



Extended Essay Mini-Workshop



Mr. Umbach ponders a question from Stephanie Ng



Jack Murphy talks to Ms. Clemens while Amelia Andrus works behind them

The Extended Essay Mini-Workshop, held March 3rd in the library, was well attended by Juniors. The workshop was a step toward defining the all-important research question that is the basis for the Extended Essay project. Juniors have until October 27th to turn in their completed Extended Essay.



Nichelle Giraldes, Paige Schonher and Abigail Halmes work on their research questions



Important Date Change! 3rd Annual IB Celebration Thursday, April 29th 5:30pm-8:00pm

Due to a scheduling conflict, the End of Year party is now scheduled for Thursday, 4/29.

We will begin **sharply** at 5:30pm so IB band members can attend the Learner Profile award ceremony prior to their concert

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)

“Dear IB Senior...”

Dear IB Senior,

Are sports an option when you are in IB? What should my grades be like? Which teachers would you recommend?

~ Academically Sports-minded Freshman

Dear Smarty-Sporty Freshman,

Last semester I had volleyball practice every night for two hours and on game nights, I had to be at school for more than three. I managed to get my work done before practice and tried to manage my time wisely. There are some students who come into school saying that they stayed up till four in the morning, but this is a choice. IB allows you to have a life and do sports after school but you have to learn not to procrastinate and to recognize your priorities in life.

As far as grades go, you might think that IB is only for kids who were born knowing Einstein's theory. But IB is also for kids like me who are dedicated to their school work. I may not get straight A's or ace all of my tests, but I am dedicated to learning and doing my homework. Therefore, you should never feel bad about getting a B, or once in a while a C, if you know that you tried your best. Plus, most all IB students are taking the same classes and most every one will help each other if needed.

Obviously, I have not had all the teachers at DC that teach IB. But there are teachers who connect with the students on a

(Continued on page 6)



Coordinator's Corner

by Dr. Steve Fleet, DCCHS IB Coordinator

Budget Cuts Impact IB Programme

Budget cuts have dealt our International Baccalaureate Programme a number of severe blows. The most painful reductions directly impact what occurs in the classroom. Unfortunately the International Baccalaureate Programme is losing a number of teachers who play a vital role in the success of students and in the effectiveness of the program. It is important to note that these teachers are not losing their jobs. They will be placed in positions within Douglas County.

We are losing Deb Lasley who has worked tirelessly behind the scenes to make the Middle Years Programme a reality at Douglas County High School. While we will continue to move forward with MYP implementation, we will have to do so without an incredibly professional and hard working teacher. Her understanding of the Middle Years Programme is unequalled in our building. Deb's ability to connect vision with the practical steps necessary to implement change is a model for education.

We are losing Paula Gilbert whose knowledge of music and talents for directing have made our choir program a source of comfort and inspiration for students. When we needed her to assist with International Baccalaureate music for a year, she stepped in and her students achieved outstanding results. Paula's talent for encouraging students to recognize the creative power of the music that exists within is an art in itself.

We are losing Kevin Keely who has been an integral part of our International Baccalaureate programme for eight years. He has sponsored numerous extended essays and is among the most sought after teachers for the extended essay. He co-sponsors the National Honor Society, has been a central figure in the teach-

ing of Theory of Knowledge, has inspired students to recognize their academic strengths in honors history and has been dedicated to numerous curricular changes that have made the school and social studies department stronger. His genuine enthusiasm for his subject and his dedication to students have made him beloved by students. Students chose him to speak at graduation because his voice at Douglas County High School has always articulated the needs of our students and the optimism of education.

We are losing Chris Bench who has made IB Psychology among the strongest subjects in our program. Chris' students have always exceeded the world average by a considerable margin with many scoring in the highest categories. Chris' patience as a teacher and genuine dedication to the well-being of students inspire students not only to be successful in his class but to apply what they learn to all aspects of their education.

Strong teachers have an obvious impact on the students they interact with on a daily basis. But they do far more than that. Strong teachers make the entire school better. They are models for all of us. They create expectations not through force of will but by excellence in and dedication to our profession. Douglas County and the International Baccalaureate programme will continue to survive, but these contributors will be sorely missed. We will not be as strong without them. Education is not about replacing parts, it is about personalities and dedication; education is about the vitality of individuals. The schools that inherit these outstanding teachers will fare well to bring such excellence into their buildings.

IB matters

HuskieIBPO.com

Newsletter Comments, Suggestions, Articles

Trish Kakenmaster newsletter@huskieibpo.com

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Huskie IBPO Board

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From Huskie to Cadet

Gage writes home from the Air Force Academy

I was first introduced to the Academy after I told my parents I was thinking about joining the military in seventh grade. They thought that it would be a good idea to go through college before commissioning and suggested I look into the Air Force Academy. I did and was soon taking classes and joining extra-curricular activities that I thought would be good for my Academy application.

Before long, I had above a 4.0 in high school and was on the track and tennis teams, had joined our county's Civil Air Patrol squadron, and was active in IB and NHS leadership. I had the perfect application along with letters from a retired four-star General and a retired Colonel, both of whom my grandfather knows, to send to the Academy. I in-processed on 25 June 2009, went through Basic Cadet Training (which was miserable but extremely motivating) and my fourth class year, and have just been "Recognized," meaning that I am now a somewhat normal person again--I'm no longer treated as a subhuman cadet.

The culture here is very different from any in the civilian world--which is to be expected, I guess--and it's entirely centered around sacrifice. We sacrifice everything we have in order to serve. For the most part, right now this sacrifice is for each other (I'll spend three or four hours helping my classmates with Computer Science homework before starting my work if I feel like I understand my material well enough), but soon enough I'll be a Second Lieutenant and this service will be for the citizens of our country. We do this completely voluntarily and love what we do. A lot of it is really dismal, but

we're not only willing but also happy to go through it and serve something greater than ourselves.

With respect to academics, I'm a declared Humanities major, which is interdepartmental and composed of the English, History, Foreign Language, and Fine Arts departments, and a declared Arabic minor. I'm currently taking six classes (which I believe translates to eighteen credit hours, but we don't really go by credits here so I'm not entirely sure) which are Arabic, Physics, Behavioral Sciences (psychology), Computer Science, Spanish (fourth semester), and Integral Calculus. (Last semester I took Arabic, Chemistry, Calc I, Intro to Air Force Engineering, and World History).

The academic workload is pretty heavy, especially with the military and physical duties we have, and because of this we have a strong washout rate--my class in-processed with 1368 people and we are down to 1268, mostly because of academics; we are predicted to lose about 200 or 300 more just because that's what normally happens--but for the most part, we help each other out enough to pass.

My IB experience has helped me significantly as it teaches you how to organize your time and really how to learn and think for yourself. I have no regrets about doing IB, even though it was often grueling while I was in it.

I'll close with some advice and a request. I advise any current IBers to stick with it. I know it's really hard, but stay with it and you'll be so much stronger and well prepared for life.



Contact me any time you need help, academically or otherwise: my email is: c13gage.parrott@usafa.edu and I will always respond.

My request is that you work as hard as you can to help other people. With anything. Any difference you can make in someone's life means it is worth the world. It matters not only to the person you help, but the mentality that you develop in serving others selflessly will spread and affect so many people. You really can make a difference and I beg that you put as much effort into trying as hard as you can.

One of the quotes I had to memorize this past year was General Patton's quote on leadership: "Officers must be made to care for their men. That is the sole duty of all officers." Please let that quote apply to you--care for your peers and help them in whatever way you can. Thanks, and again please don't hesitate to contact me if you want to talk!

Gage C. Parrott, C4C, USAF
Cadet Squadron 16
"Proud Chickenhawks!"
USAFA Class of 2013

Bus Service from Parker to DCHS School Year 2010—2011

We have been informed that the times and the route of the bus schedule from Parker to DCHS will remain the same for the 2010-2011 school year.

A fee may be instituted for the service. When further information is received, it will be posted on the IBPO web site:

www.huskieibpo.com

DCHS Teachers Grade International IAs

Just as DCHS IB IAs are sent into the world for grading (see page 4), four DCHS teachers have been selected to be on the receiving end for IB international student Internal Assessment (IAs) papers this spring.

Dr. Fleet, Ms. Hire, Sra. Sorenson and Ms. Funk will grade the international papers.



IB Bulletin Board

Seniors—Give Thanks!

Before you leave us! Remember your thank-you notes to the teachers and counselors who have helped you with college and scholarship recommendations, and especially, your Extended Essay!

Juniors—Register for summer Essay Workshop!

An Extended Essay Workshop will be held for DCHS juniors June 7-10 at Univ. of Denver. Sponsored by the IBPO, the workshop will cover essay components, guidelines, rubric, and research methods. Cost: \$60, which includes \$10 for a DU library card. Registration forms were given out last month to all juniors and are available on the home page of huskieibpo.com—register ASAP . . . first come, first served!

Thank You to . . .

. . . **Julie Whitman-Zai, Suzanne LaRue, Dave Kakenmaster, Carroll Lyn Steinberg, Beth Farrar and Tami Jacobson** for their help to Mrs. Hire with conducting the Senior English orals in December.

. . . **Leslie Padgett, Madhura Gokhale, Ava Gonteski, Dave Kakenmaster** and **Tracy Hagan** for helping fold the February issue of IB Matters.

ACT Test at DCHS on April 28

All juniors throughout Colorado will be given the ACT test during the school day on April 28 at no charge. Many colleges accept this test for admission purposes, however, some colleges require the writing subtest of the ACT, **which will NOT be included in this state mandated test.** In any case, this is a great opportunity for students to test for free.

There will be a delayed start on this day for all freshmen, sophomores and seniors (12:00), who are being asked to provide their own mid-day transportation. However, a supervised "study hall" will be provided for those that need to take the regular district transportation.

CONGRATULATIONS!

. . . To the DCHS Speech & Debate team for their outstanding performance at Boulder Fairview in February. The following IB students placed in finals at one of the largest tournaments of the year!

Maddie Woodward (12)—1st in Creative Storytelling and 6th in Original Oratory

Niko Berry (11)-6th in Impromptu Speaking

Richard Meyer (10) & Jenny Park (10)-6th in Public Forum Debate

Yes! IB Students do have Lives!



Did you know . . .

16% of all DCHS Basketball players are in IB?

29% of the DCHS students selected to perform in the 2010 All Colorado Honor Band at Western State College in February are in IB?

89% of the Speech & Debate team that competed in the Regional State Qualifying tournament are in IB?

Destinations for 2010 Internal Assessments



Math Studies	Germany
Math SL	India
Math HL	China
Biology	Germany
Chemistry	Australia
Physics	United Kingdom
Psychology SL	United States - Texas
Philosophy	Lebanon
History	Argentina
English HL (oral)	Venezuela
English HL World Literature	United Kingdom
French B SL	Italy
French AB SL	United Kingdom
Spanish B SL	United States - Massachusetts
Music HL Solo Performance	Canada
Music HL Composition	Argentina
Music HL Investigation	Italy
Dance HL Performance	United States – Florida
Dance HL Comp and Analysis	New Zealand
Dance HL Investigation	United States - Virginia
Theatre HL Perf Prop	US– Massachusetts
Theatre HL Research Inv	Canada
Theatre HL Presentation	New Zealand
Theatre HL Portfolio	Canada
Visual Arts Studio Work	United States – Colorado
Visual Arts Workbook	United Arab Emirates

Extended Essay Titles — Class of 2010

- On Wicked's Success as a Musical: Applying Aristotle's Poetics in an Analysis of Wicked
- The Effect of Adaptation on the Development of the Homo sapiens Eye Compared to the Tursiops truncatus Eye
- The Effect of a Matriarchal Society on Shakespearean Plays
- The Influence of the Enigma Machine on the Outcome of World War II
- The Media's Response to the Launch of Sputnik I and Sputnik II and its Effect on Domestic Reform in the United States
- The Causes of the Revolutionary War and the Effect of the Revolutionary Writers
- The Motif of the Number Three in the Bible and its Correlation to the Trinity in Christianity
- The Struggling Student and His Educational Preferences
- Success in the People's Temple Cult
- Jane Austen's Use of Outdoors for Characterization in Pride and Prejudice
- The Constitutionality of Video Game Legislation
- How the launch of Sputnik I impacted the United States Culturally, Technologically and Militaristically
- Outweighing Nature's Equilibrium: a Comparison of the Effect of Anthropogenic Production of Carbon Dioxide on the pH Levels of Fresh Water Lakes with a Focus on the United States Environmental Systems
- Mediators of Tension
- The Weapon in the Civil War between the Communist Party of Burma and Burmese Government: Opium
- The Effects of French Colonization on the Identity Crises of Algeria
- The Expulsion of the Jewish People from Spain in 1492 as a Precursor of Nationalistic Movements in Spain
- Friendship, Dissatisfaction, and Travel: Similar Cyclical Processes of Characterization in Kerouac's On the Road and Twain's The Adventures of Huckleberry Finn
- Women's Struggle: Political and Social Equality to Men from 1900 to 1950 History
- Effectiveness of Common Begonia Propagation Methods
- How the Creation and Improvements of the Navy SEALs Influenced the Outcome of the Tet Offensive in the Vietnam War
- Education Standards in China: How Important Principles Can Improve American Education
- The Presidents' Struggle in Ending Poverty in America Due to the Clash in Politics and Religion
- Tim Burton and Expressionism: How Tim Burton's Films Relate and Contain Ideals of Color, Distortion, and Emotion Found Within Expressionism
- The War that was considered the Black Hole in Modern American History-Hannah Lee
- Rhetoric in the Media: Modern Overuse of Pathos
- Mussolini's Conflict with the Socialist Party and Why Fascism Rose to Power
- The Mountain Pine Beetle: An examination of the environmental stressors placed on Dendroctonus ponderosae
- How did photography affect the American view of war during the Vietnam War?
- The Cause of the Change of the Position of Women in Nineteenth and Twentieth Century Europe
- The effect of laundry detergent, its enzymes, and its chemicals in the environment
- How the younger generations of women in the National Women's Party succeeded in influencing the political parties to support the women's suffrage
- Gorbachev's Economic and Political Policies Influence on German Reunification
- Factors that Amount to Current Policy on Federal Funding for Embryonic Stem Cell Research
- A Comparison of Lyrics to Fundamental Elements of Poetry
- The Influence of Jean-Luc Godard's Early Filmmaking Philosophies on Hollywood Directors and American Cinema
- The Effect of Premarital Sex Standards in the 1960s on the Institution of Marriage in America
- Impact and Significance of Racial Diversity on Undergraduate Students' Learning
- The Industrial Revolution's Effect on Child Labor and How to Justify Child Labor Economically
- The British Double Cross System and its Contributions to the Success of D-Day and the Subsequent Allied Win
- Disney's Princesses as Reflections of Women's Roles in Twentieth Century America
- Korean and Japanese Subcultures United as Asian Americans
- How does photojournalism impact the public perception of society?
- An Analysis of the Different Receptions of John Steinbeck's Novella, The Moon is Down During WWII
- A Comparison of Historical Evidence Regarding the Resurrection of Jesus Christ
- Luke Skywalker: An Archetypal Heroic Journey
- The Role of Military Campaigns in Transforming Octavian from Triumvir to Emperor
- Prejudice-The Cause of the Battle Between Angels and Demons
- How did Táhirih influence the emancipation of women in Iran during the mid 1800s?
- A Brief History of Early Experimentation in Elementary Particle Physics and its Application in Transuranium Element Synthesis
- The Controversies of Whether Language is Innate or Socially Adapted in Young Children

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

(Continued from page 1)

personal level as well as do their best to help you strive outside and inside class. As a sophomore, I remember I had Ms. Bensky for English. We made up our own words in her class, read Doctor Seuss and watched movies. But I also think that she was the best English teacher I ever had. I also had Dr. Fleet as a teacher when I was a junior. When I first came to his history class, I was horrified. He was the head of IB and I was terrified of saying something stupid around him! Until I spent more time in his class and noticed random times all over the walls (because he can never remember when class gets out for lunch), rotten oranges over the chalk board, and a box labeled “random papers I found on my desk”. He was my favorite teacher! I hated history before his class, and because of him I am beginning to enjoy it.

~ Genevieve M. '10

Dear IB Senior,

Did you have a life? Will I?

~ Social Butterfly Freshie

Dear Butterfly,

To give a straight answer, yes I did have a life, but it was a challenge to learn how to prioritize in order to do the extra activities I wanted to do. I was still able to go out, but not as much. Homework, essays, and tests took up about 60% of my time. I had less time for fun and spent most of my time working on homework, projects, essays etc. However, if you do learn to prioritize, IB is definitely manageable! I found that playing a sport or having a job outside of school helps you prioritize what homework you need to complete and when, and it relieves your mind of stress. I started working over the summer and

have kept working through the school year. Not only does it relieve my mind of any school stress, but I am earning my own money at the same time. Even with school and work, I still have time to hang out with my friends. We try to spend a few hours together every Friday or Saturday night to relax and have some fun. If I can do it, so can you!

~ Rachel H. '10

Dear IB Senior,

Knowing what you know now as a senior, what would you do differently as an underclassman?

~ Freshman Trying Not to Stumble

Dear Sure-Footed Freshman,

As a freshman and sophomore, I took lots of fun, artsy classes. What I should have been taking was PE and technology* classes. I am definitely paying for that now. My schedule for my junior and senior years were/are packed with IB classes, plus classes I need to graduate! There are no fun classes or off hours, which is not very helpful with these intense IB workloads. Plus, I am having to take Starlab (online, high school course) for another PE credit that I couldn't fit into my schedule. So to all of you underclassmen, focus on trying to take the required classes first, then let the good times roll during junior and senior year! :)

~ Hannah S. '10

*Editor: It should be noted that for the Class of 2012 and later, there is no longer a technology requirement for graduation.

Have a question for an IB Senior?

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

G'Day Mates! Looking for some excitement next summer? Australia!

June 13th-23rd
10 days for \$3,600



FUTURE JUNIORS AND SENIORS

CAS hours possible

Experience Australia with Sidney site seeing, snorkeling, a Bush walk, a visit to the Australia Zoo and much more!

Teacher sponsors: Sra. Georgina Quintana & Dr. J.

Interested?

Come see Mrs. Quintana in 72S or email her at

sra_gquintana@yahoo.com

Take a peek online!

www.explorica.com Tour ID: Quintana-2319

DCHS IB Students Past and Present “In the News”

Kathryn D. Bodner (DCHS '09) of Larkspur earned academic honors from the University of Wyoming.

(DC News Press 2/4/10)

U.S. Air Force Cadet **Millie A. Mays** was one of 11 cadets in the 4,431-member Cadet Wing to earn a 4.0 grade point average for the spring 2009 semester. Mays, a cadet first class, is a student at the U.S. Air Force Academy, Colorado Springs. The cadet first class has served in the military for three years. She is the daughter of Mark and Mauri A. Mays of Colorado Springs. The cadet is a 2006 graduate of Douglas County High School, Castle Rock.

(DC News Press 2/25/10)

Junior, **Kaitlyn Regan**, was named a finalist in the Stars of Tomorrow Kiwanis Club talent show. She competed with other finalists at the March 27th show for scholarship prizes.

(Your Hub 3/18/10)

Sophomore, **Kevin Xie**, has been selected for the Division A team representing Colorado in the 35th national student mathematics competition June 5-6 at the University of Nevada at Las Vegas. Kevin and his team will travel to the western regional site to participate in the annual American Regions Math League competition that brings together the top math students in the nation.

(DC News Press 4/1/10)

Did You Know . . . ?

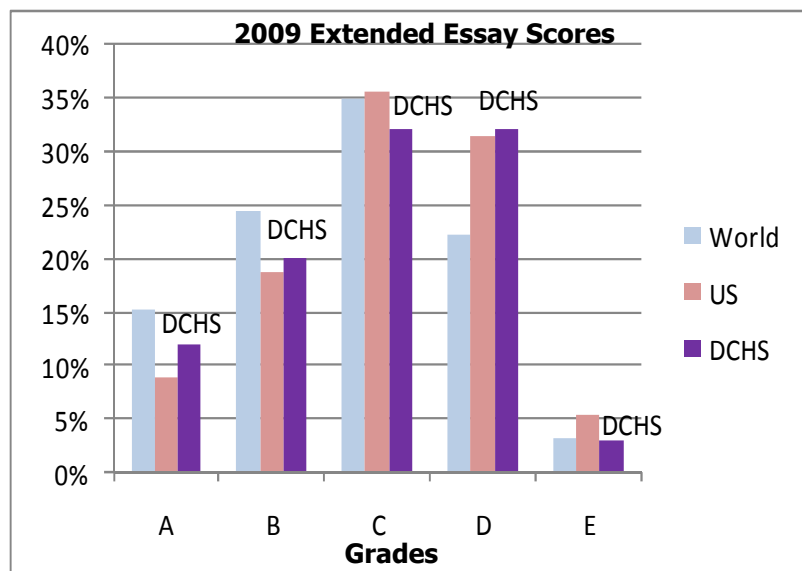
. . . that Colorado is ranked 3rd in the U.S. for IB Diploma pass rate for 2009?
(Indiana & Florida tie for 2nd place)

	Diploma Pass Rate	No. Exams Scoring 4 or above	No. of Diploma Candidates	No. of Diplomas Awarded	No. of Schools	Average Candidates Per School
Michigan	93 %	89 %	209	194	9	84
Indiana	78 % (tie)	79 %	225	176	17	36
Florida	78 % (tie)	83 %	3,761	2,916	54	132
Colorado	77 %	83 %	941	721	22	101
Utah	74 %	80 %	159	118	7	62
Oregon	74 %	82 %	369	272	17	94
Washington	74 %	79 %	496	365	14	124
Arizona	71 %	80 %	326	233	10	74
Virginia	71 %	75 %	1,098	776	34	150
California	70 %	76 %	1,705	1,195	71	95
New Jersey	67 %	78 %	346	232	10	97

. . . the top U.S. colleges that were sent IB student transcripts/test scores (2009)?

1	University of Florida	1,181
2	University of Washington—Seattle	410
3	University of Virginia—Charlottesville	375
4	Florida State University	371
5	University of Central Florida	368
6	University of California—Berkeley	355
7	VA Polytech. Inst. & State Univ.	342
8	New York University	337
9	Univ of North Carolina—Chapel Hill	334
10	University of Colorado—Boulder	302
11	George Mason University	281
12	UCLA	274
13	Virginia Commonwealth University	268
14	Boston University	265
15	University of S. Florida—Tampa	259
16	University of Michigan—Ann Arbor	257
17	University of Texas—Austin	257
18	University of Southern California	256
19	Cornell University	234
20	University of Pennsylvania	216
21	James Madison University	215
22	University of Wisconsin—Madison	205
23	University of Minnesota—Twin Cities	202
24	Arizona State University	188
25	University of Miami	188

. . . that DCHS students scored more As and Bs, on a percentage basis, on the Extended Essay than the rest of North American IB students in 2009?



Information source for all charts: IBO Website



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

DCHS IB Calendar

APRIL

17 PROM @ Mile High Station
18 Spring College Fair—University of Denver Ritchie
Center 1pm—4pm
19-20 **NO SCHOOL — Comp / In-Service 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 **IB EXAMS**
11 DCHS Choir Concert 7pm
12 ACT Make-up
Senior Finals Periods 2, 4, 6, 8
Senior Finals Periods 3, 5, 7
13 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**