

Sunny Hills High School



IB Program Grades 11 – 12 Creativity, Activity, and Service Student Booklet

DP and CAS Coordinator: Scott Rosenkranz

srosenkranz@fjuhsd.org

shhs.managebac.com

[Sunny Hills IB Program Website](https://shhs.managebac.com)

Updated November 2023

Table of Contents

FAQ	2
CAS is...	4
Learning Outcomes	5
Procedure for Recording Activities	7
Rubric for CAS Junior Year	9
Rubic for CAS Senior Year	10

FAQ

What is CAS?

CAS is Creativity, Activity, Service and is one of the three core strands that make up the heart of the IB Diploma Programme.

Creativity: arts, and other experiences that involve creative thinking.

Activity: physical exertion contributing to a healthy lifestyle.

Service: an unpaid and voluntary exchange that has a learning benefit for the student.

CAS enables students to enhance their personal and interpersonal development and provide a counterbalance to the academic pressures of the rest of the Diploma Programme.

CAS should involve:

- Real, purposeful activities with significant outcomes
- Personal challenge—tasks must extend the student and be achievable
- Thoughtful consideration—planning, revising, reviewing, reporting
- Reflection on outcomes and personal learning

CAS is about you and your journey through life. Think about who you are and who you want to be—and how you are going to get there!

Where can I find information about CAS?

Information pertaining to CAS can be found on ManageBAC, International Baccalaureate website (IBO.org) Sunny Hills IB website:
<https://bgwall.wixsite.com/sunnyhillsib/resources>.

What is a CAS Project?

A project is an activity of significant duration (beyond a day or 2). There is no specific duration for a quality CAS Project. It is expected to involve students in a collaborative activity where students are able to reflect on progress and adjust plans in order to resolve problems that arise and show perseverance and commitment. It should involve a combination of creativity, activity, and service.

Why do I need to do CAS?

CAS is a requirement for successful completion of the IB Diploma Program and is an opportunity to participate in experiential learning—applying what you have learned in the academic setting in your community and world.

3

What happens if I choose not to complete CAS?

Since CAS is a key, required component of the IB Diploma Program, the student will not be able to receive the IB diploma.

What is ManageBAC?

ManageBAC is a database that assists students in completing the requirements for IB Diploma. Students are to become familiar with ManageBAC as it is used for CAS, Extended Essay and IB courses.

What is the student's responsibility?

Responsibilities of the Student

Students are **required** to:

- Log onto and use shhs.managebac.com to keep records of activities and achievements
- Read the current *Creativity, activity, service guide*—posted in ManageBAC
- Self-review at the start of their CAS experience and set personal goals that they hope to achieve through the program.
- Plan activities, carry them out, and reflect on what they have learned.
- Participate in at least three review meetings with CAS adviser at scheduled times.
- Take part in a range of activities, **including at least one project.**
- Show evidence of achievement in **each** of the 8 CAS learning outcomes.

How much time do I have to spend on CAS per week?

Students must spend 3 hours per week on activities in addition to recording and reflecting on the activities performed. We no longer track hours, but over the course of the 2 years, CAS should represent at least 150 hours of experiential learning (though the focus is on the quality of the activities and not the hours).

Who do I contact if I am having difficulties with CAS?

You can discuss issues with Mr. Rosenkranz through the meeting/discussion feature in Managebac. Post your question or concern in the CAS screen. I will be notified of your message and respond accordingly.

CAS is...

Experiential Learning is the process of making meaning from direct experience. It is expected that students complete the following in CAS.



Students need to be involved in purposeful and thoughtful activities that contribute to their development as inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world. A core goal of the IB program is to encourage students to become active, compassionate and lifelong learners. A good CAS program will be your first steps along this path.

Learning Outcomes

During the final CAS presentation, students need to provide evidence to answer the question, “Have

these outcomes been achieved?"

1. **Increased awareness of their own strengths and areas for growth.** They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
2. **Undertaken new challenges.** A new challenge may be an unfamiliar activity, or an extension to an existing one.
3. **Planned and initiated activities.** Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects as well as in small student-led activities.
4. **Worked collaboratively** with others. Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and integration of at least two themes of creativity, activity, and service, is required.
5. **Shown perseverance and commitment in their activities.** At minimum, this implies attending regularly and sharing responsibility for dealing with problems that arise.
6. **Engaged with issues of global importance.** Students may be involved in international projects, but there are many global issues which can be acted on locally.
7. **Considered the ethical implications of their actions.** Ethical decisions arise in almost any CAS activity. Evidence of thinking about ethical issues can be shown in various ways, including journal entries, and conversations with CAS advisers.
8. **Developed new skills.** As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

Reflection

Reflection needs to be developed. Students should not assume that reflection comes naturally. Similar to critiques of works of art or literature, reflection is something that develops with time and experience. For the reason that, in order to be successful CAS requires guidance and practice. The fundamentals are simple. Of any activity, it is appropriate to ask the following questions.

- What did I plan to do?
- What did I do?
- What were the outcomes, for me, the team I was working with, and others?

Moving on from the "What ...?" questions outlined earlier, experiential learners might consider, where appropriate, for themselves and others, and for each stage of an activity (before, during and after): how they felt?

- what they perceived?
- what they thought about the activity?
- what the activity meant to them?
- what the value of the activity was?
- what they learned from the activity and how this learning (for example, a change of perspective) might apply more widely?

Procedure for Recording Activities

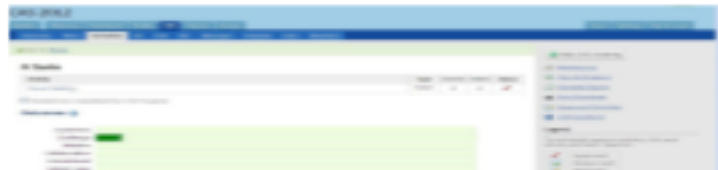
Once you have started an activity that you want to be part of your CAS program, you will log into CAS Manager, which is an online tool part of a program called ManageBAC, and begin to record what you are doing.

1) Plan an activity

What am I planning to do?

2) Enter the activity or project in ManageBAC (before starting it).

Add CAS activity to your ManageBAC profile. Only choose the learning outcomes that are pertinent to that activity. If other learning outcomes are met at a later date, you can edit the activity to



include those learning outcomes. Once posted your CAS supervisor will approve the activity or project.

3) Collect Evidence

You will record your evidence and your reflective thinking about the activities for CAS as journals, and may be supplemented with photographs, videos, websites, blogs, etc.

Your evidence, answered questions and reflections need to be added to regularly and frequently. **THIS MUST NOT BE COMPLETED AS A WORD DOCUMENT AND UPLOADED. ALL EVIDENCE MUST BE POSTED USING THE JOURNAL FORMAT ON MANAGEBAC.**

Dancing with the stars

Add: [Journal](#) [Website](#) [Youtube](#) [Photos](#) [Files](#)

☐ Increased awareness of your strengths and areas for growth
☐ Develop new skills
☐ Consider ethical implications

Add Evidence

Apr 23, 2009

Ethics

I danced with many people today on stage in an audition for a new TV program. It was really exciting because there were so many people there and I did my best. Some of the other dancers came and complimented me afterwards, which made me feel good. I have been practicing for this performance for about 2 hours every week for the last 6 weeks. It was such a good feeling to have everything go smoothly. I even managed a complicated move without any errors--again I was happy. The only thing I didn't feel good about was that some of my friends from the dance studio didn't do as well as they should have. I didn't know what to say to them. I think I need to work on being more sympathetic or something. I should find out next week if I'm on the show. Until then, we will be practicing for a competition next month.

(less)

Student Info



Student: [A.J. Rendon](#)
[View Profile](#)

View Activity

[Questions](#)
[Reflections](#)
[Evidence](#)

Show evidence for:

[All Learning Outcomes](#)
[Awareness](#)
[New Skills](#)
[Ethics](#)

Next Steps:

10

4) Reflections and Questions

When you have completed an activity and feel that you won't be adding any more evidence, you will then complete the Reflections and Questions section on CAS Manager.

In this section, you will answer a series of questions that will get you to reflect on the overall experience.

[Overview](#) [Plans](#) [CAS](#) [EE](#) [TOL](#) [Messages](#) [Calendar](#) [Files](#) [Members](#)

[Back to: \[Folder\]\(#\)](#) [Unfollow](#)

Assembling and Flying RC Helicopter 28 hours Creativity Out of School

CAS Questions

Taking into consideration the objectives/goals set prior to the experience, what were you able to accomplish?

Firstworld, the experience of building, testing, and flying a hobby grade RC Helicopter was very eventful. I knew how difficult the build was from the start, but as now more confident in my abilities to complete a project even if it is quite more complex. More specifically, through the experience I have become more familiar with the mechanics of flight and how much change I made either on the helicopter itself or on my constructed attitude the flight performance of the helicopter.

What relationships were established with classmates, adults, and other members of the community if applicable?

Before undertaking this challenge I was always intrigued by the hobby, but never realized the intense support group that is readily available. Unlike other builds I have completed, this one was by far the most difficult and required that I seek help when certain issues arose. Throughout the build process, I was lucky enough to receive advice from many engineers at Ultimate Robotics and their RC hobby. In addition, I also learned about a new flying field in Palm Beach that has two large areas that are ideal for this size helicopter. At this new field I constantly meet fellow

Reflected on your successes, difficulties, aspects to improve

Overall, I was pleasantly surprised with the finished outcome of my build and found that the helicopter flew better than I expected. Unfortunately, I did have a major crash on about my 20th flight when my battery ran the low voltage cutoff and I lost all throttle response. There was under 500 of damage, but I am now hesitant to utilize the full capacity of my battery out of fear it might overheat and catch on fire. I am now seeking a fix to this problem that would alert me before my battery's voltage gets too low. The only option as of now is a built-in timer on the transmitter which is

What did learn--touch on how this activity involved the CAS learning outcomes you have indicated were present in this activity?

Describe any changes in myself, my abilities, my attitudes and values as a result of undertaking this activity.

This activity had taught me how important hands-on learning is. Even though I read many amazing articles and watch countless videos on the mechanics of flight, the hours I spent building this helicopter taught me more than I could have ever learned the traditional way. It is the process of trial and error that hands-on learning forces you to experience that truly allows you to obtain and retain new knowledge. Furthermore, while flying at local fields I noticed that many people were intrigued by my helicopter even though they had never really heard of the hobby before. I even was able

How can I apply what I have learned in other life situations?

Through experience and hands-on learning, as was shown in my build. However, this applies to many areas of life as well. I have learned

Activity Status

☐ To Be Determined
☒ Approved
☐ Completed

Add Your Reflection

Student Info



Student: [Riker Doud](#)
[View Profile](#)

Revising 7 of 20 Students

Select activity: [Assembling and Flying...](#)

[Summary](#)
[CAS Questions](#)
[Reflections](#)

Activity History

Next steps

Once you have completed your activity and submitted reflections or CAS questions, you can request that your Activity Supervisor complete your review online.

[Request Supervisor Review](#)

Or you can turn in your signed CAS Completion form to your Coordinator.

[CAS Completion Form](#)

5) Supervisor Evaluation

Once you have completed your evidence and reflections, you may request a Supervisor Evaluation.

Please only do this if you worked with an external supervisor or an adult supervisor if it is a school activity. The supervisor evaluations are not necessary, but they do lend some credibility to what you have done.

11

12

13

Rubric for CAS Junior Year

It is expected that all students must:

- ✓ Attend all scheduled meetings
 - ✓ Check ManageBAC and update at least once a week
 - ✓ Demonstrate a balance in Creativity, Activity, and Service
 - ✓ Display a commitment of at least three hours of CAS activities per week
 - ✓ After completing an activity, the reflection is completed and sent to your advisor for approval
 - ✓ All Deadlines are met and assignments are complete
- ❖ If any of these expectations are not met, the student will be in jeopardy of being removed as a Full Diploma Candidate

CAS 11 Learning Outcomes

Criteria	Not Yet Meeting	Minimally Meeting	Fully Meeting
Learning Outcomes - Increased awareness of their own strengths and areas for growth. - Undertaken new challenges. - Planned and initiated activities. - Worked collaboratively with others. - Shown perseverance and commitment in their activities. - Engaged with issues of global importance. - Considered the ethical implications of their actions. - Developed new skills.	- Student has not planned and/or initiated CAS activities - Did not provide evidence or evidence is poor for each activity - Evidence does not support the learning outcomes. - Journals and other forms of evidence are not completed	- Planned and initiated a few activities - Provided adequate evidence for each activity - Evidence supports learning outcomes but is vague and/or infrequent. - Journals and other forms of evidence are not always completed	- Planned and initiated activities - Provided excellent evidence for each activity that clearly supports learning outcomes. Journals, photos, etc. - Student has completed a reflection for each activity that has ended. The student demonstrates an excellent ability to reflect on their personal growth from the completed activity.

❖ At the end of Grade 11, students must be meeting expectations in **all eight** Learning Outcomes.

Rubic for CAS Senior Year

It is expected that all students must:

- ✓ Attend all scheduled meetings
- ✓ Check ManageBAC and update at least once a week
- ✓ Demonstrate a balance in Creativity, Activity, and Service
- ✓ Display a commitment of at least three hours of CAS activities per week

- ✓ After completing an activity, the reflection is completed and sent to your advisor for approval
- ✓ All Deadlines are met and assignments are complete
- ✓ Plan and/or be part of a group activity (major project)
- ✓ Present their CAS electronic portfolio which demonstrates that the student has met all learning outcomes during the Exit Interview Process

❖ If any of these expectations are not met, the student will **NOT** earn their IB Diploma.

CAS 12 Learning Outcomes

Criteria	Not Yet Meeting	Minimally Meeting	Fully Meeting
Learning Outcomes ● Increased awareness of their own strengths and areas for growth. ● Undertaken new challenges. ● Planned and initiated activities. ● Worked collaboratively with others. ● Shown perseverance and commitment in their activities. ● Engaged with issues of global importance. ● Considered the ethical implications of their actions. ● Developed new skills.	● Student has not planned and/or initiated CAS activities ● Did not provide evidence or evidence is poor for each activity ● Evidence does not support the learning outcomes. ● Journals and other forms of evidence are not completed	● Planned and initiated a few activities ● Provided adequate evidence for each activity ● Evidence supports learning outcomes but is vague and/or infrequent. ● Journals and other forms of evidence are not always completed	● Planned and initiated activities ● Provided excellent evidence for each activity that clearly supports learning outcomes. Journals, photos, etc. ● Student has completed a reflection for each activity that has ended. The student demonstrates an excellent ability to reflect on their personal growth from the completed activity.