Marvin Ridge High School
“Passport to the World”

IB Diploma
CAS student/parent guide
CLASS OF 2014

Creativity, Action, Service

“The Best way to find yourself is to lose yourself in the service of others.”
-Gandhi

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Updated April 11, 2012
IB Mission Statement:

The International Baccalaureate 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 this end the organization 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.

IB Learner Profile:

The IB learner profile is the IBO mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The aim of all IB programs 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.

IB learners strive to be:

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

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

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

**Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
**Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

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

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

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

**Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

**IB Diploma Program curriculum Model:**

The curriculum is modeled by a hexagon with six academic areas surrounding the **three core requirements.**

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**The core of the curriculum model consists of three components.**

1. **Extended essay:** The extended essay with a prescribed limit of 4,000 words, offers students the opportunity to investigate a topic of individual interest and acquaints them with the independent research and writing skills expected at tertiary level.

2. **Theory of knowledge (TOK):** The interdisciplinary TOK course is designed to provide coherence by exploring the nature of knowledge across all disciplines, encouraging an appreciation

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Creativity, Action, Service (CAS) is at the heart of the Diploma Program. It is one of the three essential elements in every student's Diploma Program experience.

**The Nature of Creativity, Action, Service:**
A good CAS program should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

- **Creativity** is interpreted broadly to include a wide range of arts activities as well as the creativity students demonstrate in designing and implementing service projects.
- **Action** can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects.
- **Service** encompasses a host of community and social service activities. Some examples include helping children with special needs, visiting hospitals and working with refugees or homeless people.

**CREATIVITY:**
Creative activities should have a definite goal or outcome. They should be planned and evaluated like all CAS activities. 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 their CAS experience. Perhaps, the instrumental musician can learn a particularly difficult piece, or a different style of playing, in order to perform for an audience. The context might be a fund raising activity, or the student might give a talk to younger children about the instrument. **Appropriate CAS activities are not merely "more of the same"...more practice, more concerts with the school band, and so on.**

**ACTION:**
Some excellent "action" activities are not sporting or competitive but involve physical challenge by demanding endurance (i.e. long distance trekking, 5k race) or the conquest of personal fears (i.e. rock climbing). An athlete may choose to extend their knowledge of a sport by conducting a sports clinic for younger children.

**SERVICE:**
It is essential that service activities have **learning benefits for the student**. Otherwise, they are not experiential learning (hence not CAS). This rules out mundane, repetitive activities, as well as "service" without real responsibility. **Simply volunteering at a school’s media center and shelving books DOES NOT meet CAS service requirements.**

**RELIGIOUS ACTIVITY:**
The general rule is that religious devotion, and any activity that can be interpreted as
proselytizing, does **NOT** count as CAS.

**Learning Outcomes:** All 8 outcomes **must be present** for a student to complete CAS requirement for **diplomacy**.

1. Increased their awareness of their own strengths and areas for growth
2. Undertaken new challenges
   *Always ask yourself, “**What learning outcomes are being achieved?**”*
3. Planned and initiated activities
4. Worked collaboratively with others
5. Shown perseverance and commitment in their activities
6. Engaged with issues of global importance
7. Considered the ethical implications of their actions
8. Developed new skills

All CAS activities must be PRE-APPROVED by the CAS advisor **BEFORE** the start of any CAS activity. All students are required to submit their CAS proposals online at [http://mrhs.managecas.com](http://mrhs.managecas.com)

<table>
<thead>
<tr>
<th>What IS NOTCAS:</th>
<th>What IS CAS:</th>
</tr>
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<tbody>
<tr>
<td>Completing clerical work at a hospital</td>
<td>Organizing games and activities for children in a hospital</td>
</tr>
<tr>
<td>Attending Track practice</td>
<td>Participating in a 5K charity run</td>
</tr>
<tr>
<td>Shelving books at a library</td>
<td>Reading stories to younger children</td>
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**CAS enables students to enhance their personal and interpersonal development through EXPERENTIAL learning**

**CAS Requirements for IB Diploma:**
The CAS requirement is a fundamental part of the program and takes seriously the importance of life outside the world of scholarship, providing a refreshing counterbalance to academic studies.

The guideline for the amount of CAS activity is approximately the equivalent of half a day per school week (three to four hours per week), or an approximate 150 hours (minimum) over 18

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months, with a reasonable balance between creativity, action and service.

At Marvin Ridge High School we suggest the following schedule:

<table>
<thead>
<tr>
<th>June 2012</th>
<th>December 2012</th>
<th>May 2013</th>
<th>Feb/March 2014</th>
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<tbody>
<tr>
<td>Start planning CAS</td>
<td>At least 50 hours completed</td>
<td>At least 100 hours</td>
<td>All 150 hours completed</td>
</tr>
<tr>
<td>activities</td>
<td>completed</td>
<td>completed</td>
<td>completed</td>
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Students are required to keep a log of hours on their own for each different CAS activity in which they engage for their personal AND school records. **SEE CAS TRACKING FORM**

It is important to understand that within the spirit of CAS, community service should never end and should become a life-long commitment.

**Student Responsibilities:**

**DO**
- Real Tasks
- Concrete experience

**REFLECT**
- Evaluate actions
- Synthesize new understandings

**STUDY**
- Think about feelings and interactions
- Analyze perceptions

Planning, acting, observing and reflecting are all crucial in making the CAS experience as valuable as possible.

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Students are required to:
- Choose activities for themselves and “own” their personal CAS programs
- Self-review at the beginning of their CAS experience and set personal goals for what they hope to achieve
- Plan, Do, Study, and Reflect on all their CAS activities
- Undertake at least one interim review and final review with CAS advisor
- Take part in a range of activities, including at least one project which they initiated themselves
- Keep records of their activities and achievements, including a list of principal activities undertaken
- Show evidence of achievement of the eight CAS learning outcomes

Steps to submit and complete a CAS ACTIVITY:
1. Submit a CAS proposal online (must login) [http://mrhs.managecas.com](http://mrhs.managecas.com) for approval. All CAS activities must be pre-approved. Be descriptive when submitting CAS activities.
2. Plan and Do CAS activity.
3. Reflect on CAS activity and submit CAS reflections online at [http://mrhs.managecas.com](http://mrhs.managecas.com)

REFLECTION JOURNALS:
Students will write their reflections during or after a CAS activity on the [http://mrhs.managecas.com website](http://mrhs.managecas.com)
Ask yourself the following questions:
1. What did I plan to do?
2. What did I do?
3. What were the outcomes, for me, the team I was working with and others?
4. What the activity meant to them or you?
5. What was the value of the activity?
6. What did you learn from the activity?
7. What do you consider the greatest successes of the activity?
8. If done again, what would you do differently?

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Students should document their CAS activities, noting in particular their reflections upon their experiences. This documentation may take many forms, including weblogs, illustrated displays, videos, slide shows, pod casts, written essays, poetry, etc…

**MRHS CAS Celebration nights:**
The most valuable recording and reporting happens when there is a real audience and purpose, for example, when students inform other students, parents or the wider community about what is planned or what has been achieved.

**IB students at Marvin Ridge will be required to showcase one of their CAS events during their senior at a CAS celebration event.**

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**Marvin Ridge High School IB CAS CONTRACT**

(PLEASE PRINT)

Student Name: ____________________________

Parent(s) Name: ____________________________

Date: ____________________________

Student and Parent Initials: ____________________________

1. I have received a copy of the MRHS CAS guide.

2. I understand the all CAS activities must be **PRE-APPROVED** for CAS credit. [http://mrhs.managecas.com](http://mrhs.managecas.com)

3. I understand that I cannot simply “show up” and complete a CAS activity. Prior communication must take place with the organization and the CAS advisor.

4. I understand CAS activities are unpaid and are voluntary.

5. I understand that CAS activities must show evidence of all 8 learning outcomes to receive IB diplomacy

6. I understand that activities to be considered for CAS credit can officially start in June 2012 (after sophomore year).

7. I understand that IB students should “own” their personal CAS programs and need to take initiative to complete CAS activities.

8. I understand that I should keep records of all CAS activities and achievements, including a list of the principle activities

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undertaken.

9. I understand that all that all 150 hours of CAS activities should be completed by February 2014.

Parent Signature: ______________________________
Student Signature: __________________________________
Date: ______________________________

STUDENT EMAIL: ____________________________________________
(PLEASE PRINT)

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