



## IB Orientation—Class of 2011

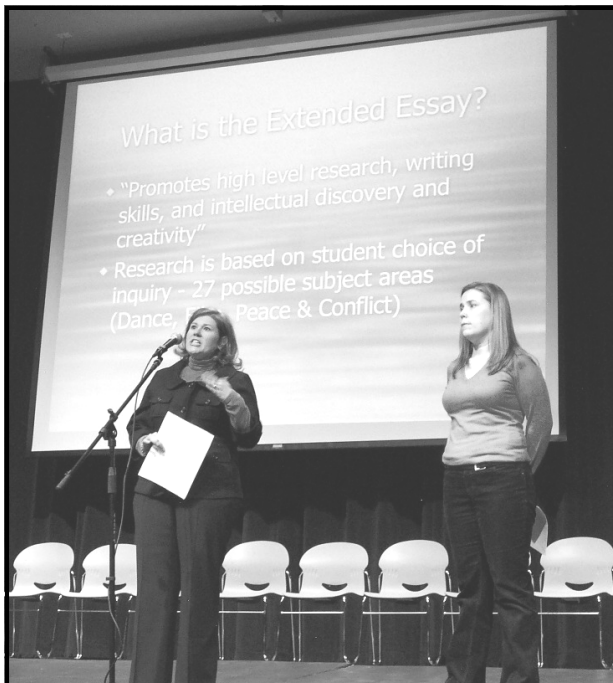
*Students Attend Session that includes DCHS Grad Panel*

Tenth-grade students and parents attended the annual 10<sup>th</sup> grade IB Orientation night on January 8. This open meeting covered the “extras” that are primary components of the IB program that these students will begin in the 11<sup>th</sup> grade. As a bonus, they were treated to the insights of an awesome panel of past DCHS IB graduates who are now in the midst of their college experience.

Dr. Fleet opened the meeting with a brief discussion of the benefits of the IB program. He stated how universities perceive IB students as being able to manage tough courses and being able to “stick with it” thru challenging curriculum. He followed this with an overview of the much-loved Theory of Knowledge course that all IB students take in the second semester of the junior year and fall semester of senior year. Besides the interdisciplinary nature of the course related to different kinds of knowledge and varying perspectives, he discussed how it teaches students to approach subjects on a personal level, asking themselves “what does it mean to me?”

Following Dr. Fleet, the team of Kim Clever and Leah

*(Continued on page 3)*



Kim Clever and Leah Schultz review the Extended Essay and CAS requirements for the class of 2011

## Save the Date! 2<sup>nd</sup> Annual IB Celebration Friday, April 24<sup>th</sup> 6:30pm–9:00pm



Come join us to celebrate our students' achievements!!

- Raffle & Door Prizes
- Awards
- Senior Recognition
- Entertainment-IB theater/dance/music
- IB art on display
- Food and drink

Parent volunteers needed for this fun event!

Contact:

Debbie Studebaker - dastudebaker@avaya.com

Deb Griffith- dglabmom@qwest.net

Smita Patel – smitacp@yahoo.com

Jeanne Watt- Jeanne.watt@co.usda.gov

## “Dear IB Senior...”



This month we introduce a new column to *IB Matters*—“Dear IB Senior...”! Here you will find questions submitted by IB underclassmen and answered by a current IB Senior. All names and questions will be held in confidence. To submit your question, send your emails to: newsletter@huskieibpo.com

*Dear IB Senior,*

*I'm a freshman in the IB program at DCHS. I am not enjoying all of my classes that are honors. Half of my classes I am fine with; I find them challenging and time consuming but not too difficult. There are a few classes that I have that are stressful and are hard for me. I do think that the IB program is a good program but I've discovered that I have a lot of stress with it and here is why. All students are encouraged to be active in programs outside of school, like clubs, sports, the community, etc. I am involved in all of these things plus more! I'm also in the school choir which requires after school events and a lot of extra practice outside of class. I have found that with all of my class work and homework, my stress level is through the roof. High School is my last time in my life to be a kid. High School is one of the best parts/adventures in life! I will always try my hardest in my class work and want to prepare for life ahead, but I want to be able to look back on high school as an adult and have no*

*(Continued on page 8)*



# Coordinator's Corner

by Dr. Steve Fleet, DCHS IB Coordinator

## Economy Impacts IB Program Transportation

I recognize the understatement when I say that we find ourselves in the midst of a period requiring difficult decisions. The financial realities that we face as families and schools force us back to principles and philosophies that guide our world outlooks. These outlooks enable us to move forward in uncertain times by keeping us connected to the values that provide the foundations for sound decisions. This is always a critical time of the year for students to make decisions about the International Baccalaureate Programme. They have to make decisions about what courses to take and sometimes whether they want to stay committed to a rigorous academic program.

Douglas County School District has decided to pursue a course of action designed to save money that will have a significant and immediate impact on high schools. Class sizes will increase as the district looks to remove around sixty secondary positions over the next two years. Transportation will fall increasingly to families as the number of bus runs is reduced. For the International Baccalaureate Programme at Douglas County this means that the only bus serving our needs outside of the feeder area will come from Parker, and the number of pick-ups for that bus will also

be reduced. Given the desperate position the failure of "3A" and "3B" has placed district administrators in, we are fortunate to have held on to the Parker bus. Decisions now fall to local high schools to determine how best to minimize the impact of very real financial constraints.

Difficult decisions in frustrating times can lead even the best thinkers and the most committed of individuals to pursue the path of least resistance, to test the winds of fate rather than engaging critical responsibility. There are easier roads to a high school diploma than the International Baccalaureate Programme. There are ways that one can merely endure hardships by meeting minimum criteria and grumbling about conditions in the artificial sanctuaries of staff lounges and high school hallways. One can abdicate responsibility, but in an educational environment such abdication produces multiple victims. It will harm those who relinquish control by placing themselves at the mercy of circumstance. It will also do damage to those around us by contributing to an environment that fails to value the excellence of principled thinking that can ultimately reacquaint us with the power we possess to make the most of any situation in which we find ourselves. Abdication contributes to

hopelessness. The goal of education is to keep hope alive and to empower individuals.

I am asking you as students to embrace the challenges of the International Baccalaureate Programme so that you can identify yourselves with those who meet challenges; so that you can be the beneficiaries of the confidence we see in so many of our past graduates; and so that so that you can take your thinking, your risk-taking, your sense of balance into a world that depends upon you.

I am hoping families and parents (the IBPO in particular) will find ways of overcoming transportation issues by organizing car-pools and considering other alternatives. I also hope that they open a dialogue with central decision makers in a manner that communicates essential information in order to facilitate a critical dialogue.

I encourage teachers and staff to remember that your dedication and excellence are recognized, and that your professional needs should never be compromised. We undoubtedly face some crucial decisions, but you are the source of the confidence that the community has in its education.

### IB matters

HuskieIBPO.com

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

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# Class of 2011 IB Orientation

(continued from page 1)

Schultz discussed both the Extended Essay and the CAS requirement. Social studies and English teachers respectively, the two are Co-Coordinator for both these IB activities.

The Extended Essay allows students to set their own personal goals and achievements enabling students to get to know themselves while giving them an idea what college level work is like. Students pick their own subjects and topics, and an advisor that is a DCHS teacher, giving them the freedom to investigate something they are passionate about. With the essay process beginning in winter of junior year and due early in the senior year, a central part of the process is the summer 4-day Essay Workshop that is held at the University of Denver.

The two then gave a discussion of the CAS (Creativity, Action and Service) requirement. The guidelines have been revised this year starting with current juniors, where now at least one large sustained collaborative project is required, one that incorporates two of the three areas. These are all presented on the Huskie IBPO website at [www.huskieibpo.com](http://www.huskieibpo.com). Students may begin CAS activities the summer prior to their junior year, and they conclude in March of the senior year.

The highlight of the evening, however,

was the annual IB Graduate Panel, where past IB students return to discuss the impact IB had on their college experiences and activities. Nine students appeared on this year's panel.

Many of the students indicated that they entered college with almost a year's worth of credit, due to their involvement in the IB program. It was mentioned that most Colorado state schools offer at least 24 hours credit to those with an IB diploma.

Of the panelists, two have lived overseas, one currently attending school in Paris. Five of them mentioned a possible goal of joining the Peace Corps after graduation. Several have or are planning to study abroad, mentioning how the IB emphasis on public speaking provides confidence when visiting other countries.

Of the benefits provided by the IB program, the most frequently mentioned was the emphasis on writing, which allowed them to tackle college papers without the fear other students encounter. Second was the exposure to other cultures, with one stating that after IB, you "can't be arrogant or narrow-minded" and when you meet people from other countries, you are comfortable with them and they are also with you.

Each student presented long lists of their extra-curricular activities while at DCHS, and as a group stated that this was common among all IB students. They emphasized that in no way does IB preclude involvement in whatever activities interest you. The students also stated their Extended Essay topics, further impressing the audience.

This led one audience member, obviously impressed with the panels' interests and experiences, to ask them how they felt when they were sophomores back in high school. Panel members generally responded that in 10<sup>th</sup> grade they were totally clueless as to their goals, with their outlook and interests evolving over time while in IB.

And their advice to those entering the program?

Be an open learner and enjoy the experience  
Don't procrastinate  
The painful moments are worth it  
Don't be afraid to ask for help  
You ARE going to be able to do it  
Keep a sense of humor  
Follow your passions in both school and in life

- Cheryl Monroe

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## Our IB Grads Return for Panel



Rachel Fryke—University of Calif. at Berkeley

Kirsten Walter—CU Boulder

Joe De Luca—Southwestern University, Georgetown, TX

Kareem Shaban—George Washington University. Washington, DC

Phil Ortiz—CU Boulder

Sarah Johnson—University of Denver

Joey Azofeifa—Vassar College

Nicholas Smiley-Kallas—CU Boulder

Madeleine LaRue—American University in Paris  
(not pictured)

# Greetings from Yale

## A former DCHS IB Student writes home

When I think about IB today, fond memories come to mind. I remember Mr. Fleet standing in the balcony of the teacher's lounge singing like Juliet to her Romeo to a group of incredulous students patiently standing below ready to hear his declaration of love, or rather his next assignment. I remember the day Mr. Craven walked in to the classroom and stood next to his desk whereupon he asked the student hiding underneath to please excuse him. I remember Mrs. Farrell's tea sitting on the lab table ready for all of us to drink. I remember Mr. Umbach's criticisms of our hick accents, so unacceptable to someone whose New Jersey speech was obviously superior. I remember this and so much more from the years I walked through the halls of Douglas County and have to say that the place, with its lockers of many shades of purple, will always have a special place in my heart.

My years in IB were some of the best so far, but like all of you who are getting ready to move on to new facets of your life, I was certainly excited to try out new things and have even more incredible experiences in college. Everyone will admit that the college application process is tedious, but it certainly pays off the moment an envelope with an acceptance letter arrives in the mail or when a new e-mail pops up in your inbox telling you of your acceptance. I have vivid memories of the day that I checked my e-mail and found out that I had been accepted to Yale. The excitement of this moment and of the moments I found out that I had also been accepted to Stanford and Columbia is indescribable. I know that my success in the college admissions process was largely due to the amazing education that the IB program gave me, and I would like to take this chance to let those of you who are still working through IA's, Extended Essays, CAS hours, and everything else that you have come to know and love that it will pay off and that you will arrive in college feeling prepared and excited for the challenges that this new part of your life will eventually bring you.

After all of the preparation for college, I finally arrived on the Yale campus on a sultry summer day. From the moment upon which I began my six-day backpacking orientation trip in Vermont, I realized that I would be happy in this place, and I most definitely am. I would have to say that the best word to describe my life here is vivid. Every day brings new experiences, new people, new dreams, and also new challenges. I arrived on campus thinking that I would study Sociology, now I think that I'm going to major in Political Science. My classes are incredible and I feel like I am becoming prepared to be a leader as soon as I

graduate. My favorite (and hardest) class this semester is probably Relations Between Industrialized and Developing Countries. We discuss everything from poverty to trade to environmental concerns to conflict resolution. The people around me are some of the most interesting individuals I have ever met and show me the value of diversity every day. In my own suite lives a girl who grew up in Hawaii surfing every weekend, a girl whose deepest passion is Shakespeare, two girls who love math more than anything in the world, and a girl with an obsession with soccer. We even have an honorary male suitemate who sleeps on our couch almost every night because he does math homework until 5 am in our common room with two of my suitemates. Among us, we have a string quartet and sometimes play just to procrastinate.

Outside of academia, I am involved in the Dramatic Association, in a couple of tutoring programs for New Haven students, in student government, and am on the board of PorColombia, the organization that a group of other Colombian students and I started last semester to promote our identity and everything that our country has to offer. I often attend events like plays, a capella and orchestra concerts, dances, political panels and conferences. I am currently looking at programs to do this summer, but meanwhile I am happy just to be here enjoying all the opportunities that college has to offer me.

Life could not be better for me right now, and quite honestly, I know that I would not be here if it wasn't for awesome people like the teachers I named at the beginning. They encouraged me to work hard and to reach my full potential. They shared their knowledge, their time, and their efforts with me, and I encourage all of you to take advantage of these amazing people who are there for you every day. Enjoy your days in IB because you will one day miss them, but also get excited for the most amazing time of your lives!!

- Angela Londono '08



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# Prodigy or Plunker?

by Alex Mullans '09

## IB High Level Music in Perspective

If one were to walk into the piano lab at 6:20am on any particular Friday morning, one might find one's ears assaulted with anything from Beethoven to Brahms to Bodnar.

... Bodnar?

If you don't recognize this name, that's ok (It's Kathryn, another IB senior, for the record). If you were, however, to walk into one of our classes, you would more than likely hear someone's composition straight from Sibelius (the music composition software we use). A requirement of all students in HL Music is the production of 5-10 minutes of composed music (split between 3 pieces). *The next Beethoven? Probably not...*

Aside from that requirement, we're free to do whatever we want. As a class, we used quite a different variety of instruments and ensembles, from pianos to guitars to salad spinners. Some people went for traditional orchestral styles reminiscent of typical classical music; one went for a rock ensemble; and some of us also took the non-traditional 20<sup>th</sup>-century approach. Like all IB classes, we have internal and external assessments; the compositions are all externally assessed.

In addition to compositions, we must individually produce 18-20 minutes of recorded solo music on our instrument(s) of choice (another external assessment), investigate two different genres of world music in the Musical Investigation, and finally study our proscribed piece (the opera *Dido & Aeneas* by Henry Purcell).

Personally, I enjoy IB Music a great deal (except for the getting up early part; you get used to it though). I've found that I like composing for piano, or two pianos; the excerpt above is from my final composition for two pianos. Even though I'm an orchestra player, I find pianos to be easier to manage than all the voices of even a string orchestra; hence, composing on my own has helped me to truly appreciate the compositions we play in class.



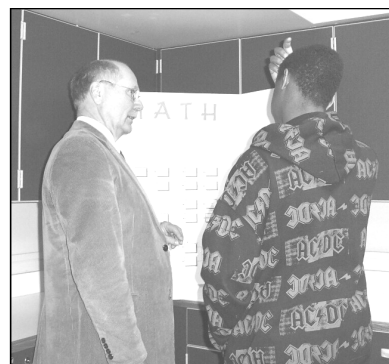
## 8th Grade IB Orientation—January 14, 2009



### IMPORTANT!

### IB Transportation Notice

Due to budget cuts, next year the school district will only provide one IB bus to DCHS from outside its feeder area (from Parker). The Huskie IBPO collects carpool info from all IB students wishing to carpool, organized by geographic area. This will be available for your use in a restricted-access area on our website this summer!



Mr. Brown describes the Math flow charts



Mrs. Sorenson answers questions about IB Foreign Language options

## Senior Option

The *Senior Option Program* allows eligible seniors, who secure parents' permission and meet all requirements, to schedule a delayed start or early release within their school day during their final two semesters of their high school career.

**Eligible Participants:** Seniors who elect to take *Senior Option* and who meet ALL of the requirements.

**Eligibility Requirements:** Students must:

1. According to credits earned, be classified as a senior, and be on track to graduate at the end of the current academic school year.
2. Have their parents sign the application.
3. Achieve 90% attendance rate the previous semester as well as during the *Senior Option* privilege.
4. Have a cumulative GPA of 2.5.
5. Agree to leave school grounds immediately after their last class of the day - or not arrive at school prior to their first class of the day unless they are engaged in activities for which they have received prior permission to attend from the building principal.
6. Not have ANY disciplinary actions the previous semester.
7. All fines and fees must be paid.
8. Have completed and documented 20 hours of Community Service by May 1<sup>st</sup> of their junior year.
9. Must reapply for *Senior Option* each semester.

Students interested in applying for Senior Option should visit the Counseling Office.

### IB Spring Dance Performance Mami-Wata "An Afro-Caribbean Tale of the Sea" Thursday & Friday April 2nd & 3rd 7:00pm

DC Auditorium

Tickets:

\$8.00 / adult

\$6.00 / student, senior, child

For advance tickets, contact:

Judi.hofmeister@dcsdk12.org



### SPRING COLLEGE FAIR

When: Sunday, April 26, 2009

Time: 1:00pm—4:00pm

Where: University of Denver Ritchie Center

Visit with over 100 colleges and universities. Attend information sessions on the college selection process and scholarship sources. A terrific opportunity for juniors and interested sophomores and their parents to start or further the college search.

### The IB program at Douglas County High School has extended invitations to 167 students

Academy Charter	8
American Academy	1
Challenge 2 Excellence	1
Cimarron Middle School	4
Core Knowledge Charter School	1
Cresthill Middle School	3
Castle Rock Middle School	18
Douglas County High School	5
Denver Academy	1
Mesa Middle School	62
Mountain Ridge Middle School	7
New to the District	4
Rocky Heights Middle School	14
Southeast Christian School	1
Sagewood Middle School	16
Sierra Middle School	20
Student Returning to IB from another school	1

**We look forward to the beginning of a great IB experience for each of these students. And we sincerely thank the district middle school staffs for their contributing efforts as students participated in the application process.**

## Extended Essay Titles — Class of 2009

- The Influence of the Pre-Reformed Catholic Church on the Lifestyle of the People During the Reformation in Europe
- Carlos II, His Illness, the Illness of the Court, and the Decline of Spain
- The Effectiveness of Placing Fluorescence Tags Away From The Surface As An Experimental Method for DNA Microarrays
- An Analysis of Leni Riefenstahl's Status as a Member of the Nazi Party Based on her films "Sieg des Glaubens" and "Triumph des Willens"
- The Stimulation of Fetal Hemoglobin as a Cure for Sick Cell Anemia
- The Failure of Reform in the USSR Energy Sector Prior to 1991
- An Investigation Into Causes of the American Great Depression
- Influence of Hong Kong Action Cinema to America's Hollywood
- Pride on the Road: A Literary Analysis on the Role of Rebellion in Jane Austen's Pride and Prejudice and Jack Kerouac's On the Road*
- An Examination of the Justification of the Creation of Israel
- How Gender Differences Exist Among Teens and How They Affect Peer Pressure
- The Effect of Western Marketing Techniques of Powdered Baby Milk in Developing Countries from] early 1960s to late 1970's
- Henry Ford's Effect on the Great Depression
- Attention Deficit Hyperactive Disorder: Assessing Behavior to a Biological Diagnosis and Treatment
- The influence of Greek mythology on Alexander's conquest for expansion
- An analysis of Popular Culture and Religion: Do the American people Subconsciously view Superheroes as Biblical Figures?
- How the Political Environment Affects the Research Concerning HIV and AIDS
- Tutankhamun's passive ruling style and how it leads to his early death
- Unhealthy Food Advertising and Obesity: An investigation grounded in liberty based political philosophy
- Insurance Coverage for Diabetics: An examination into what needs to change in insurance company policies based on economic and legal factors
- Contradicting the Popular Belief of South Korea: The Depiction of Morals in the Films *Shiri* and *Tae Guk Gi*
- Fear or Compassion: An analytical look into the persuasive styles of Adolf Hitler and Franklin D. Roosevelt
- A comparison of Ancient Greek and Ancient Egyptian beliefs, values and practices to represent universality among human beings
- The Living Art of Theatre: A look on the connections between indigenous African theatre and Modern African Theatre
- Bohemia in Film: An Examination and Analysis of Bohemianism Represented in Chris Columbus' *Rent* and Baz Luhrmann's *Moulin Rouge!*
- The Affect of Stalin's Rule on Russian Art
- How did Fashion Function as Part of the Changes in Female Perspectives in Early Twentieth Century France?
- The Heretic King: Akhenaton and his Era of Radical Change
- One Man's Freedom Fighter: A Cross Analysis of the Backgrounds, Leadership, and Tactics of Irish Republican Army and American Revolution Era Patriots
- Use of Time and Death in the Novel *Slaughterhouse-Five* or the Children's Crusade and the Collection of Short Stories *The Things They Carried* as Tools Creating Revelation or a Catharsis
- The Effect of the Internet on the Exchange of Information within the Medical Community
- Pushing the Boundaries of the Acceptable: Theatre throughout the Russian Revolutions of 1905 and 1917
- Atomic Bombs in World War II (Were either of the atomic bombs dropped on Japan justified?)
- An American Bildungsroman: The Struggle between Self and Society in To Kill a Mockingbird and The Catcher in the Rye*
- The Economic and Social Factors leading to the rise of Nazism in Pre-World War II Germany
- The Role of Citizenship in The Acquisition of Human Rights For Migrant Workers In the United States of America
- To what extent is the bias in coverage of the Israeli-Palestine conflict based on political practicality versus inherent media prejudices?
- Do Personal Religion and Theology Significantly Affect Presidential Leadership, or Are They Merely Symbols Manipulated by Presidents to Pacify the Religious Among the Electorate?: A Comparative Case Study of United States Presidents Jimmy Carter and Ronald Reagan
- The Effect of Fluorescent Light on the Efficiency of Lactic Acid Bacteria in Milk Fermentation
- Trust as the Vehicle to Societal Acceptance of Artificial Intelligence
- How did the Conflict between the Jesuit Missionaries and the Protestant Traders affect Japanese Politics and Society during the early Tokugawa Shogunate?
- What is the economic impact of corn on inflation, as discussions on global warming and high fuel prices promote alternative fuels, primarily ethanol, in the United States of America?
- Why Did Zimbabwe Under The Rule of Robert Gabriel Mugabe Become A Dictatorship?
- Winston Churchill and Franklin D. Roosevelt's effect on American involvement in WWII
- The Flaws of Ethics in Medical Research: Human Ignorance or Flawed Ethics?
- Spanish Alteration of Classic Maya Culture
- The Universal Struggle vs. United States Struggle for Women to Become a Race-car Driver in a Male Dominated World in the Late 1960's and early 1970's
- Roe vs. Wade: It's Effect on the Issue of Fetal Viability in the 1970's
- British law and Royal Navy Regulations gave rise to piracy and to a form of social contract that included democratic principles to maintain order on pirate ships in the Golden Age of Piracy
- A Literary Analysis of Maya Angelou's *I Know Why The Caged Bird Sings* And *Elie Wiesel's Night*
- Location of Speech Control in Right and Left Handers
- How Did Orators of the Civil War Era Use Oratory to Manipulate Different Audiences Sectionalist Feelings?
- Developing a Cure for Autism By Using Gene Therapy
- The Controversial Regulation of Artificial Sweeteners
- The Effect of the Artistic Voice on the 1960's Counterculture Movement in America
- Elements of Composition Used to Create Debussy's Style
- The Influence of Anne Boleyn on the English Reformation
- An In-Depth Analysis and Evaluation of the Cognitive Emotion
- A Musical Comparison: Tim Burton's "A Nightmare Before Christmas" To "Les Miserables"

## “Dear IB Senior...” Advice from those that have been there

*(Continued from page 1)*

regrets. So, should I stay in IB or spend the rest of my years at DCHS as an AP student?

- IB Freshman Looking for Fun

### **Dear Freshman Looking for Fun,**

**I completely understand where you're coming from. When I was a sophomore, I had a similar dilemma.** I was taking all these classes that I was told that I had to take for IB and I was really struggling. Like you, I am extremely involved in extra-curriculars. I participated in the DCHS Marching Band all four years of high school so believe me; I understand how much time it takes to be in all of these extra-curriculars. During my sophomore year, I realized something as I was signing up for my junior year IB classes (you should know that freshman and sophomore years are not technically counted as the "IB Program"...you are just preparing for the real program, which is called the Diploma Programme and is only your junior and senior years). I realized that the IB program is incredibly flexible. You are free to take whichever courses you like at a high level, as long as you take at least three, (minus foreign language, which is not offered at a high level at our school) and whichever at a standard level (minus Art, which is optional) and English which everyone must take as a high level course, but I promise it's not too hard! If there are certain classes that are hard for you right now, it is only because your teachers are attempting to prepare you for your junior/senior years in the IB program, which they often over-prepare you for. AP & IB programs are really the same in 9th/10th grade.

I must say that my easiest semester was my first semester of junior year. Realize that when you get into the actual IB program (junior/senior years), you will almost be treated like a college student (you will be responsible for all of your work and teachers will not 'hold your hand'). Teachers are often very understanding of outside circumstances. Many teachers will attempt to schedule tests/project due dates around games or major events. So, as far as being stressed out, I wouldn't worry about quitting IB just yet. Remember, you don't have to make a decision until the spring of your Sophomore year. It is January, which, combined with February, is the hardest time of the year for any AP/IB student (yes, it happens in both programs!).

I say that, because I have experienced both programs. I have

taken two AP courses along with my IB courses. I believe that each program prepares you in a different way for life after high school. Both are college-prep programs, but AP somewhat focuses more on memorizing a LOT of things and knowing a LOT of things. IB focuses on making you an open-minded, aware student who is capable of thinking for herself, rather than a student who is able to memorize a LOT of information and use it. At a very basic level, AP will give you more college credit as far as the literal numbers go (in most schools, assuming you do well on the exams), but IB will prepare you more for college-style learning and being able to think on your feet and problem-solve in real life (but don't worry, you will still get a fair amount of credit for the IB program; there are many schools that see IB as a very good program and will give out scholarships more willingly to IB students). The biggest difference between the two programs is in the style of learning/teaching that happens. I have found that the DCHS teachers in both programs are excellent!

What it comes down to is that I cannot make this decision for you, but do not take it lightly. I know someone who decided on AP because she thought it would be easier (don't make that assumption, it is often wrong) and completely regretted not deciding on IB. Make sure you think the decision through thoroughly and do not try to take the "easy way out." When it comes to AP/IB, there is NO "easy way out!" Every single IB student is involved in something. We are all very busy, but we manage to get our homework done and score highly on our exams (for the most part).

One last parting thought: No matter what anyone has told you, an IB kid can easily "have a life" and an AP kid can easily be so consumed with work so as not to. This is absolutely NOT your last time in life to 'have fun' and high school may or may not be an amazing adventure for you. This does not depend on IB; this depends on the choices you make throughout high school. In the end, everyone will have had a great adventure, be it what each of you expected or not. You will not have regrets about high school as long as you think your options through and make the decision that is right for you.

- Maggie K. '09

Have a question for an IB Senior?

Email: [newsletter@ibpo.com](mailto:newsletter@ibpo.com) (All questions and names kept confidential)

## IBO Mission Statement

*The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## ACT TEST DATE AT DCHS—April 22!

Juniors take this test; all others have a delayed start!


All DCHS Juniors will take the state-mandated ACT exam on Wednesday, April 22nd at school. The test will be held from 7:20am—11:20am. A make up example will be held on Wednesday, May 6th. There is no cost for taking this exam.

Please note that the ESSAY portion of the ACT will NOT be included. Some colleges will accept the ACT without the essay but more colleges are requiring this.

On this day there is a delayed start for all other grades who are asked to arrange their own mid-day transportation to school and eat lunch before arriving.



# IB Exam Schedule for May 2009

<b>4</b> <b>8:00 AM English HL</b> Paper 1 (2 h)	<b>5</b>  <b>1:00 PM History HL</b> Paper 1 (1 hr)  <b>History HL</b> Paper 2 (1 h 30m)	<b>6</b> <b>8:00 AM History HL</b> Paper 3 (2 h 30 m)  <b>1:00 PM Biology HL</b> Paper 1 (1 hr)  <b>Biology HL</b> Paper 2 (2 h 15m)	<b>7</b> <b>8:00 AM Biology HL</b> Paper 3 (1 h 15 m)  <b>1:00 PM Math HL</b> Paper 1 (2 h)  <b>Math SL</b> Paper 1 (1 h 30m)  <b>Math Studies SL</b> Paper 1 (1 h 30m)	<b>8</b> <b>8:00 AM Math HL</b> Paper 2 (2 hr)  <b>Math SL</b> Paper 2 (1 h 30m)  <b>Math Studies SL</b> Paper 2 (1 h 30m)
<b>11</b> <b>8:00 AM English HL</b> Paper 2 (2 h)	<b>12</b>  <b>1:00 PM Physics SL</b> Paper 1 (45 m)  <b>Physics SL</b> Paper 2 (1 h 15m)	<b>13</b> <b>8:00 AM Physics SL</b> Paper 3 (1 h)	<b>14</b>  <b>1:00 PM Math HL</b> Paper 3 (1 h)	<b>15</b> <b>8:00 AM Music HL</b> Paper 1 (2 h 30m)  <b>Music SL</b> Paper 1 (2 h 30m)
<b>18</b> <b>8:00 AM Spanish SL</b> Paper 1 (1 h 30m)  <b>Spanish SL</b> Paper 2 (1 h 30m)  <b>1:00 PM Chemistry SL</b> Paper 1 (45 m)  <b>Chemistry SL</b> Paper 2 (1 h 15m)	<b>19</b> <b>8:00 AM Chemistry SL</b> Paper 3 (1 h)		<b>21</b> <b>8:00 AM French SL</b> Paper 1 (1 h 30m)  <b>French SL</b> Paper 2 (1 h 30m)  <b>11:00 AM Philosophy SL</b> Paper 1 (1 h 45m)  <b>3:00 PM Philosophy HL</b> Paper 1 (2 h 30 m)  <b>Psychology SL</b> Paper 1 (2 h)	<b>22 See Note!</b> <b>TBD AM Philosophy HL</b> Paper 2 (1 h)  <b>Philosophy HL</b> Paper 3 (1 h 30m)  <b>Philosophy SL</b> Paper 2 (1 h)  <b>Psychology SL</b> Paper 2 (1 h)

**Note:** May 22 is DCHS graduation, and students will be notified of alternate exam times.

**Parents:** We will be asking for IB test Proctors and exam snacks in the coming months.

## The “Value” of an IB Diploma

You cannot put a dollar amount on the pride you feel when your student earns their IB Diploma after four years of hard work. However, many families are unprepared for the cost of IB tests that come in the Junior and Senior years. Families of current Sophomore and Junior IB students should be aware of the cost of these tests and begin saving for them.

IB tests are taken in May of the Junior and Senior years. 24 total points must be obtained for the student to be awarded the coveted IB Diploma. Each IB test costs approximately \$110.00. AP tests cost on average \$85 per test. A Junior IB student may take up to two tests in May of their Junior year. In total, IB students take a total of six tests over two years. The average costs for tests, per student, is \$675.00. This cost does not include any AP tests for AP subjects your student takes. IB test fees are due in the fall of the Junior and Senior years.

The state of Colorado enacted a law in 2003 that requires most public universities in the state to give a minimum of 24 college credits to any local diploma recipient. The only

public university in Colorado excepted from this law is the Colorado School of Mines.

These credits equate to the amount earned in one year of college. Therefore, IB diploma recipients enter college in Colorado with Sophomore status. The state of Texas adopted a similar law for the 2006-2007 year, requiring all public schools in the state to grant credit for successful completion of the IB program. Florida and Georgia public universities also offer IB diploma students a minimum number of credit hours.

While it may seem expensive, keep in mind the value of, not only the IB Diploma, but also of each passing IB subject test. Many other US colleges will give college credit to students for taking higher level courses and are score dependent, requiring a grade of 5, 6, or 7, while others will accept a 4 and some only give credit for a 6 or 7. Other schools, like Binghamton University, offer up to a year's credit for students who achieve a score of at least 30 with three HL tests having a score of 5 or above.

Most universities offer IB credit information on the admissions section of their web site.

### Case Study in the “Value” of an IB Diploma

**IB Test Fees vs. One year at CU Boulder**

2008-2009 Tuition at CU Boulder:	\$5,922
Fees:	\$1,356
Room and Board:	<u>\$4,763</u>
One year total:	\$12,041
IB average test costs:	<u>\$675</u>
Your savings:	\$11,366

\*CU tuition, fees and Room and Board figures obtained from the CU Boulder website



# DCHS IB Calendar

## FEBRUARY

16 **NO SCHOOL — President's Day**  
 25 College Planning Night @ 6:30 pm DCHS Auditorium

## MARCH

2-5 CSAP Testing  
 4 Extended Essay Mini-Workshop  
 6, 7 Jam Fest  
 9 **NO SCHOOL — Professional Development Day**  
 13 **NO SCHOOL — In-Service Day**  
 14 SAT Testing at DCHS  
 18 District Technology Testing  
 23-27 **SPRING BREAK**

## APRIL

2, 3 IB Dance Show 7 pm (\$6 students, \$8 adults)  
 11 IB Dance Assessments  
 20 **NO SCHOOL — Parent / Teacher Comp Day**  
 22 ACT Test at DCHS  
 23 DCHS Band Concert 7pm  
 28 DCHS Orchestra Concert 7pm  
 26 Spring College Fair—University of Denver Ritchie Center 1pm—4pm

## MAY

1 Last day of school for **IB Diploma Candidate Seniors**  
 2 PROM @ Mile High Station  
 4-22 **IB EXAMS**  
 6 ACT Make-up  
 14 DCHS Choir Concert 7pm  
 21 Finals Periods 1, 2, 3  
 Graduation practice 1pm  
 Honors Convocation 6:30pm  
 22 **GRADUATION 9AM**  
 25 **NO SCHOOL—MEMORIAL DAY**  
 26 Finals Periods 4, 5  
 27 Finals Periods 7, 8 / Last day of school

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