

INTERNATIONAL BACCALAUREATE

***CREATIVITY, ACTIVITY, SERVICE
CAS
POLICIES AND PROCEDURES MANUAL
FOR
STUDENTS AND PARENTS***

For students graduating in 2017 and after

***SUMTER HIGH SCHOOL
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THE NATURE OF CREATIVITY, ACTIVITY, SERVICE

“..If you believe in something, you must not just think, or talk or write, but must act.”

Peterson (2003)

CAS—Creativity, Activity, and Service—takes seriously the importance of life outside the world of scholarship, providing a counterbalance to the academic absorption some students may feel within a demanding school curriculum. The creative, physical, and social development of human beings can be shaped by their own experiences. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The IB goal of educating the whole person comes alive in an immediate way when students reach beyond themselves and their books.

CAS should extend you. It should challenge you to develop a spirit of open-mindedness, lifelong learning, discovery, and self-reliance. It should encourage the development of new skills on many levels: for example, creative skills, physical skills, and social skills. It should inspire a sense of responsibility towards all members of the community. It should also encourage the development of attitudes and traits that will be respected by others, such as determination and commitment, initiative, and empathy.

The aims of the CAS program are to develop students who are:

- reflective thinkers – they understand their own strengths and limitations, identify goals and devise strategies for personal growth.
- willing to explore new possibilities, embrace new challenges and adapt to new roles.
- aware of themselves as members of local and global communities with responsibilities towards each other and the environment.
- active participants in planned, sustained, and collaborative projects.
- balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative, and emotional experience

Your CAS journey will include:

- Real, purposeful activities, with significant outcomes
- Personal challenges – tasks must extend you and be achievable in scope.
- Thoughtful consideration, such as researching, planning, reviewing progress, reporting.
- Reflection on learning outcomes and personal growth.
- A mix of CAS experiences and at least one CAS project

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. Note how the CAS Learning Outcomes support the Learner Profile.

As IB learners, we strive to be:

Inquirers We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.

Knowledgeable We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

Principled We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them.

Open-minded We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

Balanced We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.

Reflective We give thoughtful consideration to our own learning and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

THE CAS PROGRAM AT SUMTER HIGH SCHOOL

The following list represents some of the possible areas in which Sumter High School students may choose to become involved. IB students design their own CAS experiences based on their personal goals and interests.

CREATIVITY: *Exploring and extending ideas leading to an original or interpretive product or performance.*

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum which include creative thinking in the design and carrying out of service projects. This could involve dance, theatre, music, debate, filmmaking and art, for example. Students should be engaged in group activities whenever possible, and *always* in new roles. Nevertheless, individual commitment to learning an art form is allowed. Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities.

NOTE: Acceptable CAS activities are not merely “more of the same” – more dance practice, more concerts with the school band, and so on. This can present something of a challenge where, for example, a student is a dedicated instrumental musician. It would be artificial to rule that something that is both a pleasure and a passion for the student could not be considered part of the CAS experience. However, one of the CAS principles is **personal challenge** – tasks must extend the student and be achievable. Perhaps the musician can learn a particularly difficult piece or different style of playing, in order to perform for an audience. The context could be a fund-raising activity, or the student might give a talk to younger children about the instrument, with musical illustrations. When demonstrating creative expression, students may showcase their product or performance in a variety of ways, for example, though a recording, a presentation, an exhibition, social media or shared discussion.

SOME EXAMPLES OF CREATIVITY ARE INVOLVEMENT WITH:

- a band, orchestra, or chorus
- the Sumter Little Theatre
- SHS Drama productions
- multi-media presentations for a teacher/staff member/administrator
- yearbook or newspaper staffs (after school hours)
- the Sumter County Museum
- the Sumter Gallery of Art
- Model UN
- Translator/Interpreter for our non-English speaking community (Ex.: translate local restaurant menus into Spanish)
- Organizing exchanges with SHS international students
- Establishing a liaison with low-achieving students in tutorial or other academic settings.
- Solitary experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, or creating arts and crafts.

ACTIVITY: *Physical exertion contributing to a healthy lifestyle.*

Activity can include participation in individual and team sports, aerobic exercise, outdoor recreation, fitness training, expeditions, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Incorporating the service element can enhance both creativity and action.

NOTE: Similar considerations apply here as with creativity. Outstanding athletes will not stop training in order to engage in some arbitrary physical activity. However, “extending” the student requires going further. Expand your personal goals, explore different training models or become involved in a new sport. If the chosen sport is entirely individual, perhaps a team game could be tried as well. Activity may involve teaching the skills and knowledge of the sport to others. In all CAS activities, planning, setting goals and reflecting are essential.

SOME EXAMPLES OF ACTIVITY ARE:

- School or community sponsored sports—football, basketball, tennis, volleyball, cheerleading, soccer, baseball, softball, track, cross-country, flag line, golf, swimming
- ROTC Color Guard
- SHS Marching Band
- Dance
- Gymnastics
- Coaching or teaching your sport or art to young children
- Solitary experiences such as working out at a gym, bicycling, or swimming and must be over an extended duration of time.
- Design your own proposal for approval

SERVICE: *Collaborative and reciprocal engagement with the community in response to an authentic need with the aim of understanding your capacity to make a meaningful contribution to your community and society.*

Service projects and experiences are often the most transforming element for the individual student. Service involves interaction. Through service, you develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for your actions. Service activities should not only involve doing for others but also doing things with others and developing a real commitment with them. The relationship should therefore show respect for the dignity of others.

Moreover, there is an advantage to conducting service locally. Local interactions allow for developing relationships, observing and participating in sustained change and meeting challenges through collaboration. “Think Globally; Act Locally”.

Service Guidelines (continued)

When a CAS project addresses the CAS strand of service (known as service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respectful and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process. Where possible, service projects should involve working alongside community members with ongoing communication. When the service project involves the use of an external facilitator such as a non-government organization or a commercial provider, care should be taken to ensure that the facilitator acts in accordance with the IB mission statement and CAS requirements.

A service project that includes interaction with and appreciation of diverse social or cultural backgrounds can increase international-mindedness and engagement with issues of global significance. International service projects are acceptable if clear goals and outcomes are established, understood, and based on the expectation of compelling benefits expected for all stakeholders. If a service project is conducted outside the local context, it is recommended that there is some form of continuation. For example, students could research the community served and educate themselves further about the issues involved, develop an advocacy program for the served community, or develop greater awareness of a related need in their local community leading to some form of local action. This may inspire the next group of CAS students.

For any service project it is important to ensure that there is:

- a genuine need for the service project, which has been stated and agreed upon by the potential partners
- if required, a liaison officer who has a good relationship with the community where the service project is based
- an understanding of the level of student participation that is feasible in the service project
- a clear assessment of potential risks to participating students
- approval from the school administration for the service project
- a demonstration of how the CAS stages were followed
- a thorough evaluation of the benefits of the service project for all involved.

Purposeful relationships between students and community members leading to sustainable service projects are potentially the most rewarding for all concerned. As community needs change, students' responses should also evolve to meet these new circumstances. When a service project initiated by one group is adopted by other students, the new students must ensure the need is authentic or make the necessary adjustments and ensure their contribution is relevant.

NOTE: It is essential that service activities have learning benefits for you. Otherwise they are not experiential learning (thence not CAS). This rules out mundane, repetitive activities, as well as "service" without real responsibility.

SERVICE GUIDELINES (CONTINUED)

SOME EXAMPLES OF ORGANIZATIONS THROUGH WHICH SERVICE PROJECTS FOR THE SCHOOL AND COMMUNITY ARE AVAILABLE AND OTHER IDEAS:

(RESEARCH IS NECESSARY TO DETERMINE WHAT THE NEEDS OF THE ORGANIZATION ARE)

- Habitat for Humanity
- Walk Against Domestic Violence
- Special Olympics
- National Honor Society
- Black Heritage Club
- Key Club
- Samaritan House (our shelter for homeless residents of Sumter)
- Sumter County Library
- Environmental Club
- Student Government
- Scouts
- Civitans
- Hospital Volunteer
- YMCA
- YWCA
- Sumter United Ministries Special Projects
- SPCA
- Relay For Life
- Translator/Interpreter for our non-English speaking community (Ex.: translate forms or documents into Spanish for local agencies or the library)
- Participating in exchanges with SHS international students and international teachers
- Working with low-achieving students in tutorial or other academic settings
- Design your own proposal for approval

WHAT IS NOT CAS?

It is important that the spirit of CAS be considered as you plan your CAS journey. Instead of approaching it as a point-scoring exercise, you want to experience an interesting variety of activities that you find intrinsically worthwhile and rewarding, which are mutually beneficial to you and to your community, and which satisfy the aims and nature of CAS.

Generally, CAS is not taking place when you are in a passive rather than an active role. There should be interaction. If you are passive, nothing of real value, either for you or for other people, results from what you are doing and no real reflection is possible.

Examples of activities that appear to be **inappropriate** to the aims of CAS are listed below.

- Any class, activity or project that is already part of the student's course work and/or Diploma Programme or for which you earn a grade.
- An activity for which a student is rewarded either financially or with some other benefit (unless this benefit is passed on in full to a worthy cause).
- Doing simple, tedious, and repetitive work, like returning library books to the shelves.
- Volunteering in a retirement home or children's home, for example, when the student:
 - ... has no idea of how the home operates.
 - ... is just making sandwiches.
 - ... has no contact at all with the residents.
 - ... actually does no service for other people.(This example can be applied to many other activities.)
- A passive pursuit, such as a visit to a museum, theatre, art exhibition, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged.
- All forms of duty within the family.
- Religious activity that involves evangelism.
- Fund-raising with no clearly defined end in sight.
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance.
- Activities which cause division among different groups in the community.

DOCUMENTING YOUR CAS WORK

Policies, Procedures, Forms

HOW IS YOUR CAS WORK EVALUATED?

IT'S ALL ABOUT GROWING IN THE LEARNING OUTCOMES!

As a result of your CAS experience as a whole, including your reflections, there should be evidence that you have accomplished the seven learning outcomes listed below.

NOTE: All seven outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires that there is some evidence for every outcome.

Identify your awareness of your own strength and develop areas for growth: You are able to see yourself as an individual with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.

Demonstrate that challenges have been undertaken, developing new skills in the process: A new challenge may be an unfamiliar experience or an extension to an existing one in which you increase your expertise.

Demonstrate how to initiate and plan a CAS experience: Planning and initiation will often be in collaboration with others. You can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. You may show your knowledge and awareness by building on a previous experience, or by launching a new idea or process.

Shown commitment to and perseverance in CAS experiences: Students demonstrate regular involvement and active engagement in CAS. At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of long range activities.

Demonstrate the skills and recognize the benefits of working collaboratively: You are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

Demonstrate engagement with issues of global importance: You are able to identify and demonstrate your understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally. There are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly, poverty, hunger, child abuse, literacy)

Recognize and consider the ethics of choices and actions: You show awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with the CAS Supervisor.

SUMTER HIGH SCHOOL CAS GUIDELINES

RESPONSIBILITIES OF THE STUDENT

YOU ARE REQUIRED TO:

- develop a clear understanding of CAS requirements and the purpose of CAS.
- approach CAS with a proactive attitude, taking part in a variety of CAS experiences, ideally on a weekly basis, from your Junior year to the spring of your Senior year.
- maintain a balance throughout your CAS journey between the three strands of CAS (Creativity, Activity, Service)
- develop a CAS journey that has more planned, ongoing CAS experiences than singular, unplanned CAS experiences.
- undertake at least one CAS project (details about the CAS project requirements are on a separate page) with a minimum duration of one month.
- participate in three interviews with the CAS Supervisor during your CAS journey. Interviews will be scheduled by the CAS Supervisor.
- keep an electronic journal of your CAS experiences in which you reflect on your CAS experiences/CAS project(s) as they are happening and reflect on what you have learned when an experience/project ends. The journal will become a part of a CAS portfolio that you will turn in on April 1 of your senior year.
- include evidence in your written journal entries that you are meeting the seven Learning Outcomes and record the evidence on the CAS Individual Student Completion Form (we'll call it the Learning Outcomes chart, or LO chart).
- email journal entries and an updated Learning Outcomes (LO) chart on the first day of each month by 3:50 p.m. to the CAS Supervisor. Email address is: annfrances.brown@sumterschools.net.
- give a printed copy of your journal entry and a printed copy of the updated LO chart to the CAS Supervisor on the first day of each month by 3:50 p.m.
- keep items that document your activities and achievements (photos, programs, flyers, etc.) for the CAS portfolio.
- keep a log of the principal activities undertaken to be included in your CAS portfolio. (see CAS log in this manual)

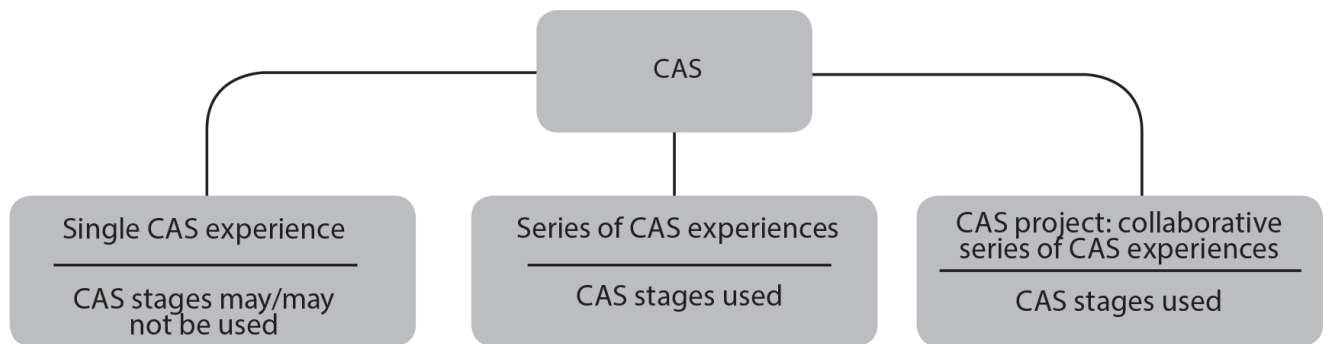
OVERVIEW OF CAS EXPERIENCES AND THE CAS PROJECT

Taken from the IB Creativity, Activity, Service Guide

For students graduating in 2017 or after

A **CAS experience** can be a single event or may be an extended series of events.

A **CAS project** is a collaborative series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).



Typically, a student's CAS journey combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS journey **must be more** than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS journey.

Guidelines for CAS experiences

There are four guidelines that should be applied to any proposed CAS experience.

A CAS experience must:

- fit within one or more of the CAS strands.
- be based on a personal interest, skill, talent or opportunity for growth.
- provide opportunities to develop the attributes of the IB learner profile.
- not be used or included in the student's Diploma course requirements.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the “Activity” strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”

To further assist students in deciding on a CAS experience, the following questions may be useful for students to consider.

- Will the experience be enjoyable?
- Does the experience allow for development of personal interests, skills and/or talents?
- What new possibilities or challenges could the experience provide?
- What might be the possible consequences of your CAS experience for you, others and the environment?
- Which CAS learning outcomes may be addressed?

Guidelines for the CAS Project

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. **CAS students must be involved in at least one CAS project during their CAS journey.**

The primary purpose of the CAS project is to **ensure participation in sustained collaboration.** Through this level of engagement students may discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

A CAS project involves collaboration between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met.

A CAS project can address any single strand of CAS, or combine two or all three strands. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- 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.

CAS Project Guidelines (continued)

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

A minimum of one month is recommended for a CAS project, from planning to completion. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and, if possible, engage in more than one CAS project over the duration of their CAS journey.

As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist students in gaining insights into the process of their endeavor as well as personal growth.

CAS Stages

The CAS stages (adapted from Cathryn Berger Kaye’s “five stages of service learning”, 2010) offer a helpful and supportive framework and continuum of process for CAS students as they consider what they would like to do in CAS, make plans, and carry out their ideas. The CAS stages are applicable to the three strands of creativity, activity, service, and the CAS project.

These CAS stages represent a process and sequence that can assist students in many aspects of their life. They follow a process whereby they investigate an interest that often raises questions and curiosity, prepare by learning more, take some form of action, reflect on what they have done along the way, and demonstrate their understandings and the process. By applying these stages to CAS, students have a reliable yet flexible structure they can then apply to future situations with confidence.

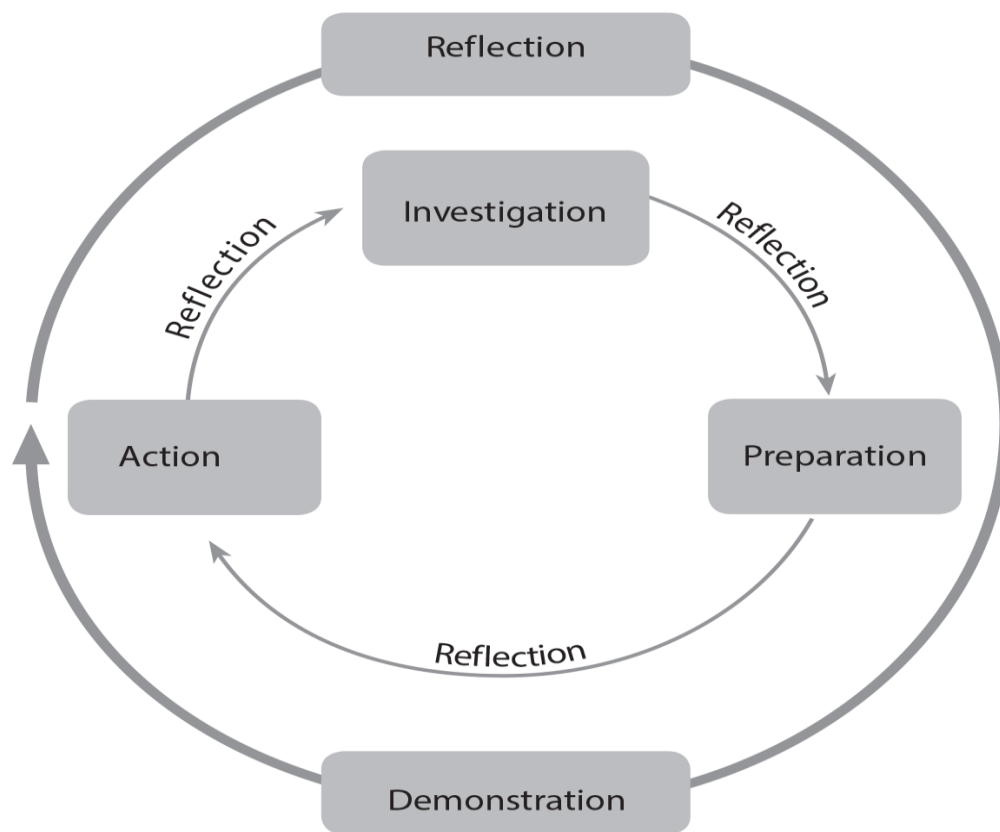


Figure 4

There are two parts as noted in the diagram. **The center** represents the process with four key parts: **investigation, preparation, action, and reflection** (occurring intermittently in response to significant experiences). The outer circle has two parts and guides students in summarizing their experience: **reflection** and **demonstration**.

The Five CAS Stages

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

The CAS stages provide a framework that enables students to:

- increase self-awareness
- learn about learning
- explore new and unfamiliar challenges
- employ different learning styles
- develop their ability to communicate and collaborate with others
- experience and recognize personal development
- develop attributes of the IB learner profile.

For singular CAS experiences, students may begin with investigation, preparation, or action. For ongoing CAS experiences, beginning with investigation is advised. In these ongoing experiences, the action stage may lead students back to investigation or preparation as they further develop, expand and implement new or related ideas.

REFLECTING IN MONTHLY JOURNAL ENTRIES

Reflect in your journal during each CAS experience. This is a self-evaluation and should be reflective rather than narrative or descriptive. Note that there are separate guidelines for reflecting on the CAS project that is required of each student.

The fundamentals are simple. For every CAS experience, it is appropriate to ask and answer the following questions:

- What am I planning to do and what are my goals?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Your reflection should focus on:

- goals you are setting for yourself.
- One or more of the five CAS stages: for singular CAS experiences, you may begin with investigation, preparation or action. For the CAS project, all five stages will eventually be part of your reflection.
- extent you personally developed as a result of the activity;
- understanding, skills, and values acquired through the activity;
- benefit of the activity to others;
- **Learning outcomes in which you grew.**

RECORDING AND REPORTING

- In your manual you will find a CAS Learning Outcomes chart that lists the seven Learning Outcomes. The CAS Supervisor will email you a template of the chart as soon as you email her to request it. (annfrances.brown@sumterschools.net) During your CAS journey, type notes on the chart when you feel you have demonstrated growth in one of the learning outcomes.
- You will include the Learning Outcomes chart each month when you submit your journal to the CAS Supervisor for review on Google Classroom. Please only submit the journal entry for that month. The LO chart, however, is a cumulative document. **Add on to it each month to update it and submit the entire chart each month.**
- You will also give the CAS Supervisor a **printed copy** of the monthly journal entry and the updated LO chart.

- For three of your CAS experiences, your reflection may take a form other than a written reflection. For example:
 - A student might take photographs while hiking and use these to reflect in writing.
 - A student might write a poem.
 - Two students could compose a song describing how they helped children.
 - A student could produce a short video summarizing a CAS experience.
 - A small group of students create a poster highlighting aspects of a shared CAS experience.
- You may be called on to share your experiences from time to time in a public setting, perhaps in our CAS meetings, a SHS faculty meeting, for parents, in class, etc.
- In the early spring of your senior year, you will prepare and present a CAS Portfolio to the CAS Supervisor. Guidelines for the CAS Portfolio will be distributed later but it will include journals, documents such as pictures and flyers, the LO chart and a CAS log of all CAS experiences and the CAS project.

POINTS TO REMEMBER

- You must show evidence of growth in each of the Learning Outcomes by March of your senior year. While counting hours is no longer the approach to evaluating CAS, plan a CAS experience that is on-going through your junior and senior years, including summers, ideally on a weekly basis. For example, you cannot complete your CAS journey in the summer before your junior or senior year.
- CAS projects must follow the *Five CAS Stages*. Singular CAS experiences may begin with investigation, preparation or action.
- Activities for which students are paid or receive academic credit, such as visiting an art museum if it is required for art class, cannot be used.
- CAS experiences should be active. Passive pursuits such as attending films or viewing art should be avoided. Lessons such as violin or tennis should be only a small part of your CAS file.
- Activities you are already doing, such as sports, must involve setting new goals and extending yourself. See details under the *Creativity* or *Activity* section in this manual.
- A monthly journal reflection and an updated LO Chart are submitted to Google Classroom and a printed copy is given to the CAS Supervisor on the first Friday of each month by 3:50 p.m.

CAS GRADING RUBRIC
Diploma Year One
For students graduating in 2017 or after
½ Credit Tentatively Earned

1st Quarter

To earn an A (90 or above):

- First quarter goals (3) for your CAS journey emailed by September 1 to the CAS Supervisor.
annfrances.brown@sumterschools.net
- All journals and updated Learning Outcomes (LO) chart posted to Google Classroom and printed copy given to CAS Supervisor by 3:30 p.m. on the due dates listed below.

DUE DATES

September 1 (covers summer CAS activities and reflections
AND includes three CAS goals)
October 6

- Student evidence for at least two of the LO's is exceptional. Evidence includes journal reflections, documents such as pictures or flyers, and conversations with the CAS Supervisor.
- Evidence exists that the student has committed to participate in at least one CAS-sponsored project.
- Student has had the First Interview with the CAS Supervisor.

2nd Quarter

- 2nd quarter CAS goals (3 but one may be from 1st quarter) for your CAS journey emailed by November 1.
- All journals and updated Learning Outcomes (LO) chart submitted to Google Classroom and printed copy given to CAS Supervisor by 3:30 p.m. on the due dates listed below.

DUE DATES

November 3 (includes three CAS goals)
December 1
January 5 (includes reflection on first semester goals)

- Student growth in at least two additional LO's exceptional (total of 4). Evidence includes journal reflections, documents such as pictures or flyers and conversations with the CAS Supervisor.

Diploma Year One (continued)

- Evidence exists that the student has committed to participate in at least one CAS-sponsored project.
- Evidence exists that the student is in the investigation stage of a CAS project that involves at least one of the CAS strands (creativity, activity, service)
- Evidence exists that the student has been involved in or is committed to participate in a CAS experience that engages the student with international communities.

3rd Quarter

- 3rd quarter CAS goals (3) for your CAS journey emailed by February 1.
- All journals and updated Learning Outcomes (LO) chart submitted to Google Classroom and printed copy given to CAS Supervisor by 3:30 p.m. on the due dates listed below.

DUE DATES

February 2

March 2

- Student growth in at least two additional LO's exceptional (total of 6) Evidence includes journal reflections, documents such as pictures or flyers and conversations with the CAS Supervisor.
- Evidence exists that the student has committed to participate in at least one CAS-sponsored project.
- Evidence exists that the student is in the investigation stage of a CAS project that involves at least one of the CAS strands (creativity, activity, service)
- Evidence exists that the student has been involved in or is committed to participate in a CAS experience that engages the student with international communities.

4th Quarter

- 4th quarter CAS goals (3 but one may be from 3rd quarter) for your CAS journey emailed by April 1.
- All journals and updated Learning Outcomes (LO) chart submitted to Google Classroom and printed copy given to CAS Supervisor by 3:30 p.m. on the due dates listed below.

DUE DATES

April 13

May 4 (includes reflection on DYI CAS journey and preliminary Senior Action Plan)

Diploma Year One (continued)

- Student growth in at least one additional LO's exceptional. (total of 7) Evidence includes journal reflections, documents such as pictures or flyers and conversations with the CAS Supervisor.
- Evidence exists that the student has committed to participate in at least one CAS-sponsored project.
- Evidence exists that student is in the preparation stage of a CAS project that involves at least one of the CAS strands (creativity, activity, service)
- Evidence exists that the student has been involved in or is committed to participate in a CAS experience that engages the student with international communities.
- Reflection on DY1 CAS journey has depth and breadth.
- Reflection on DY1 CAS journey includes at least two documents for two different CAS experiences.
- Second interview has been held.

To earn a B (80-89) DY1

- There is satisfactory evidence that student is growing in the Learning Outcomes according to the time table.
- Evidence exists that the student has committed to participate in at least one CAS-sponsored project.
- Evidence exists that student is in the preparation stage of a CAS project that involves at least one of the CAS strands (creativity, activity, service)
- Evidence exists that the student has been involved in or is committed to participate in a CAS experience that engages the student with international communities.
- Reflection on DY1 CAS journey has depth and breadth.
- Reflection on DY1 CAS journey includes at least two photographs for two different CAS experiences
- Student misses deadlines for journals, goals, or reflections twice.

Diploma Year One (continued)

To earn a C (70 – 79) DY1

- There is unsatisfactory evidence in journal reflections that the student is growing in the Learning Outcomes according to the time table.
- The student has not been involved in the investigation or preparation stages or participated in a CAS project that involves at least one of the CAS strands (creativity, activity, service)
- Evidence exists that student has not been involved in the planning stages or participated in a CAS experience that engages the student with international communities.
- Reflection on DY1 CAS journey lacks depth and breadth.
- Reflection on DY1 CAS journey does not include a photograph for at least two CAS activities.
- Student misses deadlines for journals, goals, or reflections three times.

CAS GRADING RUBRIC

Diploma Year Two- Class of 2017 and after ½ Credit Requirements Fulfilled

To earn an A (90 or above):

- 1st quarter CAS goals (3) for your CAS journey emailed by September 1.
- All journals and updated Learning Outcomes (LO) chart submitted to Google Classroom and printed copy given to CAS Supervisor by 3:30 p.m. on the due dates listed below.

DUE DATES

September 1: covers summer CAS activities and reflections
AND includes Senior Action Plan from Second Interview
October 6

- Student growth in all seven of the LO's continues to be exceptional. Evidence includes journal reflections, documents and conversations with the CAS Supervisor.
- Evidence exists that student is involved in or has completed the Action stage of a CAS project that involves at least one of the CAS strands (creativity, activity, service)
- Evidence exists that student has been involved in or is in the planning stages of a CAS experience that engages the student with international communities.
- Student has documentation such as photographs and/or flyers for two additional CAS experiences. (total of four now)

Diploma Year Two (continued)

2nd Quarter

- 2nd quarter CAS goals (3) for your CAS journey emailed by November 1.
- All journals and updated Learning Outcomes (LO) chart submitted to Google Classroom and printed copy given to CAS Supervisor by 3:30 p.m. on the due dates listed below.

DUE DATES

November 3 (includes review of Senior Action Plan)

December 1

January 5 (includes reflection on first semester goals)

- Student growth in the seven LO's continues to be exceptional. Evidence includes journal reflections, documents and conversations with the CAS Supervisor.
- Evidence exists that student is involved in or has completed the Action stage of a CAS project that involves at least one of the CAS strands (creativity, activity, service).
- Evidence exists that student has been involved in or is in the planning stages of a CAS experience that engages the student with international communities.
- Student has documentation such as photographs and/or flyers for two additional CAS experiences. (total of 6 now)

1st and 2nd Quarter, DY2

To earn a B (80 - 89)

- Student growth in the seven LO's is limited. Evidence of growth does not appear in journal reflections and conversations with the CAS Supervisor.
- Evidence exists that student's preparation for a CAS project that involves at least one of the CAS strands (creativity, activity, and service) has stalled.
- Evidence exists that student's planning for a CAS experience that engages the student with international communities has stalled.
- Student misses a deadline for CAS goals, journals, Senior Action Plan or LO chart twice.

Diploma Year Two (continued)

To earn a C (70-79)

- There is unsatisfactory evidence that student is growing in the Learning Outcomes according to the time table. (from journal reflections)

- The student has not been involved in the preparation and Action stage or participated in a CAS project that involves at least one of the CAS components (creativity, activity, service)
- Evidence does not exist that student has been involved in the planning stages or participated in a CAS experience that engages the student with international communities.
- Reflection on Senior Action Plan lacks depth and breadth.
- Student does not have documentation for more than two CAS experiences.
- Student misses deadlines for journals, goals, or reflections three times.

3rd and 4th Quarter, DY2

To earn an A (90 and above)

- CAS Portfolio is structured according to portfolio requirements.
- CAS Portfolio is exceptional in its inclusion of evidence beyond journal entries.
- CAS Portfolio (binder and flash drive) is turned in on time. (Tentative date: April 13th)
- Third interview has been held.

3rd and 4th quarter, DY2

To earn a B (80-89)

- Student has to revise CAS portfolio.
- Student misses deadline for CAS portfolio but turns it in the next day.

NOTE: Student failure to turn in the CAS portfolio or if revision is required, to structure it according to portfolio guidelines, within one week of due date will result in delay of the IB diploma until CAS requirements are met.

GUIDING QUESTIONS

As you plan your CAS journey and/or write reflections in your journal, consider these questions as a guide:

- How have I identified my own strengths and areas for growth?
- How have I demonstrated that challenges have been undertaken, developing new skills in the process?
- How have I demonstrated how to initiate and plan a CAS experience?
- How have I demonstrated the skills of working collaboratively with others and that I understand the benefits of working collaboratively?
- How have I shown perseverance and commitment in my CAS experiences?
- How have I demonstrated engagement with issues of global importance?
- How have I considered the ethical implications of my choices and actions?

Concluding Comments

CAS is a way to build one's own place in the world. It can transform the lives of those who undertake a commitment to its philosophy.

“I am only one, but still I am one. I cannot do everything, but still I can do something. I will not refuse to do something I can do.” Helen Keller



SUMTER HIGH SCHOOL INTERNATIONAL BACCALAUREATE PROGRAM

CREATIVITY, ACTIVITY, AND SERVICE LOG

STUDENT'S FULL NAME _____ SESSION _____
CANDIDATE NUMBER (EX: ABC319) _____

Use this log to record your CAS experiences. It will be part of the CAS portfolio you will submit in the spring of your senior year.

DESCRIPTION OF EXPERIENCE:	DATES: (Beginning & Ending)	CATEGORY (C, A, S)



CAS LEARNING OUTCOMES CHART

There is evidence that: _____

Student's Full Name

Candidate Number (ex: abc 340)

Session

Learning outcome	Month/Year	Brief Description of Activity
Identify your awareness of your own strength and develop areas for growth.		
Demonstrate that challenges have been undertaken, developing new skills in the process.		
Demonstrate how to initiate and plan a CAS experience.		
Show commitment to and perseverance in CAS experiences.		
Demonstrate the skills and recognize the benefits of working collaboratively.		
Demonstrate engagement with issues of global significance.		
Recognize and consider the ethics of choices and actions.		

Journal Example

March 10, 2015

Today I helped out with the Samaritan House. I signed up to bring apple juice and I brought 2 large gallons of it. At first I was concerned that I didn't bring enough, but after the event I realized I brought plenty. And we did not only have plenty in drinks but in nearly every dish that was brought. It was a very unique experience and although it only lasted about an hour or so, I'll never forget it. All of the people we served were very polite and some even referred me as "ma'am" which for some reason surprised me. I'm not usually regarded as this but because of how polite they were, it became an honor for me to serve them food. At first it was unsure if we would pass out the plates to them, or if they would walk through like a buffet. We ended up serving the food which at first I didn't think was a big deal, but now I'm glad we did it. I'm glad we personally served them because it allowed us to interact with them even if it was just a little bit. Just like my experience at the Art Gallery, my favorite part is interacting with the people I'm helping. It's one thing just to give someone something, but I've learned it's more rewarding for you as a giver if you connect with the person in some way. That is another thing I really enjoyed about this project. Unlike many other events I've participated in, this event allows us to see the direct impact we are making. We are able to see these hungry people eat before our eyes and cherish a meal we often take for granted. I really enjoyed helping out today with Samaritan house and if I am able to, I'd love to help out for future events. Today we talked about also serving some sort of entertainment for next time. I think it would be a good idea if someone like Aidan were to bring his guitar and play; I wouldn't mind that sort of entertainment myself.

March 18, 2015

Today I volunteered to help out with the Habitat for Humanity dinner. A group of college students from Massachusetts came all the way to South Carolina to help build houses and make a difference and that is amazing. The lady in charge of the dinner, Miss MaryAnn, was very positive and sincere about wanting to provide a wonderful evening for what these college students are doing. I think that this positivity rubbed on us as volunteers. Although we did not know any of the people beforehand, we did cute cheesy things such as clapping when they walked in and presenting them information about our state because coincidentally it is National South Carolina Day! Although this was somewhat weird for someone in my position, I do believe it made the guests feel welcome and so it is worth it to me that it impacted them in a positive way.

Of all one-day events that I've participated in for volunteering, tonight's event was definitely most rewarding. For starters, we were blessed with eating the delicious food that was presented tonight. However, I believe the biggest reward I received from this night was being able to interact with the college students. This event did not have us do as much physical labor and work as other volunteer events, but I do feel I got a lot of experience out of it. It was really exciting to have these students coming up to us and wanting to get to know us. I've participated in a dinner event for Habitat for Humanity college students in 9th grade, and when I was helping with that none of the college students came to us. It was really nice to finally interact with the college kids because talking to new people is one of my favorite things. Of course we talked about college and what our college plans are. I managed to speak with someone who is currently studying a form of health science and it was interesting to talk to someone who is in a similar major to what I want to do. Not only did we talk to the college kids, but we tossed a Frisbee around and had a good bonding time together. Considering they were from way more up north, it was also amusing to get some of their thoughts on South Carolina. One example is that one of the girls had never had fried chicken before and she asked if we ate like we did tonight for every night. Overall, it was a very successful event and I enjoyed going!

March 26, 2015

FINALLY! Today I was finally able to achieve my goal by picking my tennis racket and practicing for the first time since the season ended. It was of course a good feeling to be hitting the ball again with my partner Avery. It was also amusing because we of course reflected our lack of playing because we were both rusty. It was fortunate that we both embarrassed ourselves because it made us feel less mortified. I also believe that

after playing, both our motivation to work more increased. Both Avery and I share the same desire to improve our skills as players and leaders. Being that we are the top 2 players, we also want to show motivation and passion for this sport to our other players. Although we may not have the same skill level as other players at schools, I believe passion for something can go a long way. It is really helpful that I have someone else with me that shares the same ideals as I do and can keep me in check the same way I can for her. This was extremely evident when we moved to practicing our serves. The proper way to serve is to use what is called a continental grip, and this grip is extremely weird to use when you first start with it. I learned about this grip back when I went to Tennis Camp in 2013 and I've tried using it off and on. The thing is that I keep going back to my grip that I am comfortable with and therefore I don't push myself enough to work more with the continental grip. It is obvious that by doing this I have not improved as a player and my serve will not get any harder if I keep going back to what I'm comfortable with. Today I tried working more on continental grip and of course nearly all of my serves did not go in. I believe that one or two went in out of the many serves I tried. This was so tempting to go back to my regular grip and get more balls in, but Avery pushed me to continue working with the continental. I most likely would have dropped the continental grip if it wasn't for her.

Besides my serves, I know that it is important for me to continue practicing and this experience urges me to do that even more. Unfortunately I have a show coming up that I really want to participate (you can't do everything) and so I won't get many more opportunities to do this until after the show. However, when summer comes, I know where I'll be spending my time!

March 30, 2015

Today I helped with the auditions for Thirty Under Ninety. Considering I was in the main cast last year I do not have to audition this year again, however our director Mr. Melton wanted us to help out with this year's auditions. Although the ability to act on stage is important, for this particular show the process is also very important. As main cast members we were assigned to different groups and our jobs were to observe and direct the people in the group if necessary. We looked at certain things such as the ability to focus and the people that shared ideas or needed to be helped. It was a very interesting experience because a lot of the times I wanted to jump in and give all the ideas that were coming to me, but that was not my role in the situation. If I were the one to give all the ideas then it wouldn't help us figure out who else should be in the cast and could contribute to the good of the show. It was also hard because it made me realize how many people will not have the amazing opportunity to be in this show. Being that we perform in the drama room, we can only accept 40 cast members, and even that is pushing the limits. Today there were 35 people including the main cast members (which not all attended) and that is crazy to me. It is good to see this program increasing more and more each year, but it makes it more difficult to do that if we have to turn people away. I want people to have the chance that I did, but at the same time I realize that this is a reflection of those who are truly passionate about this. Those who are passionate will continue to push even if they are denied, and those who aren't will look for something else.

All in all, it was nice to not have the stress and fear of auditioning, but if anything this experience makes me more excited to being rehearsals again. I can't wait to start using my ideas and see where my creativity can take me. I've missed working with people and building off of each other's ideas to create something great and entertaining.

March 31, 2015

When reflecting on my goals from the previous month, I'd say March was pretty successful! I was finally able to achieve my goal and practice tennis since I've been neglecting it for a while now. I was also able to achieve my art goal in completing all 12 of my art projects and I did not have to cheat and use my multiple pottery pieces as 2 projects. It was a lot of work and super stressful, but I persevered and I made it! I did not succeed in my last goal in regards to start planning for next year's Walk Against Domestic Violence. This was

because Mrs. Wilson decided to push meeting together later. I currently do not know when she has in mind for us to begin on this, but I feel we still have plenty of time.

I think I improved most in collaborating with others for the month of March. A lot of the events that I participated in required me to interact with not only other volunteers and members, but whoever we were working with. I also worked with my tennis partner Avery and we were able to support and grow off each other. I do enjoy interacting with people the most out of any experience I get, and this month I gained even more experience in this category. I also feel I've grown in considering the ethical implications of my actions. This was most evident in my experience at the Samaritan House, but it was also in the Habitat for Humanity dinner. Instead of thinking how something made me feel, I thought about how what I was doing was affecting someone else more.

This upcoming month of April is going to be Drama filled (of course I am referring to Theater Drama). Because of this I have 2 major goals that deal with drama events that are coming up for me. The first one is a drama competition called SCISTA. Last year I went and performed a duet scene and fortunately my partner and I won 2nd in the state! That was an amazing experience and I was not expecting it to turn out the way it did. However, this does put somewhat of a pressure on me for when I do it this year. I am doing another duet scene with a different partner and a completely different theme. Instead of comedic, we are performing a dramatic scene and I am excited because I've been more comfortable with comedic scenes. I want to push myself as an actress and improve on other forms of theater and not just comedy. I also don't want this experience to be me comparing this year to last year because that is not fair to my partner or me. I do believe it will be a completely different experience and I will gain something completely new. So overall, my goal is to work my hardest to develop the scene and give it my best. It is a little more difficult than other drama events because we are not relying on adults to keep reminding us to work and practice on the scene. We are responsible for being prepared and I do not intend to let my partner down or even myself.

The 2nd drama event that is coming up for me is the annual Thirty Under Ninety! This is my favorite event of the whole year and I always look forward to it. I do believe this year will be completely different than the past two times I've done it because of my newer and crazier schedule. Not only is it my goal to work hard and balance this new event with school work and everything else I have going on, but I also want to make it a goal of enjoying the experience. Previous events such as when I was playing tennis I did not enjoy it as much because I was constantly tired and stressed. I don't want to have this happen with Thirty Under Ninety! Although this will be a challenge and cause me stress, I still need to make sure I see the positives of what is coming out of the experience and focus on those.

My last goal for the month of March is something I've been pushing off. I really need to start planning and getting things set up for the tennis tournament event I've wanted to do. Although I know there is no way for it to happen this year, I still understand that it will take a lot of time and I should begin scheduling the event so there is even a possibility for it to happen. This will still be a challenge with how my schedule is getting tighter again, but I am going to make it my goal to work on it.

CAS LEARNING OUTCOMES CHART

There is evidence that _____

Student's Full Name

Candidate Number

Session

Learning outcome	Month/Year	Brief Description of Activity
Identify your awareness of your own strength and develop areas for growth.	<ul style="list-style-type: none"> • June-July 2015 • September-November 2015 • September 2015 • October 2015 • October-December 2015 • October 2015-January 2016 • November 2015 • December 2015 • February-April 2016 	<ul style="list-style-type: none"> • Soccer conditioning • Eagle project planning • Soccer • International Cuisine • Kickin for a Cure • Soccer Conditioning • SPL for the month • Eagle Project • Soccer Season
Demonstrate that challenges have been undertaken, developing new skills in the process.	<ul style="list-style-type: none"> • June-July 2015 • September-November 2015 • September 2015 • October 2015 • October-December 2015 • October 2015-January 2016 • November 2015 • December 2015 • January 2016 	<ul style="list-style-type: none"> • Soccer conditioning • Eagle project planning • Soccer • International Cuisine • Kickin for a Cure • Soccer Conditioning • SPL for the month • Eagle Project • Eagle Project (help)

	<ul style="list-style-type: none"> • February-April 2016 • February 2016 	<ul style="list-style-type: none"> • Soccer Season • Dunks for Diabetes
Demonstrate how to initiate and plan a CAS experience.	<ul style="list-style-type: none"> • September-November 2015 • December 2015 • February-March 2016 	<ul style="list-style-type: none"> • Eagle project planning • Eagle project • Dunks for Diabetes
Show commitment to and perseverance in CAS experiences.	<ul style="list-style-type: none"> • June-August 2015 • June-July 2015 • September 2015 • October 2015-January 2016 • December 2015 • December 2015 • February-April 2016 • February-March 2016 • March 2016 	<ul style="list-style-type: none"> • Volunteer junior life guard • Soccer conditioning • Soccer • Soccer conditioning • Eagle Project • Kickin for a Cure • Soccer Season • Dunks for Diabetes • Manchester Forest Cleanup
Demonstrate the skills and recognize the benefits of working collaboratively.	<ul style="list-style-type: none"> • June-August 2015 • October 2015 • October-December 2015 • December 2015 • January 2016 • February-April 2016 • February-March 2016 • March 2016 • April 2016 	<ul style="list-style-type: none"> • Volunteer junior life guard • International Cuisine Extravaganza • Kickin for a Cure • Eagle Project • Eagle Project (help) • Soccer Season • Dunks for Diabetes • Manchester Forest Cleanup • Butterfly Garden

Demonstrate engagement with issues of global significance.	<ul style="list-style-type: none"> • September-October 2015 • October-December 2015 • December 2015 • January 2016 • February-March 2016 • March 2016 	<ul style="list-style-type: none"> • Eagle project planning • Kickin for a Cure • Eagle Project • Cups for Pups • Dunks for Diabetes • Manchester Forest Cleanup
Recognize and consider the ethics of choices and actions.	<ul style="list-style-type: none"> • June-August 2015 • October 2015-January 2016 • January 2016 • February-April 2016 • March 2016 • April 2016 	<ul style="list-style-type: none"> • Volunteer junior life guard • Soccer Conditioning • Eagle Project (help) • Soccer Season • Manchester Forest Cleanup • Butterfly Garden