Student Practical Guidelines & OVERVIEW OF CAS REQUIREMENTS
CHARTER OAK HIGH SCHOOL

CAS REQUIREMENTS: DIPLOMA CANDIDATES	**CAS REQUIREMENTS: COURSE CANDIDATES** *(ONLY REQUIRED FOR CANDIDATES WHO WISH TO EARN A CORD FOR GRADUATION)*
i.Complete approximately **18 months** of balanced **Creativity, Activity, and Service** experiences; these should be well planned, real, purposeful activities, with significant outcomes ii.Experiences must **meet each of the 7 outcomes** at least once; you will indicate which outcomes were met in your reflections iii.Complete **A MINIMUM** of one or more reflections per month iv. **COMPLETE A 4-WEEK PROJECT** Must be collaborative You must take a leadership role It must have a clear, specific outcome You must complete a minimum of four reflections You must showcase your final project in a group or public forum v.Submit your final reflections and evidence of your service & 4-week project by the end of March of your senior year on CAS Google Classroom page or via email to shiguera@cousd.net.	i.**COMPLETE A 4-WEEK PROJECT** ● Must be collaborative ● You must take a leadership role ● Project must have a clear, specific outcome ● You must complete a minimum of one reflection, you may submit more. ● Your reflection(s) should demonstrate that your project addressed at least one of the CAS ● 7 Outcomes ● Please showcase your final project in a group or public forum ii.Submit your final reflection(s) and evidence of your 4-week project by the end of March of your senior year.

What to submit in March of Senior Year

A link to a website (google site, weebly site)
A link to a folder in your google drive
Organize the website or folder as follows--separate folders, sections, etc:

1. **Overall, general Reflection on your CAS experiences**. Include a photo of yourself.
2. **Creativity:** Reflections, evidence, & outcomes met
3. **Activity:** Reflections, evidence, & outcomes met
4. **Service:** Reflections, evidence, & outcomes met
5. **4-Week Project:** Reflections, evidence, & outcomes met
6. Any additional artifacts, evidence, narratives, videos, photos, etc you would like to include

CAS Experiences Timeline

Month	**Requirement**
Oct, Grade 11	**Attend mandatory meeting with CAS Coordinator**
Oct-May Grade 11	**Plan and begin CAS Experiences** ● 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.

	• Log Services on Activity Form • Complete Monthly Reflections • Attend Meeting with CAS Coordinator
June-July Grade 12	**Complete 4-Week Project & Reflections**
Fall Grade 12	**Final Meeting with CAS Coordinator**
Aug-March Grade 12	**Continue Creativity, Activity, Service Experiences and Reflections** **Individual Meetings with CAS Coordinator Wednesdays Jan-Mar (one is mandatory)**
End of March, Grade 12	**Complete and submit final reflections and evidence of CAS Experience. Submit CAS Project, reflections, and evidence.**

HOW DO I KNOW IF MY EXPERIENCES ARE APPROPRIATE FOR CAS?

CAS	IB WANTS IT TO BE...	Acceptable Experiences...	Unacceptable experiences...
Creativity	arts, and other experiences that involve creative thinking	**Art projects** (portfolio development, personal art project, artistic project for club / team) **Photography / Videography** **Music / Song Writing** **Gaming Design** **App Design** **Fashion** **Interior Design** **Sewing, Knitting, Crocheting** **Drills / Games for sports teams** **Choreography** **Stage / set design / blocking** **Costume Design** **Web Design** (these examples can be short, extended or a combination)	Creative Projects for a IB Diploma Course IB Art Projects Performance that you did not write or choreograph
Activity	physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme	**Running / jogging** **Walking for exercise** **Hiking** **Sports activities** **Swimming** **Biking** **Skateboarding** **Surfing** **Paddleboarding** **Working out at a gym** **Yoga**	Going to the mall Going to the dog park Going to LA on the Metrolink and walking around DTLA Going to the movies with friends Starbucks runs Picnics in the park Walking your dog (unless you are walking for exercise and your dog is with you)
Service	Voluntary service of others	**Any volunteer work you experience without benefiting through monetary pay or other**	Babysitting siblings, cousins, or other relatives Volunteering at the family

		form of compensation	business Proselytizing (recruiting individuals for religious or political affiliation) Volunteer service for which you earn any sort of credit for an IB Diploma-required course

CHARTER OAK HIGH CANDIDATE:_____

CAS ACTIVITY LOG IB #:_____

Check all that apply

ACTIVITY	**DATE(S)**	*SUPERVISING ADULT CONTACT INFO*	C	A	S	**LEARNING OUTCOMES (1-7)**

Email shiguera@cousd.net if you are not sure about your chosen experience and its qualifications for meeting CAS Requirements

7 LEARNING OUTCOMES:

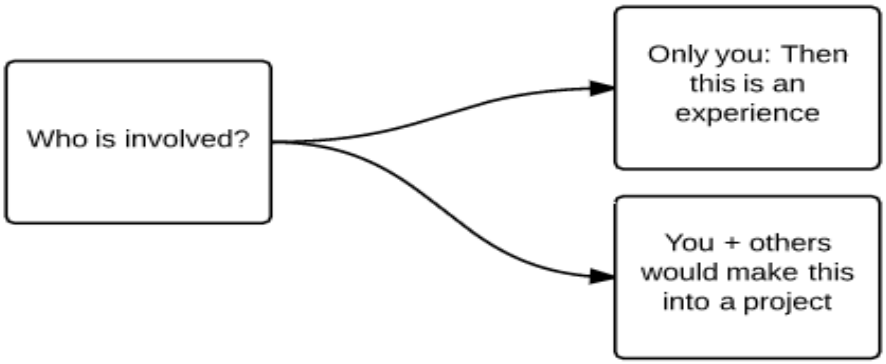
1. **Increased awareness of strengths and areas for growth**
2. **Undertake new challenges and develop new skills**
3. **Plan and initiate activities**
4. **Recognize benefits of and practice skills in working collaboratively**
5. **Show perseverance and commitment**
6. **Engage in issues of global importance**
7. **Recognize and consider ethical implications of experiences**

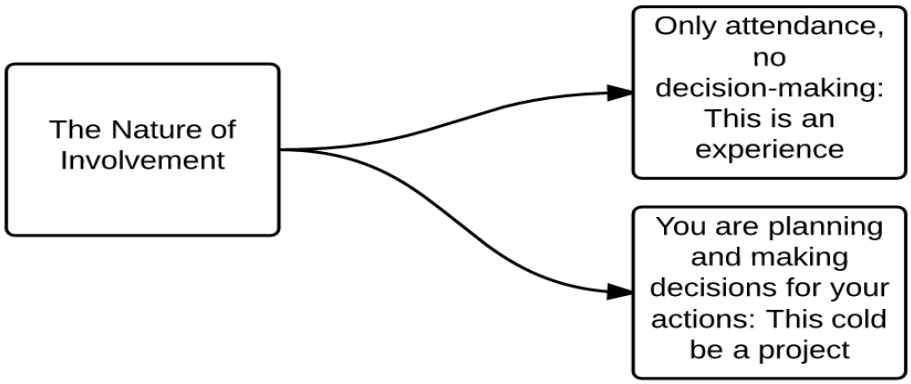
Stages of the CAS 4-Week Project

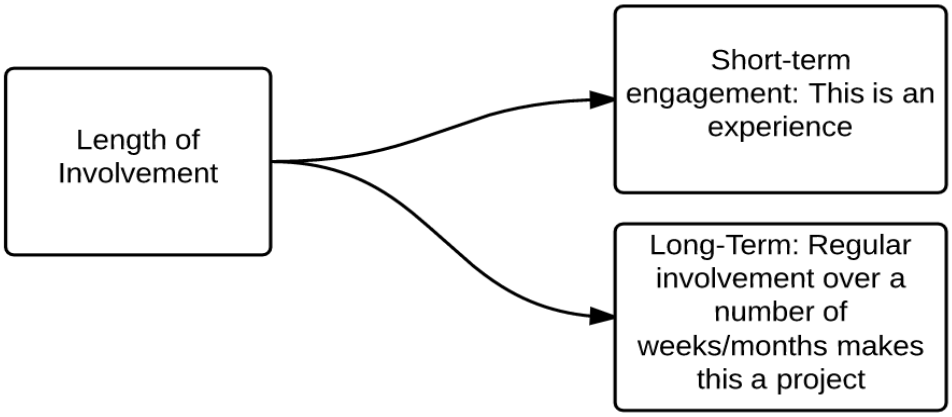
(required for Diploma Candidates and for Course Candidates earning an IB Graduation cord)

INVESTIGATION	identify your interests, skills and talents, as well as areas for personal growth and development. Investigate what you want to do and determine the purpose for the project. In the case of service, identify a need you want to address.
PREPARATION	Decide on a collaborative group–it it not required that collaborative partners by in the IB program or students at COHS. Group members clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed.
ACTION	Implement your idea or plan. This often requires decision-making and problem-solving. You may work individually, with partners, or in groups on this phase.
REFLECTION	Describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between your growth, accomplishments, and the **learning outcome**s for personal awareness. Reflection may lead to new action.
DEMONSTRATION	Make explicit what and how you learned and what you have accomplished, for example, by sharing through your CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, you solidify their understanding and evoke response from others. Some other examples of demonstration are online postings, zoom discussions, showcases...

Difference between a CAS project and a CAS experience







Examples:

Topic/Pursuit	A CAS Experience	A CAS Project
Basketball	Being a player in the school basketball team over an 8-week season	Organizing a 3-on-3 basketball competition open to entries from all high schools in the district, held over two days in the school gym, with prize money for the winning team donated by sponsors.
Music	Learning the guitar, aiming to be able to play five songs within three months	Writing original songs with other members of your band, aiming to record them and produce an album.
Teaching	Support younger students in preparing for a Model UN conference in a month's time	With support from NGO working in the topic, plan and deliver for a curriculum with your group for a literacy programme for local children
Fitness training	Participate in regular workouts and training	Recruit fellow students and friends to form a team to enter a local fitness competition, marathon, or triathlon. Work together to organize weekly skill and fitness training sessions over a 12-week season.
		Organize an awareness and fundraising event for an organization protecting local wildlife.
Film	Make a one-minute clip using flash animation.	Film a documentary over a four week period that shows the day to day student life on campus. Edit the film and add voice over, music, etc, and present the film in a public setting.
Writing	Write an article for a local monthly magazine.	Spend four or more weeks on a narrative, collection of poetry, or collection of song lyrics on a global issue of concern. Present your writing in a public setting.

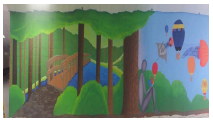
Taken from *Creativity, Activity, Service (CAS)* for the IB Diploma: An Essential Guide for Students by John Cannings, Maria Ines Piaggio, Peter Muir and Tom Brodie (Pages 138-139)

CAS 4-Week Project Examples

Name of Project	**Describe the Integration between C, A and S**	**Appropriate examples of Evidence**	**Comments, description, resources, websites etc**
School Lock In	Creativity: organized an overnight lock-in to raise money Project Eliminate. Activity: Organization of games and sports during lock-in. Service: Students engaged in service learning by researching and then educating others on the dangers of maternal and neonatal tetanus transfer.	Pictures, reflections from organizers and participants, organizational documents (permission forms, volunteers, custodial considerations, scheduling).	http://sites.kiwanis.org/Kiwanis/en/theELIMINATEproject/home.aspx
Severe Weather Shelter Network	C-planning and organization ,A-fundraising ,S-setting up shelters and other various roles at host sites	photos, fundraising (silent auction creating various gift baskets such as gourmet hot drink basket, sports basket, dinner basket, etc.), reflections, documentation of service setting up shelters	Gives homeless people in Colorado shelter, warm meals and materials during severe weather nights http://www.loveinclittleton.org/gapministries/severeweathershelter.html
Climb a 14-er in Memory of . . . in collaboration with the pre-collegiate program.	C for plan, design flyers, reason for choosing mountain; A for climbing the mountain; S for raising suicide awareness	photos, journal, newspaper article, debrief at celebration at completion	Students work with SOS (student outreach with outdoor activities) because many have not hiked before; students work with MindSpring, a mental health organization associated with the school. At the end, there is a barbecue and debriefing of the experience. Community members are invited to climb to help mentor the students who are not hikers.
Color Run to raise money for Toilet Twinning	C for planning A on day of event	photos, reflections, maps, documents	Toilet Twinning: http://www.toilettwinning.org/ Build sewer systems in developing countries

	S fundraising for a cause that students researched and found interest in		
Creating a Clothing Closet for Students in Need in Our School	C = the students needed to problem solve to create a space which would organize and house clothing and toiletry items S = serving the kids in need in our school	the existence of the closet!	our social worker and school psychologist helped the students to find a location in the school for the closet; the students had to work with companies to get shelving units donated and installed
Gr.9 Skill Building Day	Gr.11&12 students train, plan activities for gr9's which covers C,A,S	Develop a training mentorship manual to train for 6 sessions the gr11 &12's. Combination of physical activity;challenges to be completed as a group, discussions on bullying, clubs, teams etc	-Leadership Manual -training -tarps -materials for activities -refreshments; lunch -dance in the evening
Philos Mentor Program	CAS: Creativity (academic tutoring) Activity: Sports, field day Service: need for our school community	Philos is greek for "friend." Plan mentorship program for 9th grade and 11th and 12th graders. Pairs each 9th grader with a mentor. Activities such as Match Day, Field Day, Scavenger Hunt, Mentees treat mentors before exams.	-Mentor training materials -Faculty advisor
IB feeder pattern celebration night	CAS	Photos, planning documents, flyers, awards	Students present and celebrate their end of program products (PYP exhibition, MYP project, DP CAS and EE) followed by an awards celebration where one student at

			each grade level (ECE-12) is given a LP award
Big Ideas Project - Combine Columbine	CAS	Students need to develop a project, develop a plan, be mentored by a community organization, present in front of a panel of judges, sold lanyards	Bigideaproject.org
Host a school Talent Show for a Charity or cause of interest that has been researched	CAS	flyers, announcements, photos, awards	The school is able to showcase their student talent in addition to raising funds for a cause they are interested in.
The First Tee	Creativity: Planning Service: Raise money for the The First Tee to help the American Junior Golf Association's ACE grant with scholarships for junior golfers to play in national events Activity: Coach youth in the sport	-Fundraising documentation -Fundraising "check" photos -Reflection	www.thefirsttee.org
student run Webteam	students manage a website about the school, keep a calendar of activities, respond to teacher requests	website	
IB Buddies	Students volunteer to be a buddy to one or more incoming IB Juniors; students work together to plan Welcome Back picnic in August and to be in touch with IB buddies through Semester 1; integrates Creativity and Service	Students keep track of their time on a log and turn it in to me	Project was proposed by a student in a year when we had a suicide in our school; has increased collaboration and cooperation and community between the classes in our IB program

Wall Murals	Students surveyed the student body about what they would like changed in the school and they wanted to replace some very old murals. They researched the original painters and got their permission to paint them over. One of the originals who still attended our school wanted a part of hers to remain, so they incorporated that piece into their new mural	Creativity- Creating and painting the murals. Service- Beautifying the school	Supplies came from a donation from Lowe's, worked with the principal and custodial staff   
Peer Tutoring in Student Achievement Center	students schedule time to meet with students needing support and tutoring in subjects. Plan lesson and time to meet.	log of hours tutoring	
Emily's Parade	A	Host and volunteer at a motorcycle rally to raise money for school safety	iloveyouguys.org
Big Brother/Big Sister--not affiliated with, but modeled after	CAS	Photos, videos, reflections...	Students created and participated in a mentoring/tutoring program with community elementary schools.
Operation Wallacea	C, A, S Data collection of conservation and biodiversity with university professor around the world	photos, primary research data on biodiversity and conservation, EE research	www.opwall.com excellent service trip opportunities
"Stand Up For"	C,S	photos, results, video, reflections	students select 3 causes that they would like to stand up for - provide activities, countries that are facing the issue, guest speakers, etc..

Keemcares	C, A, S	Photos, Written Reflection Website	While visiting Guyana, Akeem noticed that young children didn't have access to education that everybody deserves. He started this foundation to provide supplies and opportunity to the children of Guyana. http://keemcares.com/
Day of Silence followed by A Night of Noise	C, S	Photos, Flyers, Pledge Cards, Video	Day of Silence is a GLSEN protest to support LBGTQ people who can't always speak up; the Night of Noise is a follow up dance to the day. Funds raised at the dance go to support school scholarship fund.
Car and Motorcycle Show for Save the Children	C, S	Pictures, Flyers, Registration Forms	
Share the Ice	CAS	Photos, Reflections	Student who was an Olympic ice skater started a program to teach skating to children with mental and physical disabilities and recruited other student skaters to volunteer along with her
TEDx	C S	Video recorded and then reflection	Students organize
Me to We school building in developing countries	A, S school building	photos, reflections	www.**metowe**.com/
Courts for Kids	A, C,S	video, photos	Students organized
Coaching inner-city school teams (various sports, theatre, music)	C,S	team photos, reflections	C-coaching S-service to the community
Dignitas International	C,A,S spin-a-thon fundraising for HIV prevention in Malawi	photos, reflections	**dignitasinternational**.org/ student organized educational awareness and fundraising
Love Week	C, S	video, photos	local newspaper

30 Hour Famine	C S	video, photos, reflections	Give up regular meals or something else that will be challenging to raise awareness and funds for world hunger.
We SCARE Hunger		photos of costumes, photos of food, reflections after the food bank visit	Students collect food bank donations instead of candy for Halloween. Students then go to the food bank, donate the funds and sort for the day or work at the soup kitchen. Encourage students to dress up, take photos, bring in the collected food the next day. http://www.weday.com/we-act/campaign-resources/we-scare-hunger-resources/