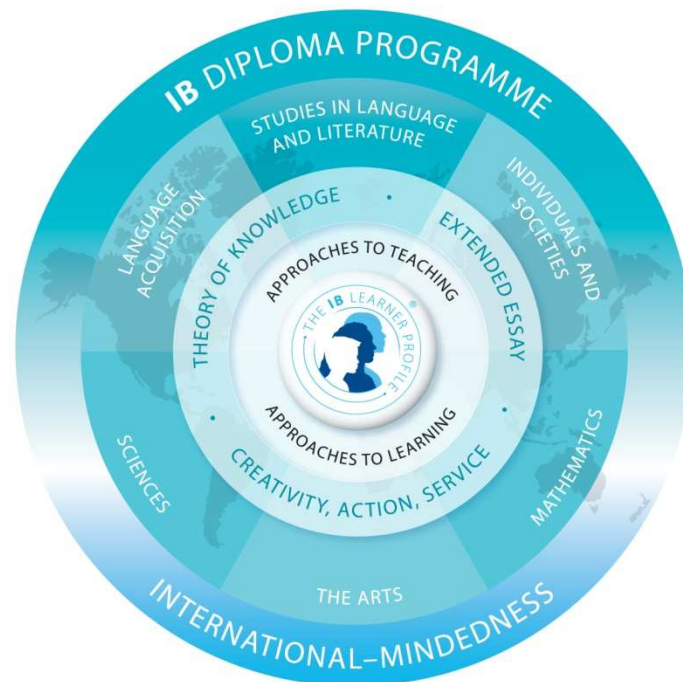


# 10<sup>th</sup> Grade CAS Meeting

CAS Coordinator: Ms Patience

IB Coordinator: Ms McCahon

May 15<sup>th</sup>, 2018



# Components of the IB Diploma



- **Completion of 6 IB subject courses**
  - 1 course from each of the IB subject groups:
    - IB English
    - IB Language: IB French or IB Spanish
    - IB History
    - IB Science: IB Physics, IB Bio, IB ESS
    - IB Math: 3 levels. In geom or higher you will reach an IB math class
    - IB Elective: IB Psychology, IB Business Management, IB ITGS, IB Visual Arts or a 2<sup>nd</sup> IB science
  - Complete 3 Higher Level courses and 3 Standard Level courses (HL taught over two years)
  - OR 4 Higher Level courses and 2 Standard Level courses
- **CAS:** Done throughout 11<sup>th</sup> & 12<sup>th</sup> grade
- **TOK:** 2<sup>nd</sup> semester 11<sup>th</sup> & 1<sup>st</sup> semester 12<sup>th</sup>
- **Extended Essay:** (Done through TOK 2<sup>nd</sup> semester 11<sup>th</sup> grade)

**Creativity**

**Activity**

**Service**



# CREATIVITY



- Arts, and other experiences that involve creative thinking, original thinking and expression.
- Exploring and extending ideas leading to an original or interpretive product or performance
- Opportunity to explore your own sense of original thinking and expression.
- Creativity will come from the student's talents, interests, passions, emotional responses, and imagination.
- The form of expression is limitless.

# ACTIVITY



- Physical exertion contributing to a healthy lifestyle
- Promotes lifelong healthy habits related to physical well-being.
- Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.
- If playing a sports team or designing your own exercise plan, you should include a personal goal
- Should be an ongoing activity and not a one time physical activity

# SERVICE



- An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.
- Collaborative and reciprocal engagement with the community in response to an authentic need.
- Just not doing, some form of relationship, learn about the community (ex: learn from the homeless shelter about the shelter, how many people they serve, the needs of the homeless, the constraints of running the program. Better to even interview a homeless community member to understand their experience and perspective)
- To make a meaningful contribution to your community and society.
- Engage with your community in new, different and meaningful ways

# Examples of CAS Experiences & Activities

- **Creativity:**
  - “Visual and performing arts, digital design, writing, film, culinary arts, crafts and composition” ~CAS Guide
  - “A recording, a presentation, an exhibition, social media or shared discussion” ~CAS Guide
  - Leads to a product or performance
  - Develop a website
  - Create a community art piece or mural
  - Compose/ learn a music piece and perform it or record on YouTube
  - Participate in a school or community play
  - Write a fiction story, a children's book etc.
  - Create an engaging lesson plan for a tutoring session
  - Choreograph and perform a dance piece
  - Designing and building a robot (Robotics Club)
  - Designing your own recipes and publishing/ sharing them in some way. Filming a cooking show.
  - Writing a blog regarding an area of your passion (ex: health)
- **Activity:**
  - Part of a sports teams, identify areas in need and design a personal training program around growth areas
  - Join a running club or start a running club
  - Take a dance class
  - Create individual physical experiences with goals: example: gym, biking, running etc. Progress/ goals must be monitored by supervisor
- **Service:**
  - School Based: School clubs (Dream Club, Africause, STEM Club etc.), AVID tutoring, ELD tutoring,
  - Community Based: food banks, library, tutoring, schools, retirement home, hospitals, animal shelters
    - Ex: Reading Partners, Healthy Cities Tutoring, Project Read, Music Mentors, Sequoia Hospital, etc.
  - Websites to help connect you with opportunities:
    - <http://www.volunteermatch.org/>
    - <http://govoluntr.com/>
    - <http://www.volunteerinfo.org/>

# CAS Activities CANNOT:

- Result in school credits
- Earn payment or stipends
- Be used for a school course
- Be used for another IB requirement
- Be unsafe
- Cause or worsen social divisions
- Be trivial, mundane or repetitive
- Be with the intent to convert or attempt to convert someone into a religion
  - You can earn hours through activities done with your church/religious group as long as they are not proselytizing.
  - Must still meet the Learner Outcomes and benefit the community
  - “ The general rule is that religious devotion, and any activity that can be interpreted as proselytizing, does not count as CAS”  
(CAS Additional Guidance, 2012)



# Supervisors

- All CAS experiences must have an adult supervisor
- They cannot be a family member
- You MUST ask them before adding the activity to Managebac if they are willing to be your supervisor
- You will need contact information for them (phone & email)
- Inform them they will be completing a Supervisor review at the end of the activity. They will confirm your hours and provide feedback on your participation.
- After you complete all your final reflections & evidence for the activity, you will send them a *Supervisor Review* request. You must contact them prior so they know to expect it. Once they have completed the review, the activity will automatically close out on ManageBac.

# Time Commitment

- 18 months (including summer)
- Participation throughout the two years of the IB program (11<sup>th</sup> and 12<sup>th</sup>)
- 3-4 hours a week spent on CAS (Either reflections or CAS Experience hours)
- Must at least reach 150 hours with 50 in each category C, A and S
- CAS is not about hour counting. It is about doing, reflecting, learning and growing

# CAS Project

- Must complete at least 1 CAS project
- Must involve team work & collaboration
- Must be “of significant duration.”
  - At least one month
- Must involve planning & reflection
- Must be student initiated and student driven
  - Participating in an established volunteer job, school club or sports team are CAS Experiences BUT they are not CAS Projects
- “.....challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.” ~*CAS Guide*

# CAS Process:

- Self-review at the beginning and set personal goals for what you hope to achieve through your CAS program
  - Summer Assignment: *CAS Brainstorm*
  - Identify overall *CAS Aims & Goals* on ManageBac
  - Identify goals and plan for each CAS Experience you add on ManageBac
- Plan, do and reflect: Create goal(s) for each CAS experience, plan experiences, carry them out, reflect on what you have learned and demonstrate it in your CAS Portfolio (on ManageBac)
- Take part in a range of activities, some you have initiated yourself
- Interviews with CAS Coordinator & IB Coordinator
- Demonstrate completion of 7 Learner Outcomes through reflections and evidence
- CAS Portfolio: Show evidence and reflections throughout experiences on Managebac

# Planning/ Goal Setting:

When Brainstorming CAS Experiences, Consider These Questions:

1. What activities would you like to do?
2. What new skills would you like to develop?
3. What new challenges would you like to engage in?
4. How can you make this activity different to what you have done before in this area?
5. What are your passions or areas you are interested in?
6. What part of your community do you want to be involved in?  
What are the needs of your community?
7. What groups of people do you want to learn more about, work with and collaborate together with?
8. What is the projected end goal?
9. How will you go about reaching the goal?
10. What ideas do you have for CAS activities?
11. Why do you think these activities are suitable for you?
12. What do you want to achieve from your participation in this activity?

# CAS Learner Outcomes

- 1. Identify own strengths and develop areas for growth**
- 2. Demonstrate that challenges have been undertaken, developing new skills in the process**
- 3. Demonstrate how to initiate and plan a CAS experience**
- 4. Shown commitment to and perseverance in CAS experiences**
- 5. Demonstrate the skills and recognize the benefits of working collaboratively**
- 6. Demonstrate engagement with issues of global importance**
- 7. Recognize and consider the ethics of choices and actions**

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

# Learner Outcomes

- All activities must be connected to a Learner Outcome(s).
- Students must identify what Learner Outcome each CAS experience aims to meet on both their *CAS Plan Worksheet* and their *CAS Logs*.
- Students must demonstrate how they have met the Learner Outcomes through CAS experiences in their reflections/ journals and evidence.

# How to Demonstrate Learner Outcomes

## 1. Identify own strengths and develop areas for growth

- What are your specific strengths in this activity and how have you demonstrated them?
- What are the areas you are working on AND how are you working on them through this activity?

## 2. Demonstrate that challenges have been undertaken, developing new skills in the process

- A challenge is something outside your comfort zone
- Either a brand new challenging activity or you undertake a new challenge within an activity you have been doing. (Ex: Been in a club but never had a leadership role so challenge yourself to take on role)
- Identify what the specific skills are and evidence of them being demonstrated through the activity

## 3. Demonstrate how to initiate and plan a CAS experience

- NOT just attended an event but part of the actual planning. Must demonstrate your role in what you specifically did to plan/ organize.
- “Articulate the stages from conceiving an idea to executing a plan” ~CAS Guide

## 4. Shown commitment to and perseverance in CAS experiences

- Regularly attending AND “accepting a share of the responsibility for dealing with problems that arise” (From IB)

## 5. Demonstrate the skills and recognize the benefits of working collaboratively

- Evidence of working with others
- What was required of you to work with others?
- What were the benefits and challenges of working with others in this experience?

## 6. Demonstrate engagement with issues of global importance

- Be able to identify:
  1. What is the global issue? (Must be dealing with it in a global context so how it impacts communities globally)
  2. What have you learned about this issue in a global context through this activity?
  3. What is this activity doing to address this issue? Can take action on a local, national or international level
- “Think Globally Act Locally” – you do not need to travel

## 7. Recognize and consider the ethics of choices and actions

- The activity itself may deal with a larger ethical issue OR an ethical issue may arise in any activity (on the sports field, in a club etc.). Ethical deals with morals and what is right and wrong. What is the issue and how are you addressing it?
- What are the consequences of your choices and actions in this experience? On yourself, others & the larger community?



# Throughout CAS on Managebac:

1. **Add to Activity Plan:** Continue to add any new activities for approval on Managebac with the Learner Outcomes identified
  
2. **Identify Goals and Plan:** At the start of the activity (on Managebac):
  1. Description of activity?
  2. What are your goals for this activity?
  3. What is your plan?
  4. How will you reach your goals?
  
3. **Identify the Learner Outcome it will Address:** At the start of the activity (on Managebac):
  1. How does this activity meet the Learner Outcome(s) you have checked off below?
  
4. **Monthly CAS Logs:** Track hours and submit electronic monthly CAS Logs with your hours (Due the 1<sup>st</sup> of the following month. Uploaded to Managebac)
  
5. **Reflections:** Journal on ALL your activities on Managebac minimum once a month. Reflections must demonstrate Learner Outcomes
  
6. **Evidence:** Add other evidence to demonstrate participation in the activity and how the Learner Outcomes were met.
  - Youtube videos, websites, files, Google docs, presentations, recordings, videos, pictures, etc.

# CAS Interviews

First check in with CAS Coordinator:

- Meet and discuss first activity with Ms Patience when submitting *CAS Plan Worksheet*
- Official CAS interviews with IB Coordinator:
  1. Junior CAS Interview: Spring 11<sup>th</sup> Grade: January/ February, 2018
  2. CAS Project Interview: Spring 11<sup>th</sup> Grade: September-March, 2018
  3. Senior CAS Interview: Fall 12<sup>th</sup> Grade, November, 2017

For these interviews, students must be prepared to discuss:

- A review of your Managebac CAS reflections & evidence- Is it meeting IB expectations?
- The goals of their CAS activities
- Have you met your intended goals so far? If not, how will you change your approach? Or change your goals?
- General reflections about CAS activities so far
- Progress on the Learner Outcomes
- What's next for you in CAS?

# Final CAS Portfolio

- The Final CAS Portfolio must demonstrate:
  - Evidence of how you met all the Learner Outcomes
  - What did you learn overall from participating in CAS?
  - Must include all of your reflection journal entries and evidence throughout your CAS experience.
- Close out all activities answering the CAS Questions and getting a Supervisor Review
- Final CAS Reflective Essay

**Reflections and evidence can take the form of pictures, memorabilia from events, a scrapbook, memory box, essay, narrative writing, poetry, blog, a website, oral recordings, and video and so on. You can be creative**

# Next Steps....

1. Sign up for the Diploma in the IB Office by May 31st, 2019.
  1. Sign the *Diploma Declaration form*
  2. Pick up CAS summer assignments
  3. Firm deadline. NO EXCEPTIONS!
2. Complete the CAS planning summer assignments
3. Turn in the CAS summer assignments by Thursday, August 22nd into IB Office
4. Sign up for 2<sup>nd</sup> or 4<sup>th</sup> period CAS Meeting on Wednesday, August, 28<sup>th</sup>
5. Complete assignments on ManageBac assigned at Aug 28<sup>th</sup> CAS meeting by Friday, September 6<sup>th</sup>, 2019
6. Complete CAS experiences and fulfill monthly requirements on ManageBac throughout the Diploma Program (2 years)
7. Meet all CAS deadlines.
  1. Example: Interview worksheets, interview, CAS Project etc.

# CAS Summer Assignment

1. *CAS Brainstorm* worksheet
2. Reflect on the brainstorming activity
3. Decide and plan on **at least 1** CAS experience
4. Complete the *CAS Plan Worksheet*
5. Turn in the *CAS Brainstorm* and the *CAS Plan Worksheet* by Thursday, August 22<sup>nd</sup> to the IB Office

# CAS Brainstorm

Name:

## CAS Brainstorm

1. Start with what you already do.....
  - a. Identify up to 3 activities you already do that are important to you (Ex: clubs, volunteer, athletics etc.)?
    - 1.
    - 2.
    - 3.
  - b. Identify how you can push yourself farther in each of these activities? What are new goals for these activities?
    - 1.
    - 2.
    - 3.
  - c. How can you make each activity different to what you have done before in this area?
    - 1.
    - 2.
    - 3.
2. Reflect on what you enjoy and are good in:
  - a. What are your interests & passions? What do you enjoy?
  - b. What do you value? What do you care most about?
  - c. What are your skills and talents? What are you good in?
3. What new skills would you like to develop? Example: You're shy and you would like to be better at public speaking.
4. What are do feel afraid, shy or too timid to do but you wish you could?
5. How would you like to challenge yourself in new ways?

# CAS Plan Worksheet

CAS PLAN WORKSHEET	
NAME: _____	
+	
Activity	
C A S	
#1 Identify own strengths and develop areas for growth	
#2 Demonstrate that challenges have been undertaken, developing new skills in the process	
#3 Demonstrate how to initiate and plan a CAS experience	
#4 Shown commitment to and perseverance in CAS experiences	
#5 Demonstrate the skills and recognize the benefits of working collaboratively	
#6 Demonstrate engagement with issues of global importance	
#7 Recognize and consider the ethics of choices and actions	
Activity	
C A S	
#1 Identify own strengths and develop areas for growth	
#2 Demonstrate that challenges have been undertaken, developing new skills in the process	
#3 Demonstrate how to initiate and plan a CAS experience	
#4 Shown commitment to and perseverance in CAS experiences	
#5 Demonstrate the skills and recognize the benefits of working collaboratively	
#6 Demonstrate engagement with issues of global importance	
#7 Recognize and consider the ethics of choices and actions	

- \*Hard Copy done over the summer then inputted into Managebac.

# CAS Logs (Page 1)

## INTERNATIONAL BACCALAUREATE-SEQUOIA HIGH SCHOOL CAS ACTIVITY LOG

Name \_\_\_\_\_ Month \_\_\_\_\_ Grade \_\_\_\_\_

### Guidelines: CAS: Creativity, Action, Service

The emphasis of CAS is on experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time. Students are expected to be involved for *the equivalent* of at least three to four hours a week over two years in either a balanced range of different activities or in a single project.

**Creativity** is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum and which can include creative thinking and expression by the individual student leading to an original or interpretive product or performance.

**Action** is a physically exerting activity leading to a healthy lifestyle and can include participation in expeditions, individual and team sports and physical activities outside the normal curriculum.

**Service** involves interaction, such as building of links with individuals or groups in the community. The community may be the school, the local district, or it may exist on national and international levels. Service activities should not only involve doing things *for* others but also doing things *with* others and developing a real commitment with them, thereby showing respect for the dignity and self-respect of others.

### CREATIVITY

Date	Description of Activity	Learning Outcome(s) Met 1-7	Hours	Adult Sponsor	Phone Number

TOTAL CREATIVE HOURS \_\_\_\_\_



# CAS Logs (Page 2)

**ACTION**

Date	Description of Activity	Learning Outcome(s) Met 1-7	Hours	Adult Sponsor	Phone Number

TOTAL ACTION HOURS \_\_\_\_\_

**SERVICE**

Date	Description of Activity	Learning Outcome(s) Met 1-7	Hours	Adult Sponsor	Phone Number

TOTAL SERVICE HOURS \_\_\_\_\_

# CAS Opportunities for 2018-2019

## 1. AVID Tutorials

- 7<sup>th</sup> period
- Once or twice a week
- Tutor younger students by facilitating tutorial groups using the AVID model
- Semester commitment required. Can do for the entire year.
- Email Ms. Yeager at [tyeager@seq.org](mailto:tyeager@seq.org)

## 2. Sequoia Library/ Media Center Volunteers

- Duties include book check in/out, shelving, Chromecart management, dusting, general library management and maker station management (manage a table of crafts/puzzles/legos/board games that will rotate by month).
- Contact Ms Snow in the Media Center or by email at [esnow@seq.org](mailto:esnow@seq.org)

## 3. Digital Arts Academy (DAA) One-on-One Tutoring

- Tutor DAA students who need help with English, physics, chemistry, social studies.
- 4 days a week during 7th period in room 248.
- Semester commitment required. Can participate the entire year.
- Email Mr. Dodge at [cdodge@seq.org](mailto:cdodge@seq.org)

# CAS Opportunities for 2018- 2019

## 4. Peer Mediators:

- Be trained to mediate student conflicts, design classroom workshops, and create school-wide events to address causes of conflict and bullying.
- Mondays after school, 2:45-4:00pm, TRC
- Year commitment preferred
- Email Whitney FitzGerald at [wfitzgerald@seq.org](mailto:wfitzgerald@seq.org)

## 5. Youth Advisory Board (YAB):

- Be trained in research and analysis methods to determine the top needs of the Sequoia community, present recommendations to admin and community partners, and develop campaigns to raise awareness.
- Wednesdays after school, 3:50-5pm, TRC
- Year commitment preferred
- Contact Whitney FitzGerald, [wfitzgerald@seq.org](mailto:wfitzgerald@seq.org)

## 6. WeHelpTwo

- Socks for legs, wash or choose your own cause non-profit
- Sell socks to raise money for a good cause
- See Ms. Rutigliano in Room #B-4

# CAS Opportunities for 2018-2019

## **7. College and Career Center Lunch and Event Clerk**

- Students assist Ms. Ignaitis
- Duties include distributing college visit passes, collect CSF applications, and host the entry of the IB/College Grade Level Meetings
- Lunch time during September and November (can commit from 1 to 5 days)
- Come see Ms. Ignaitis in person in the College and Career Center

## **8. College and Career Social Media Volunteer**

- Post College Information on Instagram and Facebook sites for College & Career Center
- 1-2 hours a week (complete every week)
- Entire year commitment
- Come see Ms. Ignaitis in person in the College and Career Center

## **9. Mindfulness and Meditation outreach and advertising**

- Attend Mindfulness and Meditation and be an ambassador for the program which may include social media. Also to come up with ideas to market mental health opportunities for students
- 1 semester or year
- Email Ms. Schussel or come into the TRC Monday, Tuesday or Thursday

# CAS Opportunities for 2018-2019

## 10. Sequoia Student Tutoring

- Tutoring/mentoring underclassmen in either an academic class (eg. algebra support) or in after school SAFE tutorial.
- Depending on your availability you could be placed in a class if you have a free period or in an after school SAFE tutorial.
- At least one hour a week commitment
- Contact Ms Kuttan [lkuttan@seq.org](mailto:lkuttan@seq.org) or Ms Arfi-Tocatlian [larfi-tocatlian@seq.org](mailto:larfi-tocatlian@seq.org). Or come in person during lunch in Room #202 or Room #205

## 11. ELD Tutoring/Classroom Support

- Work with ELD students (recent immigrants to the U.S.) individually, in pairs, and in small groups.
- Minimum 12 hours per semester/ Period 3 or 4
- Semester commitment. Students can participate for the entire school year or just one semester
- Please email Ms. Wenzel at [swenzel@seq.org](mailto:swenzel@seq.org) to learn more information.

## 12. Spanish Tutors

- Tutors will help students with homework and questions.
- Lunch and before school ( twice a week)
- All year commitment
- Come and see Ms. Alvarez in Room #207 or Mr. Stalder in Room #208

# CAS Opportunities for 2018- 2019

## 12. Parent Center Helper

- Must be Spanish speaking.
- Make parent phone calls to remind parents upcoming parent events usually the first week of the month or 2 days before school events throughout the year.
- First Tuesday of every welcome parents at Parent meeting 6:30pm - 8:00 pm.
- Contact Elvira Macias in the Parent Center starting Sept 4<sup>th</sup> (or in the IVP Office until Sept 4<sup>th</sup>)

## 13. Hair and make-up application for North Star Academy's fall play (in conjunction with San Carlos Children's theater)

- Students will attend dress rehearsals and show and assist with stage make-up application and hair. Must have some experience.
- Saturday and Sunday October 27 and 28 approximately 10:30am - 12:30pm, Monday 10/29 5:15-7:00, Tuesday 10/30 3:00 (or when they can attend after 7th) - 5:00pm, Thursday 11/1 - 5:15-7:15pm, Friday 11/2 (show) 5:15-7:15, Saturday 11/3 (show) 1:30am - 3:15pm, Sunday 11/4 (show) 11:30am - 1:15pm
- Volunteers should make arrangement to attend at least two rehearsals and one show. They may participate in every rehearsal and show, if preferred.
- Location: McKinley Middle School in Redwood City
- See Taylor White to sign up (Dance Teacher)

## 14. Sequoia Tech Support

- Working with Mr. West and Mr. Calles to fix printers, cycle power on machines as a first attempt to fix, etc.
- Any of Periods 4, 6, 7
- At least one semester, preferably entire year.
- See Mr. West in Room #230

# CAS Opportunities for 2018-2019

## 15. Tutoring High School Students with The Boys & Girls Club

- The Forest High School Center  
Boys & Girls Club of the Peninsula (BGCP)  
1109 Hilton St  
Redwood City, CA 94063  
(650) 587-9366
- Provide academic help in general and specific possibly tutoring in math and science
- 4-6 pm Monday through Thursday. You create your own schedule with them. So flexible schedule but must be consistent week to week
- If interested email Jasmin Herrera at [jherrera@bgcp.org](mailto:jherrera@bgcp.org)
- Tutor training will be mid September so contact her now!