



IB matters

A World for Learning

February 2010

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

Volume 13 Issue 3

IB Orientation—Class of 2012

Students Attend Session that includes DCHS Grad Panel

Tenth grade students and parents attended the annual 10th grade IB Orientation night on January 7th. This open meeting covered the “extras,” primary components of the IB program that these students will begin in the 11th 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” through 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 emphasized 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 Mrs. Clever and Mr. Umbach discussed both the Extended Essay and the CAS requirement.

(Continued on page 3)

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

Dear IB Senior,

I'm a Freshman and I have a lot of questions. I hope you can help me! Was it hard?? (Be Honest) Is it really worth all the effort? Would you recommend it? I had a headache from just last semester! Does it get worse? Did you have a life? Will I? Do I want to? Did you want to?

~ IB Freshman Looking for Guidance

Dear Looking for Guidance,

I love IB. I enrolled because I liked the idea of a more intense curriculum and because I wanted to learn all subjects at a higher level; without IB, I would have taken as many AP classes as possible anyway, so IB made sense for my needs. And the nice thing about all these classes is that they're all linked; beginning junior year, you'll start to see connections between what you talk about in different classes, especially in TOK. After I joined, though, especially during junior and senior year, I discovered that another benefit of IB is having classes with the same people. Yes, you can get tired of them at times, but it's also nice to know that there's like 50 other people feeling the exact same frustration as you. I like that my class is kind of like a community. If you need tangible evidence that IB is beneficial, think about the fact that if you do well on your IB tests, you can be exempted from certain credits/classes in college, which could save your parents a year

(Continued on page 8)

Juniors!

Extended Essay Mini-Workshop
Wednesday, March 3rd
9:00am



Juniors are strongly encouraged to attend this Extended Essay Mini-Workshop held in the DCHS Library Lab. The June Extended Essay Workshop assumes you will arrive on the DU campus with your research question in hand and ready to begin full paper research.

This mini-workshop is geared toward defining your research question for your Extended Essay. You should come to this session with your topic chosen.

REMEMBER!

DU Extended Essay Workshop is June 7—10
Registration being mailed home next month.

Save the Date!

3rd Annual IB Celebration
Friday, April 30th
5:30pm–8:00pm



Come join us to celebrate our students' achievements!!
ALL CLASSES SHOULD ATTEND THIS FUN EVENT!

Raffle & Door Prizes
Learner Profile Awards
Senior Recognition
Entertainment-IB film & music
Food and drink

Parent volunteers needed for this fun event!

Contact:
Debbie Studebaker - dastudebaker@avaya.com (Food)
Deb Griffith - dglabmom@qwest.net (Prizes)
Carroll Lyn Steinberg - rcsteinberg@comcast.net (Communication)



Coordinator's Corner

by Dr. Steve Fleet, DCHS IB Coordinator

Success means having the courage, the determination, and the will to become the person you believe you were meant to be

The learner profile trait “balanced” can easily be overlooked because it seems so obviously important and because it does not appear to be something that has to be sought but rather something that has to be maintained. I think that a failure to actively seek balance in your life leaves you vulnerable during the times when you most need to be sure of where you stand. This certainly holds true throughout your pursuit of an education. This especially holds true this time of year in education. This particularly holds true for seniors completing a rigorous course of study.

What can most threaten your balance is the adopting of ridiculous mythologies. I call them ridiculous because they need to be trivialized so that they can be destroyed. Specifically I want to discuss “senioritis.” I almost don’t want to use the word because it conjures up ridiculous notions of pride associated with an abdication of basic responsibilities. Embracing a false disease so that one can deceive one’s self into believing that the crowning jewel of twelve years

of education is immaturity is so counter-productive, so harmful, so absurd that it is almost difficult to argue against. It is making a mockery of yourselves. It is a slap in the face of parents and other adults who spent countless hours helping you through school. It is a behavior that would puzzle and destroy the real aspirations of the third grader who fought through tears in order to finally master multiplication, of the sixth grader who saw in herself the dream of pursuing a career in medicine, of the eighth grader who amidst all of the changes that he experienced in himself maintained a dedication to improving his writing. It makes a mockery of your teachers who continue to see the need for you to finish as strongly as you can.

I hear students, parents and teachers perpetuate the notion that your senior year should be “fun.” You should have fun your senior year—but does that mean that you should abandon all of the work you have done and all of the ideas you have valued? I understand the stress and

I understand that you need to relieve the stress. The key here is balance.

It is time for your learning to be fun. It is time when you can see the dividends of twelve years pay off. Those who dedicate themselves to principles and maximize their talents are deserving of fun. Those who abdicate their responsibilities to themselves and to others are not. The quarterback who exercises his talents in the fourth quarter is having fun. One who decides to abandon his talents is a mockery. In business one must close the deal. In medicine one must remain perpetually dedicated to the health of others. In law one must see an argument to its end. In journalism one must complete the story. In politics one must...

I can truly say that teaching is fun, not because I abandon my responsibility to you in the eleventh hour but because I am prepared to stand with you. I know my colleagues feel the same way. I hope to see you standing with us between now and the end of this year.

IB matters

HuskieIBPO.com

Newsletter Comments, Suggestions, Articles

Trish Kakenmaster newsletter@huskieibpo.com

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Class of 2011 IB Orientation

(continued from page 1)



The two Social studies teachers are Co-ordinators 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 who 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 Uni-

versity of Denver.

The two then presented an overview of the CAS (Creativity, Action and Service) requirement. At least one large sustained collaborative project is required for CAS. It must incorporate two of the three areas. These are all presented on the Huskie IBPO website at www.huskieibpo.com. Students may begin CAS activities the summer prior to their junior year and must 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.

The majority of the panel represented out of state colleges. The amount of credit each student received varied widely between schools. Three students indicated they did not receive any credit at all. It was mentioned that most Colorado state schools offer at least 24 credits towards graduation to those with an IB diploma.

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.

Each student presented 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. Of the group, four participated in sports, including football, track, and tennis. Two more were in marching band all four years. The students also stated their Extended Essay topics, further impressing the audience.

One question from the audience on which almost the entire group agreed upon was regarding their preparation, or lack of, for the SAT and ACT standardized tests. Of the nine participants, only one said he actively studied for the tests, stating, "My mom made sure I studied for the tests." This produced much laughter from the audience.

The group stayed after the event talking to students and parents individually and giving advice.

And their advice to those entering the program?

- Be an open learner and enjoy the experience
- Don't freak out
- 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

Our IB Grads Return for Panel



- Maggie Kakenmaster—University of Notre Dame
- Matt Spencer—University of Nebraska-Lincoln
- Yvonne Schroeder—Pepperdine University
- Kelly Fisher—Pace University
- Genia Kazantsev—CU Boulder
- Joe De Luca—Southwestern University-Georgetown, TX
- Kate Spencer—CU Boulder
- Cody Monroe—U.S. Naval Academy
- Regan Brown—Colorado State University (not pictured)

An Irish girl in Indiana

A former DCHS IB Student writes home from Notre Dame

I am an undergraduate student at the University of Notre Dame. Sometimes I have to repeat this to myself just to remember the incredibility of it. Every morning on my way to class, I have the privilege of passing by the infamous 'golden dome', reminding me that I am now a part of one of the premier institutions in America. And there is absolutely no doubt in my mind that had I not been a part of the International Baccalaureate Program, I would not be here. Many people, especially those trying to distinguish between IB and other college-preparatory programs, tend to quantify the benefits of the International Baccalaureate as well as other programs into something as inconsequential as how many college credits an IB graduate earns at his/her chosen institution. I received a total of zero college credits as a direct result of IB (I was awarded credit for two Advanced Placement tests that I took in addition to my IB tests), in the sense that I have been unable to skip a level of a course or be granted an exemption from a general education requirement. I have, however, received infinitely many benefits from the program.

The question that constantly crossed my mind as an IB student and is asked to me as an IB graduate is whether or not it was 'worth it'; would I choose to participate in IB again if given the choice? My answer is unfailingly YES! There are many quantifiable reasons to choose to not participate in the International Baccalaureate program: it's a lot of work that may not show (in terms of college credit) in the same way results of the Advanced Placement program may, it's not easy, and nearly every slot of your schedule will contain the IB initials in some form. However, as I begin to immerse myself in my second semester at the University of Notre Dame, the benefits of being an alumnus of such a program are evident, not only to me but also to my professors and peers, every day. I remember being an IB student at DCHS, speed-walking through the aged hallways, compiling an impossibly long list of tasks I needed to complete by the next day. I remember being overwhelmed, wondering why I chose the program that I felt certain would give me a heart attack, and wishing I could have taken AP. I also remember receiving acceptance letters from 5 out of the 8 colleges I applied to, having my pick of some of America's top universities, having intellectually stimulating discussions at TOK that would continue long after class ended, constantly revising IAs and papers in order to push myself intellectually, not in order to receive a better mark, as well as having some of the best times of my life. I encounter other students on a daily basis who have never been pushed to think as deeply/intensely as IB pushed me to. IB pushed me to truly explore the morality of my life in an intellectual setting and has had a greater impact on my life than I am able to put into words.

I am in school with other students who have never earned less than perfect grades/scores and have been trained extensively in the art of memorization and regurgitation. Analysis is yet another piece of their college-preparatory programs that needed to be memorized. I can't imagine having been a part of this type of program, unable to analyze each and every piece of my education, not wanting to ask questions, and never having had the opportunity to question/analyze anything and everything. As much as every IB student complains about the Theory of Knowledge requirement, I have found it infinitely valuable, the love for knowledge that we all gain from the class is priceless and inherent in our everyday actions and interactions.

So, to the Seniors in the IB program, who are beginning to decide how/where to spend the next four years of their lives, remember that it is not about the numbers, it's about what/where will continue to nourish the strong thirst for knowledge and a greater understanding of the world that has been nourished so richly in the IB program. To the Juniors, who are beginning to feel their way through the college process and may feel disheartened from a rough first semester of the IB Diploma Program, remember that you are on an incredible intellectual journey and take from it all that you can, because if you don't, you will inevitably regret it. To the Sophomores, who are wavering between which program to pursue, remember that the decision is entirely yours and I encourage you wholeheartedly to pursue the intellectual challenge that is IB, however you should be entirely and completely sure that it is the path that you would like to follow and that it will be the best way for you to intellectually challenge yourself. And to the Freshmen, who have just finished their first semester of high school, their first semester of the Pre-IB program, realize that this program is not easy, but it is entirely and incredibly 'worth it'.



GO HUSKIES AND GO IRISH!!
~ Maggie Kakenmaster '09



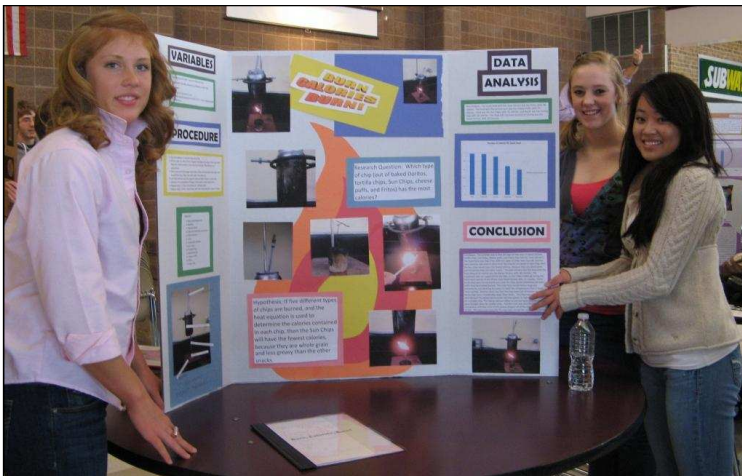
Group 4 Science Investigations

On January 27th, 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.

The Group 4 project includes all of the IB sciences. The project involves student groups designing conducting and analyzing an experiment on a topic of their choice, though it must relate to the overall topic. This year's topic was "In the Kitchen." Students share the results of their research in a poster session format. As part of a peer review, all those attending were asked to critique the displays, evaluating them on organization, visual format and science content. They could also comment on anything they thought was especially positive about the project.



Samantha Albert, Mitch Sellers, Eric Verbeke and Amber Dupuis with their "How Does Caffeine Affect Concentration" Group 4 project



Morgan Graham, Alex Kottenstette, Megan Carter and Emerson Steinberg (not pictured) with their "Burn Calories Burn" Group 4 project



Yvonne O'Neill, Steven Moyes, Nick Green and Kirsten Soules (not pictured) with their "Index of Refraction" Group 4 project



IMPORTANT! Parents of Juniors!

IB Exams cost an average of \$700 per student. The fee for exams is due in the fall of your student's Senior year and is billed separately from any other fees assessed by the school district.

Plan ahead now for this cost! A late fee of \$50 is charged if your student's exam fees are not paid on time.

Yes! IB Students do have Lives!

Did you know . . .

16% of Coed Cheerleaders going to Florida for Nationals are in IB?

40% of the cast of West Side Story are in IB?

78% of FBLA Conference Winners are in IB?

GO IB!



Get to Know the DCHS Huskie IBPO

The International Baccalaureate Parent Organization was formed in 1997 by parent volunteers of the first IB classes at DCHS. The small group of parents that started the IBPO created many of the events we continue today at DC. The first issue of the IB Matters newsletter was published in October, 1997 and featured, as its cover story, a faculty profile on Social Studies teacher Steve Fleet, starting his fourth year at DCHS. The three and a half page issue featured no pictures and only two original articles. It was noted that the first IB ice cream social was "well attended" and featured a panel of students and parents from IB programs at other schools. It was not until 1999 that DCHS had students enrolled in all four years of IB study.

While all parents of IB students are automatically members of the IBPO, the number of members *truly* involved has peaked and waned in the years following the organization's initial creation. The IBPO board currently finds itself in need of at least three new members. We are

looking for leaders to be the board President, Vice-President and Treasurer. Studies show that students with parents involved in their school have higher test scores, better attendance and a more positive attitude.

As a member of the IBPO board, you'll gain valuable insight into the IB program, get to know the IB teachers and be better able to guide your child in course decision making. You'll also participate in IBPO events throughout the school year. There is no better way to help your student rise to success in IB.

Please come to our next board meeting on Tuesday, March 18th at 6:00pm. We meet in the North building, Room # 1 (enter the school's main doors, turn left at the first hallway and go through the double doors after the theater). If you are interested in a specific position, please email our current President, Carroll Lyn Steinberg at rcsteinberg@comcast.net.

What IBPO Coordinates each year—

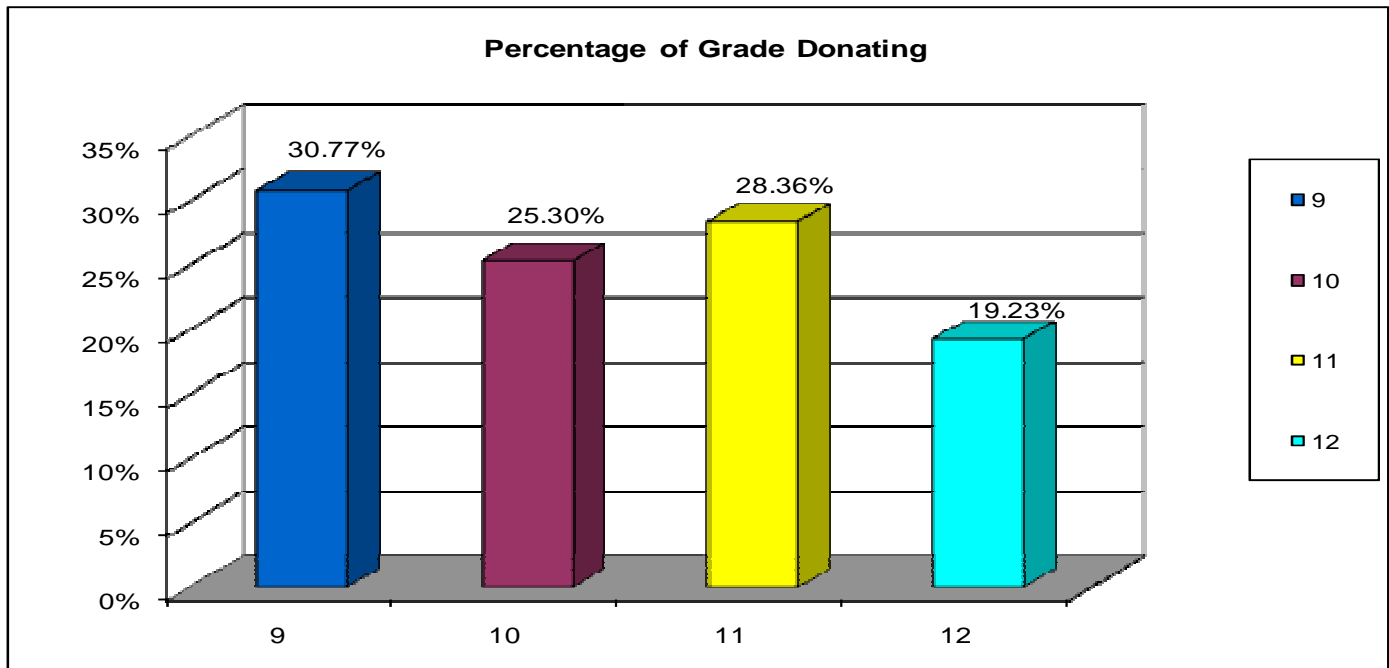
- Publish the **IB newsletter** 4 times a year.
- Publish the **IB Directory** each fall.
- Developed and maintain **IBPO website** for communication to students, parents and staff.
- Coordinate **car pool groups** for students outside bus boundaries.
- Coordinate and publish the **IB Curriculum Guide**.
- Send email notices** to students and parents regarding IB items and events.
(if you aren't receiving these, write IBPO@huskieibpo.com)
- Hold **IB Graduate Panel** presentations annually.
- Assist with **IB Freshman orientation**.
- Hold **college presentations** on college selection, admission strategies and financial aid by outside speakers.
- Sponsor **Extended Essay sessions** for both students and advisors to enhance the essay process, as well as hold a Summer Workshop to support students in completing their essays.
- Provide **volunteer and monetary support** to IB Dept with their events, such Ice Cream Social and Junior Induction.
- Assist the IB Department in holding **informative meetings** to further explain the IB program.
- Coordinate **exam snacks** and proctor volunteers.
- Sponsor the **End of Year Celebration** party.
- Monetary stipends to Extended Essay advisors** to support their help with our students outside the classroom
- Reduced Essay workshop fees** and **reduced Exam fees** through scholarships.

Huskie IBPO  Become a Fan

Become of fan of Huskie IBPO on Facebook!

If you have a Facebook account, consider adding the Huskie IPBO to your list of fan pages. The page contains upcoming events, advice and deadlines. The easiest way to join is by visiting the IBPO web site, www.huskieibpo.com, and clicking on the link on the home page.

IBPO activities are solely supported by IB family donations (suggested at \$25 annually) . Only 27% of IB families donated to the IBPO at registration this school year. If you missed our table, please consider sending your donation now.



*Send your
tax-deductible donation to:*

Huskie IBPO
c/o DCCHS IB Department
2842 Front Street
Castle Rock, CO 80104

Or, have your student deliver a check to Tracy Hagan, IB Administrative Asst., in the North Office.

*Make checks payable
to "Huskie IBPO"*

**IB Students,
Past and Present,
"In the News"**

Laura Katherine Stoughton, of Larkspur, a 2006 Douglas County High School graduate, earned her bachelor of science degree in business administration with an accounting concentration, Dec. 19, 2009, at Colorado State University in Fort Collins. Stoughton successfully completed the International Baccalaureate program while at Douglas County. She is pursuing her CPA while completing a third internship and investigating rewarding career opportunities in the area. (DC News Press 1/28/10)

Senior, **Caley Follmer**, was featured in the December issue of Douglas County Living magazine. The profile of Caley included quotes from Mrs. Clever and Sra. Sorenson.

Sophomore, **Kayla Goodison**, and the other members of her 200 medley relay swim team, qualified for state with a winning time of 2:01:99. (DC News Press 1/28/10)

**The IB program at Douglas County High School
has extended invitations to 112 students for the
2010—2011 school year**

Academy Charter	3
American Academy	9
Challenge to Excellence	3
Cherry Hills Middle School	1
Cimarron Middle School	3
Colorado Academy of Kent, Denver	1
Core Knowledge Charter School	2
Castle Rock Middle School	9
Denver Charter of Highlands Ranch	1
Mesa Middle School	50
Mountain Ridge Middle School	2
Rocky Heights Middle School	6
Sagewood Middle School	11
Sierra Middle School	2
Chaparral High School	1
DCCHS	6
Legend High School	2

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.

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

(Continued from page 1)

of college tuition. I absolutely do not regret my decision to go through this program, and I definitely think it will be worth all the effort in the end.

There's definitely a lot of work involved in IB, so yes, it is hard. It's like taking 6 AP classes. Actually, it's harder, because there's so much more to do other than class work. There's IAs, CAS, TOK, Extended Essay, and then SAT, ACT, college applications, scholarships, etc. Plus, if you're in a lot of extra-curricular activities and have a job—let's just say it's easy to get stressed. And it will get worse each semester because there's more and more to worry about. But we all go through everything on that list, and the best strategy is time management. Try not to procrastinate (and don't do homework with Facebook open! That's still procrastination!); That's the number one reason people say IB is hard. Also, learn to prioritize; honestly, I didn't have much of a social life, but that's because I was focused on many, many other things. But I did make time to hang out when I needed a break from worrying about school. However, that doesn't mean you won't have a life—some IB kids do.

I wanted to do IB; it was right for me and I would recommend it. But, at the same time, I've realized that it's not for everyone. A good IB student's number one priority is school. Academically, you should want to be well rounded since you're going to be studying each subject at a Standard or Higher Level (which is a little like taking all AP classes). You also have to have that drive to do well or you'll stop seeing the purpose in continuing in the program, and you have to be willing to work really hard. If you're committed to succeeding, everything else will fall into place.

All in all, IB is awesome, and you'd be a superstar if you finished the program!

~ Tamara T. '10

Dear IB Senior,

Have you looked at any colleges yet?

~ IB Freshman Looking Ahead

Dear Looking Ahead,

I started looking at colleges the summer of my Sophomore year. My family and I made several stops on our road trip to look at quite a few campuses. However, I didn't seriously start looking at col-

leges until my Junior year and the summer before my Senior year. I felt as though all the college visits that I made were well worth my time and I ended up only applying to schools whose campus I had seen as I think that the campus says a lot about the university. So, if nothing else make sure to visit anywhere that you may be interested in because a tour can really change your outlook on the school! Many schools I had cast aside I ended up applying to after learning more about them and taking a tour.

One suggestion for applying: Do it as early as possible! The hardest thing, in my opinion, is getting all of your credentials such as your transcripts and letters of recommendation out to all of the schools so the earlier you can do this the better! I would also suggest applying Early Action to as many schools as possible so that you can have a good idea by December where you got in and where you didn't so you can make any adjustments. Overall, I thought that the whole process wasn't necessarily difficult but it was just time consuming during a time when I had no time to spend!

~ Caley F. '10

Dear IB Senior,

What things surprised you to learn when you were just starting the IB program?

~ Trying to Avoid Surprises

Dear Avoidance,

I was surprised to learn that the IB Program was actually manageable. Before I started the program as a freshman, several of my friends told me that very few people actually make it past the first two months of IB. Of course, that isn't true at all. Rather than a system built to fail students, IB is more of a network of support among fellow students and teachers. The course work is challenging, but there is always someone to help.

Even when beginning the 'real' IB program as a Junior, I realized it wasn't as bad as everyone made it out to be. It can be a lot of work at times, but the program is really about developing and challenging yourself rather than being impossible to succeed at.

~ Mitch W. '10

Have a question for an IB Senior?

Email: 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 28!

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

All DCHS Juniors will take the state-mandated ACT exam on Wednesday, April 28th at school. The test will be held from 7:20am—11:20am. A make up example will be held on Wednesday, May 12th. 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 2010

3 Theatre-March 1 Practical Performance Proposals March 1-4 Performance and Prod. Presentation March 19 Indiv Project Portfolio March 31 Research Investigation Dance- April 10, 2010 Visual Arts-April 16, 2010	4 8:00 AM English HL Paper 1 (2 hr) 1:00 PM Philosophy SL Paper 1 (1hr 45m)	5 8:00 AM Philosophy SL Paper 2 (1 hr) 1:00 PM Math HL Paper 1 (2 hr) Math SL Paper 1 (1hr 30m) Math Studies SL Paper 1 (1hr 30m)	6 8:00 AM Math HL Paper 2 (2 hr) Math SL Paper 2 (1hr 30m) Math Studies SL Paper 2 (1hr 30m) 1:00 PM Psychology SL Paper 1 (2 hr)	7 8:00 AM Psychology SL Paper 2 (1 hr)
10 8:00 AM English A1 HL Paper 2 (2 hr) 1:00 PM Physics SL Paper 1 (45 m) Physics SL Paper 2 (1hr 15m)	11 8:00 AM Physics SL Paper 3 (1 hr) 1:00 PM History HL Paper 1 (1 hr) History HL Paper 2 (1hr 30m)	12 8:00 AM History HL Paper 3 (2hr 30m) 1:00 PM Chemistry SL Paper 1 (45 m) Chemistry SL Paper 2 (1hr 15m)	13 8:00 AM Chemistry SL Paper 3 (1 hr)	14
17 1:00 PM Biology HL Paper 1 (1 hr) Biology HL Paper 2 (2h 15m)	18 8:00 AM Biology HL Paper 3 (1hr 15m)	19 8:00 AM Spanish B SL Paper 1 (1hr 30m) Spanish B SL Paper 2 (1hr 30m)	20 1:00 PM Math HL Paper 3 (1 hr)	21 5:45 AM Music HL Paper 1 (2hr 30m)
24 8:00 AM French B SL Paper 1 (1hr 30m) French B SL Paper 2 (1hr 30m) French <i>ab initio</i> SL Paper 1 (1hr 30m) French <i>ab initio</i> SL Paper 2 (1hr 30m)	<p>Note: May 21 is DCHS graduation. Parents: We will be asking for IB test Proctors and exam snacks in the coming months.</p> <div style="border: 1px dashed black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Do you have an Extended Essay Advisor yet? Juniors! If you have not selected an Extended Essay advisor yet, you need to do so immediately. Several teachers are already “full.” Do not delay any longer asking a teacher to be your advisor!</p> </div>			

SPRING COLLEGE FAIR

When: Sunday, April 18, 2010

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.

NOTE: Parking is *extremely* limited and *not* free. Light rail is a great option!



Congratulations Mrs. Doherty!

Mrs. Doherty was selected as Administrator of the Year by the Colorado State Thespians. She was honored on December 10th during the opening ceremonies of the State Convention.

IB Spring Dance Performance Fire Dancers

“An Adaptation of the Native American Creation Stories”
Thursday & Friday—April 1st & 2nd
7:00pm

DC Auditorium
 Tickets:
 \$10.00 / adult
 \$8.00 / student, senior, child
 For advance tickets, contact:
Judi.hofmeister@dcsdk12.org





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

DCHS IB Calendar

FEBRUARY

23 DCHS Orchestra Concert 7pm
24 Parent/Teacher Conferences
25 DCHS Choir Concert 7pm

MARCH

1-4 CSAP Testing
3 Extended Essay Mini-Workshop 9am
5, 6 Jam Fest
12 **NO SCHOOL — In-Service Day**
13 SAT Testing at DCHS
17 District Technology Testing—after school-Room 40
18 IBPO Meeting Room # 1 North Building 6pm
22-26 **SPRING BREAK**

APRIL

1, 2 IB Dance Show 7 pm (\$8 students, \$10 adults)
10 IB Dance Assessments
17 PROM @ Mile High Station
18 Spring College Fair—University of Denver Ritchie Center 1pm—4pm
20 **NO SCHOOL — Parent / Teacher Comp Day**
27 DCHS Orchestra Concert 7pm
28 ACT Test at DCHS
29 DCHS Band Concert 7pm
30 Last day of school for IB Diploma Candidate Seniors

MAY

4-24

11 DCHS Choir Concert 7pm
12 ACT Make-up
Senior Finals Periods 2, 4, 6, 8
13 Senior Finals Periods 3, 5, 7
Finals Period 9
14 Finals Period 1
Senior Picnic
20 Finals Periods 2, 3, 4
Graduation practice 1pm
Honors Convocation 6:30pm
21 **GRADUATION 9AM (No regular school)**
24 Finals Periods 5, 6
25 Finals Periods 7, 8 / Last day of school

JUNE

7-10

Extended Essay Workshop—DU Library