

International Baccalaureate
CAS Handbook



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Class of 2019/2020

CAS Handbook

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WHAT IS CAS?

CAS is organized around the three strands of **creativity, activity and service** defined as follows:

Creativity:

This strand of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum that includes creative thinking in the design and carrying out of service projects or structured, personal improvement.

This could involve doing dance, theater, music, art, or supervised tutoring, for example. You should be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: *that you set goals, reflect on your progress, and in some way benefit others through this activity.*

Activity:

This strand of CAS is interpreted as physical exertion contributing to a healthy lifestyle.

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Activity may involve participation in sport or other activities requiring physical exertion – such as hiking expeditions, camping trips, yoga, and martial arts. Try to get involved in group and team activities and in undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: *you set goals, you reflect on your progress, and you benefit others.*

Creativity and activity can be enhanced by incorporating the service component. If you are involved in arts and in physical activities, you might consider coaching young children, seniors in residential homes, homeless children, etc.

Service:

This strand of CAS is interpreted as collaborative and reciprocal engagement with the community in response to an authentic need. Service projects and activities are often the most transforming element of the Diploma Program. They have the potential to nurture and mold the global citizen. Service involves interaction, such as the building of links with individuals or groups in the community. The community may be the school, the local community, or it may exist on national and international

levels (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things *with* others and developing a real commitment with them. *The relationship should honor the dignity and self-respect of others.* **WHS expects service commitments reaching beyond the school community.**

WHAT IS NOT CAS?

*It is important to consider the spirit of CAS!
The purpose is lost if this becomes an “hour counting exercise”, rather than a rewarding experience.*

Here are some examples of what would *not* count as CAS:

- Any class, activity or project that is already part of your Diploma Program
- An activity for which you are personally rewarded (financially or some other benefit like receiving a grade or credit) unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work (like shelving books or cans, or clerical tasks for a teacher or anyone else)
- Working in elderly care facilities when you:
 - Have no idea how the facility works
 - Are just making sandwiches
 - Have no contact at all with the elderly
 - Actually do no service for the elderly
- A passive pursuit such as a visit to a museum, art exhibit, vacation tours, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged and provides some benefit beyond self
- All forms of duty within a family
- Religious devotion and any activity that can be interpreted as proselytizing
- Work experience that only benefits the student
- Fund-raising with no clearly defined end in sight and/or omits awareness for a greater cause
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance. This adult cannot be a member of your family.
- Activities that cause division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration)

Examples:

- Volunteering for Planned Parenthood and picketing a “pro-life” church.
- Getting paid to mow your grandmother’s lawn. (if this was free, then it would be okay!)

- Ms. Hunt's class is requiring you to Volunteer at the Spanish Fiesta- if she didn't make you do it, it would be okay!
- Field trip with Mr. Gallo where you learned absolutely nothing about anything.
- Going to UTK and hanging out with your friends in the dorm room.

Examples of CAS Activities

The International Baccalaureate has designed the CAS – the Creativity / Activity / Service requirement – to ensure that all IB Diploma students are involved in extra-curricular activities as well as in academic pursuits. At West High School we encourage each candidate to design a CAS proposal that meets personal needs and interests, supports all CAS guidelines, provides challenges toward a new role/experience, and includes a balance of group and individual activities. In general, there is a lot of freedom in what you do, and the more creative you are in coming up with a good combination of activities, the more you will get out of the time you invest. Although many CAS opportunities will come along during your 11th and 12th grade years, you will be asked to have an overall plan prepared and approved early in your junior year. Among other expectations, this plan must also include one in-depth experience designated as a **CAS Project**. The following activities are intended to give you some ideas:

CREATIVITY = Personal Enrichment

- ❑ Participation in WHS Band / Chorus / Orchestra / Theatre performances*
 - ❑ Private lessons in music,* art,* dance, theatre,* photography,* etc.
- (Competitions, performances, shows, parades, recitals, and lessons associated with above)
- ❑ Special classes taken outside of school that benefit others as well as yourself (Examples: a sign language course, computer camp, etc.)
 - ❑ Planning events and projects for school, community or other organizations to which you belong
 - ❑ Participation in the WHS yearbook*

*These activities may not be part of any class for which you will receive a certificate or diploma, or receive credit/grade.

*These activities count for the extra-curricular aspects of these activities (**not** for what you complete in class)

ACTIVITY = Healthy Lifestyle

- ❑ Sports teams; club sports at WHS
- ❑ Recreational teams that are coached by an adult
- ❑ Club activities which involve physically active participation
- ❑ Scouting activities
- ❑ Taking an aerobics/pilates/yoga class; supervised 'working out' at a health club (personal trainer)
- ❑ Dance classes and recitals

SERVICE = Reaching out to Others Locally and Globally

- ❑ Volunteering at a hospital, nursing home, public library, museum, animal shelter, etc.
- ❑ Participating in a summer or weekend community work project
- ❑ Working with Habitat for Humanity or other similar projects
- ❑ Participation in WHS's **Key Club**, or other service club projects
- ❑ Church or youth group service projects of an outreach nature (that do not proselytize)
- ❑ Representing WHS in athletic and academic competitions
 - All Supervised by an advisor (who is not a family member)

Some things do NOT count toward CAS ...

When in doubt about whether a given activity qualifies as a CAS activity, it is always a good idea to check with the CAS Coordinator. The International Baccalaureate does not recognize activities such as the following:

- ❑ Unsupervised tutoring or helping a friend with his/her homework
- ❑ Activities in which you proselytize your religious beliefs to others or do work affiliated with a political party
- ❑ Volunteer work with a business or other “for-profit” organization
- ❑ Self-taught skills, projects, or activities without a supervising adult instructor
- ❑ Special classes that focus on self-benefit, like SAT preparation or Driver’s Education

Sample CAS Activities

The letters C, A and S correspond to “creativity,” “activity” and “service.” Depending on the details of the experience, not all categories will apply.

- Physical assistance to the elderly (S)
- A structured series of visits to a home for orphans (S)
- Helping with rehabilitation at the local hospital (S)
- Teaching basic literacy (C,S)
- Establishing and coaching a sports team for disadvantaged youngsters (C,A,S)
- Establishing and leading a musical ensemble for visually impaired people (C,S)
- Involvement in a theatrical production to which refugee children are invited (C,S)
- Teaching the use of computers (C,S)
- Environmental restoration and protection (A,S)
- Teaching children who have a disability to swim (A,S)
- Coaching a softball team (A,S)
- Teaching guitar to children (C,S)
- Writing for the school newspaper (C,S)

- Working with abandoned children to paint murals in their institution (C,S)
- Teaching English to newly arrived immigrant children (C,S)
- Inter-generational learning and friendship (C,S)
- Leading a mountain expedition (A,S)
- Clearing a beach of oil pollution or litter (A,S)
- Organizing a walk-a-thon to raise money for guide dogs (C,A,S)
- Organizing student participation in and raising funds for the Model United Nations (C,S)
- Awareness and leadership to raise money for Amnesty International/Greenpeace/World Wide Fund for Nature (C,S)
- Creating and maintaining a service-oriented website (C,S)
- Assisting victims of a natural disaster (C,A,S)
- Learning to paint landscapes (C)
- Performing Wieniawski's *Violin Etude No.3* on a Fender Stratocoaster (C)
- Learning to scuba dive (A)
- Gymnastics (classes, team practice, competition) (A)
- Joining a running club (A)

Guiding Questions for CAS Activities

- Is the activity a new role for me?
- Is it a real task that I am going to undertake?
- Does it have real consequences for other people and for me?
- What do I hope to learn from getting involved?
- How can this activity benefit other people?
- What can I reflect on during this activity?

Your CAS activities should involve:

- Deep involvement (rather than a passive role)
- Real value (for the student and other people)
- Real reflection (you can find meaning in what you accomplished)

CAS Closing Interview/Presentation Questions

Diploma seniors will be interviewed at the end of the 18 month CAS experience. Applying CAS guiding questions to your activities can help prepare for this interview. These examples are potential interview questions:

1. Focus on one activity in which you participated for an extended duration of time. What abilities, attitudes, and values did you develop, change, or examine as a result of this activity?
2. Focus on one activity. What difficulties did you encounter and how did you overcome them?
3. What types of knowledge did you gain through your CAS experiences? How have you, or will you, pass on that knowledge to others? How do you think that new knowledge will be useful to you in the future?
4. Of the eight CAS learner outcomes, which one did you feel was the greatest challenge for you and why?
5. Ethics as an area of knowledge that is primarily concerned with how we determine what is right action, particularly in our relations and interactions with others. How and when did your CAS activities challenge your personal ethics?
6. CAS guidelines stress selection of activities that provide “service and benefit to others.” Is service to others, in whatever form, a moral obligation? If so, on what should the obligation be based? If not, why?
7. Discuss your CAS project: in what way(s) was this project a new role for you?
8. Leadership is an integral part of the learner outcomes. In which activity did you demonstrate leadership, what was your role, and how would you evaluate your success?
9. How did your feelings or emotions affect your ability to perform, to make decisions, or to reason in regard to a particular CAS activity?
10. In what ways did CAS experiences clarify or change your sense of what is important?

Evaluation of CAS

CAS Evidence

When submitting any CAS activities, there are several pieces of evidence in varying formats that must be submitted. This evidence, submitted through CAS ManageBac, may be journal entries, photos, uploaded documents, videos, blogs, and websites.

Examples of Proper Evidence:

- Student participates in a half marathon and wanted to track her growth in how many minutes it takes her to complete the 13.1 miles. She uses her training log in a journal as a piece of evidence. She also uses her time while running in the marathon by attaching a picture of the newspaper article with her finished time.
- A student videos himself on his computer while he performs a difficult piece on his guitar then uploads that video to ManageBac.
- A student creates an online journal/blog that details their weight loss and the daily struggles with being on a diet.

CAS Project

The CAS Project is one activity of the minimum six that addresses specific expectations. Each student must undertake a **CAS project** of at least one month's duration (*approximately 30 days of participation, minimum, it could be longer*) that challenges the student to show initiative and leadership, demonstrate perseverance, develop new skills such as collaboration, problem-solving, and decision-making, and grapple with ethical implications and global significance. The CAS project can address any single strand of CAS, or combine two or all three strands. *The Service strand is integral to a successful CAS Project. This project cannot be changed after junior year documentation:*

- Must take place over an extended period of time: junior year, senior year or both. If during the summer only, *the duration of time must be approved by the CAS Coordinator.* (approximately 30 days, minimum, could be more)
- Must incorporate at least one of the three categories C/A/S, with emphasis on Service.
- Must be collaborative with others. A CAS project involves collaboration between a group of students or with members of the wider community.
- Must involve some planning and initiating of activities in a leadership role before and during the project.
- Must, in some way, challenge toward a new role.
- Must include some global and ethical implications.

Examples of CAS Projects:

- *Creativity*: A student group plans, designs and creates a mural.
- *Activity*: Students organize and participate in a sports team including training sessions and matches against other teams.
- *Service*: Students set up and conduct tutoring for people in need.
- *Creativity and activity*: Students choreograph a routine for their marching band.
- *Service and activity*: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- *Service and creativity*: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- *Creativity, activity, and service*: Students rehearse and perform a dance production for a community retirement home.

Examples of NON-CAS Projects:

- Casa de Sara where everyone else does the work and you mooch
- 30 days of random kindness
- Working at National Fitness Center
- Remodeling your car
- Working on a quilt to give to your grandmother
- World traveling

CAS Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes documented through the student's commitment to his or her CAS program over a period of 18 months. The following learning outcomes articulate what a CAS student is able to do at some point during his or her CAS program.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Students provide documented evidence in their CAS portfolio of having achieved each learning outcome at least once. The CAS coordinator collaborates during mandatory advisement meetings with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome.

There are seven learning outcomes:

Learning outcome 1: Identify own strengths and develop areas for growth
The student: <ul style="list-style-type: none">• is aware of own strengths and weaknesses• is open to improvement and growth opportunities• is able to propose activities according to own interests and talents• is willing to participate in different activities• is able to undertake a thoughtful self-evaluation• is able to see themselves as individuals with various abilities and skills, some more developed than others.
Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process
The student: <ul style="list-style-type: none">• participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences• is willing to become involved in unfamiliar environments and situations• acquires new skills and abilities• increases expertise in an established area• shows newly acquired or developed skills or increased expertise in an established area.
Learning outcome 3: Demonstrate how to initiate and plan a CAS experience
The student: <ul style="list-style-type: none">• is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences• demonstrates knowledge and awareness by building on a previous CAS experience• shows initiative by launching a new idea or process• suggests creative ideas, proposals or solutions• integrates reflective thoughts in planning or taking initiative• is aware of roles and responsibilities when designing an individual or collective CAS experience• shows responsible attitude to CAS project planning

- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

Learning outcome 4: Show commitment to and perseverance in CAS experiences

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning outcome 6: Demonstrate engagement with issues of global significance

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

Learning outcome 7: Recognize and consider the ethics of choices and actions

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

The Responsibility of the CAS Student

Key to a student's CAS programme is personal engagement, choice and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

CAS students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
 - become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme
 - maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
 - understand the reflection process and identify suitable opportunities to reflect on CAS experiences
 - demonstrate accomplishments within their CAS programme
 - communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings
 - ensure a suitable balance between creativity, activity and service in their CAS programme
- behave appropriately and ethically in their choices and behaviours.

CAS Requirements

- **Successful completion of CAS is a requirement for the award of the IB Diploma.** While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.
- The CAS programme formally begins at the start of the Diploma Programme and continues regularly, for at least 18 months with a reasonable balance between creativity, activity, and service.
- All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. Done through Managebac.
- Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.
- Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events.
- Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.
- There are three formal documented interviews students must have with their CAS coordinator/adviser.
- CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.
- At the end of each grading period, you will be **REQUIRED** to login to Managebac in order for your CAS coordinator to monitor your progress. As we come into your TOK classes to speak with you, we may have a conversation with you if you have not logged any activity.

Due dates for CAS Reflections and Evidence

***This is not about quantity, it's about quality. This could be a reflection about an isolated experience, or ongoing reflections about the activities in which you are involved.**

End of 1st 9-weeks: October 5th (deadline for all reflections and evidence entered in ManageBac, this may be reflections on what you plan to do or experiences you have done. **Ex: You are a member of the swim team. Give a reflection on how the season is progressing and ways that you have challenged yourself on the team.)**

End of 2nd 9-weeks: December 21st (deadline for all reflections and evidence entered in ManageBac, this may be reflections on what you plan to do or experiences you have done.)

End of 3rd 9-weeks: March 15th (deadline for all reflections and evidence entered in ManageBac, this may be reflections on what you plan to do or experiences you have done.)

For second year CAS students: April 12th (deadline for all reflections and evidence entered in ManageBac, final interview will be completed by this date as well.)

For first year CAS students, end of 4th 9-weeks: May 23rd (deadline for all reflections and evidence entered in ManageBac, this may be reflections on what you plan to do or experiences you have done.)

Things to Remember

- It is not about QUANTITY, it's about QUALITY. We don't care if you have 100 entries or 15. If we see growth in what you are reflecting about, we are happy!
- Entries can be one strand, two, or all three! If you are trimming bushes into "Power W"s for free at school, that is Creativity, Action and Service!!
- Make sure you are participating in activities where you are creating a balance between all the learner outcomes! Ethics and Global significance are the hardest but try to look for ways to accomplish them in at least two entries! (Ethics example: debating between Trump and Hillary with your friends and not getting into an argument. Or working for Planned Parenthood at a local event benefiting young mothers.)
- COME TALK TO SHARP OR HODGES WHENEVER YOU HAVE QUESTIONS! We promise you, this is not as hard as your "overthinking brain" is making it out to be!!
- DOWNLOAD MANAGEBAC TO YOUR CHROMEBOOK TO ADD ENTRIES AS YOU DO THEM!!!!!!!!!!!!!!!!!!!!

- My Schedule (Sharp):

Blue

- 1- IB Psychology
- 2- PLAN
- 3- US History
- 4- US History

Red

- 1- US History
- 2- PLAN
- 3- PLAN-Go into TOK-Y1
- 4- IB Psychology

- My Schedule (Hodges):

Blue

- 1- Coding I
- 2- Coding I
- 3- PLAN
- 4- CSF

Red

- 1- PLAN-Go into TOK-Y2
- 2- Coding I
- 3- Coding I
- 4- PLAN-Go into TOK-Y2

Email: amanda.sharp2@knoxschools.org

Remind: Text 81010 with @sharpcas

Email: gina.hodges@knoxschools.org

Remind: Text 81010 with @casyr

**I acknowledge and understand the requirements for CAS and I understand the consequences if I do not complete the requirements. If I do not complete the requirements by the deadlines, parent contact/conference will happen.

Student Name (Print)

Parent/Guardian Name (Print)

Parent/Guardian Phone Number

Parent/Guardian Email