of a total of 45 possible points).

The average for ALL students was 29.5.

The breakdown of the scores is as follows:

36-40	6 students
30-35	22 students
24-29	26 students
Less than 24	6 students

*(24 points is the minimum required for the diploma; other requirements also apply)*

## 2008 IB Subject Exam Scores

The IB examinations are graded from 1 - 7, with 7 the highest score. Grade distribution for the students graduating in 2008 was as follows:

	6/7	5	4	3	1/2	School Avg	World Avg
HL English	31	20	10	0	0	5.43	4.77
SL French	3	6	1	4	2	4.25	4.78
SL Spanish	10	17	20	3	0	4.68	4.96
European History	21	26	13	1	0	5.10	4.99
HL Philosophy	4	0	0	0	0	6.00	5.25
SL Philosophy	6	5	2	0	0	5.31	4.78
SL Psychology	27	11	4	1	0	5.56	4.33
HL Biology	4	11	8	11	0	4.24	4.14
SL Chemistry	1	7	6	13	7	3.47	4.03
SL Physics	1	5	6	0	1	4.38	4.13
SL Math	7	4	2	1	0	5.43	4.53
Math Studies	0	8	8	3	0	4.26	4.57
HL Math	1	6	7	10	3	3.70	4.52
HL Dance	2	3	0	3	0	4.50	5.51
HL Theatre Arts	1	1	2	0	0	4.75	4.30
SL Music—Group	1	1	0	0	0	5.50	4.73
SL Music—Solo	2	3	1	1	0	5.00	4.43
Visual Arts	0	1	0	0	0	5.00	4.77

## IB matters

### Newsletter Comments, Suggestions, Articles

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### Huskie IBPO Board

[contactus@HuskieIBPO.com](mailto:contactus@HuskieIBPO.com)

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	Geoff Stephen
Vice President	Karen Soules
Secretary	Suzanne LaRue
Treasurer	Deb Griffith
Volunteer Coordinators	Julia Radtke, Vicki Lucy
Hospitality Chair	Debbie Studebaker
Website Manager	Trish Kakenmaster

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

<b>Biology</b>	United Kingdom, Spain
<b>Chemistry</b>	United Kingdom, Canada
<b>English</b>	United Kingdom, Netherlands
<b>French</b>	US, Canada
<b>Philosophy</b>	US, Canada, Argentina
<b>Psychology</b>	United Kingdom, China
<b>History</b>	US, India
<b>Math HL</b>	US, United Kingdom, Egypt, Australia
<b>Math Studies</b>	Bahrain, Brunei
<b>Math SL</b>	US, Tanzania
<b>Music</b>	Turkey
<b>Physics</b>	Kenya, Singapore
<b>Spanish</b>	United Kingdom, Spain
<b>Dance</b>	US, United Kingdom
<b>Theatre Arts</b>	New Zealand, Australia
<b>Visual Arts</b>	US, China



# **DCHS IB Calendar**

## DECEMBER

- 16 FINALS: periods 1, 2, 3
- 17 FINALS: periods 4, 5
- 18 FINALS: periods 7, 8
- 19 NO SCHOOL (Grading Day)
- 22-31 WINTER BREAK

## JANUARY

- 1-4 WINTER BREAK
- 5 SCHOOL RESUMES Spring Semester Begins!
- 8 IB Grad Panel / Mandatory 10th Grade Meeting 6:30 pm, DCHS Auditorium
- 14 Freshman Orientation / 8th Grade Meeting 6:00pm DCHS
- 19 NO SCHOOL (Martin Luther King Day)
- 23 NO SCHOOL (Professional Day)

## FEBRUARY

- 16 NO SCHOOL (President's Day)

## MARCH

- 9 NO SCHOOL (Professional Day)
- 13 NO SCHOOL (Teachers Only)
- 23-27 SPRING BREAK

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