

## **IB Mission Statement**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To his end the IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Why CAS?**

The International Baccalaureate aims to develop internationally minded people who become active, compassionate and lifelong learners who understand that people, with their differences, can also be right. CAS is at the heart of the Diploma Program. You will be involved in a range of activities beyond the academic classroom. CAS enables you to enhance your personal and interpersonal development through experiential learning. It provides a counterbalance to the academic pressures of the rest of the Diploma Program. It provides a personal journey of self-discovery while being challenging and enjoyable.

## **Aims**

CAS allows you to:

- Be a reflective thinker
  - you develop an understanding of your own strengths and limitations, you identify goals and devise strategies for personal growth
- Be willing to accept new challenges and new roles
- Be aware of yourself as a member of communities with responsibilities towards others and the environment
- Be an active participant in sustained, collaborative projects
- Be balanced
  - you will enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences

## **CAS**

Creativity, action, service (CAS) is at the heart of the Diploma Program. The three strands of CAS, which is often interwoven with particular activities, are characterized as follows:

### **Creativity**

- Arts and other experiences that involve creative thinking.

### **Action**

- Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

### **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.

## **CAS should involve:**

- Real, purposeful activities, with significant outcomes
- Personal challenge
- Tasks must extend you and be achievable in scope
- Thoughtful consideration, such as planning, reviewing progress, reporting
- Reflection on outcomes and personal learning.

## **Learning Outcomes**

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

Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently.

Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence in

their CAS portfolio of having achieved each learning outcome at least once through their CAS program. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

## **LO 1**

### **Identify own strengths and develop areas for growth**

- Descriptor
  - Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

## **LO 2**

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

- Descriptor
  - A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

## **LO 3**

### **Demonstrate how to initiate and plan a CAS experience**

- Descriptor
  - Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

## **LO 4**

### **Show commitment to and perseverance in CAS experiences**

- Descriptor
  - Students demonstrate regular involvement and active engagement in CAS.

## **LO 5**

### **Demonstrate the skills and recognize the benefits of working collaboratively**

- Descriptor
  - Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

## **LO 6**

### **Demonstrate engagement with issues of global significance**

- Descriptor
  - Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

## **LO 7**

### **Recognize and consider the ethics of choices and actions**

- Descriptor
  - Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

### **Responsibilities of the Student**

The CAS program is YOUR responsibility. You should “OWN” your personal CAS Program. You will receive guidance. However, the CAS experience is personal and only you can build a program that meets your needs. There are requirements that must be met.

#### **You are required to:**

- Self-review at the beginning of your CAS experience and set personal goals for what you hope to achieve through your CAS program.
- Plan, do and reflect (plan activities, carry them out and reflect on what you have learned).

- Communicate with the CAS coordinator throughout the process over 18 months. You should discuss your plans and progress at least monthly.
- Take part in a range of activities, including at least one project involving teamwork, some of which you initiated.
- It must include the three CAS components (creativity, action, service).
- Keep records of your activities and achievements, including a list of the principal activities undertaken.
- Show evidence of achievement of the seven CAS learning outcomes.

### **CAS Parent Agreement**

The complete CAS Handbook is found on the Latta High School website under the IB Program.

### **CAS definitions:**

Creativity

- Arts and other experiences that involve creative thinking

Action

- Physical exertion contributing to a healthy lifestyle

Service

- An unpaid and voluntary exchange that has a learning benefit for the student. It does NOT include service to family.

### **CAS activities should involve:**

- More than volunteering
- Real, purposeful activities, with significant outcomes
- A personal challenge – tasks must extend the student and be achievable in scope
- Thoughtful planning, reviewing of progress and reporting
- Reflection on outcomes and personal learning through journaling

### **CAS timeline:**

- Must be continuous and include a minimum of 18 months
- Must continue through at least February of the senior year

**7 Learning Outcomes must be evidenced. The student must evidence through journaling:**

- Identify own strengths 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

**In addition to the 7 Learning Outcomes there must be evidence of:**

- A balance of creativity, action and service activities
- A sustained project over several weeks that involved collaboration and the integration of at least two of creativity, action and service
- Of approximately 3 to 4 hours of CAS per week

**Reflection through journaling must include:**

- The student's plan for the activity
- What was done?
- What were the goals of the activity?
- Were the goals met? Why or why not?
- Other evidence (photos, etc) which support the meeting of the goals of CAS
- Reference to Latta High School CAS Handbook

**Parent responsibility:**

- Support the student by emphasizing that CAS is an important part of the IB program
- Know when the student is involved in an activity and monitor his/her progress and journaling about his/her progress
- Read the student's entries to determine that the student is meeting the guidelines for CAS.
- Contact the student's academic coach and/or CAS coordinator with concerns or questions

Sign this agreement stating that you, the parent, understand the requirements of CAS and will be actively involved in monitoring your student's progress in meeting the CAS requirements.

**Print your name**

**Date**

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**Sign your name**

**Your e-mail address**

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**Print your student's name**

**Your telephone number**

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**Student's Signature**

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<b>Creativity</b>	<b>Action</b>	<b>Service</b>
Drama and theater	Walk for Diabetes	Beta Club
Musical ensembles	Relay for Life	National Honor Society
Teaching activities	Dance	Tutoring
Pre-school	Drama	Key Club
Writing Club	Track	Anchor Club
Cheerleading	Volleyball	Nursing homes
Art workshops	Baseball	Hospital volunteer
Jazz bands	Basketball	Recycling programs
Youth symphony	Softball	Beach clean up
Local library	Local library	Special Olympics
Guitar	Coaching younger children	Habitat for Humanity
Dance performance	Competitive sport program	Inspire
Film production	Beach clean-up	Local library
Bulletin board displays	Recycling programs	Homeless shelter
Photography	Athletic managing	March of Dimes
Brownie troop	Scout activities	Pennies for Peace
Creative Writing	Red Cross training/CPR	Student government
Future Problem Solving	School clubs	Head Start
Library	Student government	IB information nights
Story time	Boy Scouts	Day care centers
Puppet shows	Habitat for Humanity	Humane Society
Prom committee	Humane Society	Summer camp
Dance	Gardening	Red Cross
Music class	School beautification	United Way
Talent show	Cross-country running	Helping in cultural Festival
Newspaper	Martial arts	Turtle Preservation Society
Web design	Parks services	Wildlife Refuge
Literary events	Summer camp	Web design
Head Start mentoring	Short-film production	Soup Kitchen
Creative Care Center		
Debate team		