

Revised: 7 June 2018

International Baccalaureate Diploma Programme



CAS Handbook 2019 and beyond

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CAS Handbook Beginning with the Class of 2019

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Why do CAS?

The Creativity + Activity + Service (“CAS”) component of the International Baccalaureate diploma is placed in the center of the IB hexagon for a good reason: it takes more than academic studies for a person to live a productive, fulfilling life.

Through CAS, you will be encouraged to develop three important lifetime habits:

- To enrich yourself through personal growth, trying new things whenever possible,
- To remain active and physically fit, and
- To pursue opportunities to make a difference in the lives of others, particularly those less fortunate; to give of yourself and your time to improve your community and your world.

The IB diploma years will likely be the busiest ones of your life; if you can find time every week to engage in activities that meet one or more of the above goals, the International Baccalaureate believes you will, indeed, continue doing them throughout your life.

All IB diploma candidates are required to complete a minimum of 50 hours in each of the three CAS categories during grades 11 and 12, and to document the hours as required by the school. Before undertaking the CAS project, you will be asked to reflect on the nature of your own plans, taking into consideration current activities and hobbies as well as new challenges. Throughout the two years, you will be write reflections on each activity and how they relate to the CAS Learning Outcomes.

We hope at least one of your CAS projects will be one of the most rewarding elements of your IB Diploma. It should reflect your nature, your goals and your initiative. Many, many activities are appropriate to include in your CAS – the more creative you are in designing your CAS plan, the more you will get out of it.

Take some time to think about the following questions:

- What activities do I currently participate in that I would like to include in my CAS? Do these activities provide opportunities for me to try something new?
- What new activities will I undertake?
- What will be my goal or objective in each activity?
- Will my activities keep me actively involved with others?
- Will there be a ‘theme’ connecting my activities?
- How much time will I have to devote to each activity? When will they take place?
- How will I maintain a balance among the three CAS areas?
- How can I help others by what I do?



What is CAS? Strands, stages, and experiences

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP. It was designed to ensure that all IB Diploma students are involved in extracurricular activities as well as in academic pursuits. At Marshall High School, we encourage each candidate to design a CAS plan which meets personal needs and interests, and which includes a balance of group and individual activities. In general, there is a lot of freedom in what you do, and the more creative you are in coming up with a good combination of activities, the more you will get out of the time you invest. What are the AIMS of CAS?

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further experiences for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS is organized around the three strands of creativity, activity and service defined as follows.

Creativity

Exploring and extending ideas leading to an original or interpretive product or performance

This aspect of CAS is interpreted as imaginatively as possible to cover a wide range of arts and other activities outside the normal curriculum that includes creative thinking in the design and carrying out of service projects.

These experiences could involve doing dance, theater, music, art, for example. You should be engaged in group activities, and especially in new roles, wherever possible. Nevertheless, individual commitment to learning an art form is allowed, where it respects the requirements for all CAS activities: goals should be set and you should reflect on your progress.

Activity

Physical exertion contributing to a healthy lifestyle

This aspect of CAS can include participation in expeditions, individual and team sports, and physical activities outside the normal curriculum; it also includes physical activity involved in carrying out creative and service projects. Activity may involve participation in sport or other activities requiring physical exertion – such as expeditions and camping trips. Try to get involved in group and team activities and in undertaking new roles, but an individual commitment is acceptable where the general requirements of CAS are met: that goals are set and you reflect

on your progress.

Creativity and Activity can be enhanced by incorporating the service component. If you are involved in arts and in physical activities, you might consider coaching young children, seniors in residential homes, homeless children, etc.

Service

Collaborative and reciprocal engagement with the community in response to an authentic need

Service projects and activities are often the most transforming element of the Diploma Program. They have the potential to nurture and mold the global citizen. Service involves interActivity, such as the 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 (such as undertaking projects of assistance in a developing country). Service activities should not only involve doing things for others but also doing things with others and developing a real commitment with them. The relationship should show respect for the dignity and self-respect of others.

Five (5) CAS stages:

1. Investigation: Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. Preparation: Students clarify roles and responsibilities, develop a plan of experiences to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. Action: Students implement their idea or plan. This often requires decision-making and problem solving. Students may work individually, with partners, or in groups.
4. Reflection: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness.
5. Demonstration: Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.

A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

What is not CAS?

The spirit of CAS demands that you engage in meaningful activity that has purpose to you. The purpose is lost if this overall experience becomes a point-scoring exercise rather than a rewarding experience.

Here are some examples of what would not count as CAS:

- Any class, activity or project that is already part of your Diploma Program
- An activity for which you are personally rewarded (financially or some other benefit) unless the benefit is passed on to a worthy cause
- Doing simple, tedious and/or repetitive work (like returning library books to the shelves)
- Working in an old people's home when you:
 - Have no idea how the home works
 - Are just making sandwiches
- Have no contact at all with the old people
- Actually do no service for other people
- A passive pursuit such as a visit to a museum, art exhibit, concert or sports event, unless it clearly inspires work in a related activity in which a student is already engaged
- All forms of duty within a family
- Religious devotion and any activity that can be interpreted as proselytizing
- Work experience that only benefits the student
- Fundraising with no clearly defined end in sight
- An activity where there is no leader or responsible adult on site to evaluate and confirm student performance
- Activities that cause division amongst different groups in the community (e.g. work on a political campaign or attending a demonstration)

CAS: examples of CAS experiences

(all supervised by an advisor who is not a family member)

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance
 - Participation in Marshall Band / Chorus / Orchestra / Theatre performances*
 - Private lessons in Music,* Art,* Dance, Theatre,* Photography,* etc.
(competitions, performances, shows, parades, recitals associated with above NOT practicing)
 - Special classes taken outside of school (Examples: a sign language course, computer camp,* etc.)
 - Planning events and projects for school, community or church organizations to which you belong
 - Participation in the GCM newspaper, literary publication, yearbook

*These activities may not be part of an IB class for which you will receive a certificate or diploma

- Activity—physical exertion contributing to a healthy lifestyle
 - Sports teams; intramurals at Marshall
 - Club activities which involve physically active participation
 - Scouting activities; Outward Bound
 - Running a marathon
 - Taking an aerobics/pilates/yoga class; supervised “working out” at a health club
 - Dance classes and recital
- Service—collaborative and reciprocal engagement with the community in response to an authentic need
 - Volunteering at a hospital, nursing home, public library, museum, animal shelter, etc.
 - Participating in a summer or weekend community work project
 - Working with Habitat for Humanity or other similar projects
 - Participation in Marshall’s Red Cross, Octagon Club, Key Club, Earth Force or other service club projects
 - Church or youth group service projects of an outreach nature (that do not proselytize)

Some things do NOT count toward CAS ...

When in doubt about whether a given activity qualifies as a CAS activity, it is always a good idea to check with an IB Coordinator. The International Baccalaureate does not recognize activities such as the following for CAS:

- Unsupervised tutoring or helping a friend with his/her homework
- Activities in which you proselytize your religious beliefs to others or do work affiliated with a political party
- Volunteer work with a business or other for-profit organization

Further sample CAS experiences

The letters C, A and S correspond to “Creativity,” “Activity” and “Service.” Depending on the details of the project, not all categories will apply.

- Physical assistance to the elderly (S)
- A structured series of visits to a home for orphans (S)
- Helping with rehabilitation at the local hospital (S)
- Teaching basic literacy (C+S)
- Establishing and coaching a sports team for disadvantaged youngsters (C+A+S)
- Establishing and leading a musical ensemble for visually impaired people (C+A+S)
- Involvement in a theatrical production to which refugee children are invited (C+A+S)
- Teaching the use of computers (C+S)
- Environmental restoration and protection (C+A+S)
- Teaching children who have a disability to swim (A+S)
- Coaching a softball team (A+S)
- Teaching guitar to children (A+S)
- Writing for the school newspaper (C+S)
- Working with abandoned children to paint murals in their institution (C+S)
- Teaching English to newly arrived immigrant children (C+S)
- Intergenerational learning and friendship (C+S)
- Leading a mountain expedition (A+S)
- Clearing a beach of oil pollution or litter (A,S)
- Organizing a walk-a-thon to raise money for guide dogs (C+A+S)
- Organizing student participation in and raising funds for the Model United Nations (C+S)
- Raising money for Amnesty International/Greenpeace/World Wide Fund for Nature (C+S)
- Creating and maintaining a CAS web site (C+S)
- Assisting victims of a natural disaster (C+A+S)
- Learning to paint landscapes
- Performing Wieniawski’s Violin Etude No.3 on a Fender Stratocaster ©
- Learning to scuba dive (A)
- Gymnastics (classes, team practice, competition) (A)
- Joining a running club (A)

CAS projects

A CAS project is meant to be a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity, and service. CAS students must be involved in at least one CAS project during each year of their CAS programme.

The primary purpose of the CAS project is to ensure participation in sustained collaboration. Through this level of engagement students may discover the benefits of teamwork and of

achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance, and develop skills such as those of cooperation, problem-solving and decision-making.

George C. Marshall High School requires two CAS projects from students: one during the junior year and one during the senior year. We take this approach for two reasons: 1) to ensure continued engagement in the overall experience rather than an attempt to complete all of CAS during the junior year and summer, 2) to ensure that at least one project is a collaboration, either with other IB students or the greater community. CAS projects are meant to last two (2) months and take a minimum of 24 total hours, from planning to completion and reflection. CAS projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged.

A CAS project involves **collaboration** between a group of students or with members of the wider community. Students work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project. Working collaboratively also provides opportunities for individual students to enhance and integrate their personal interests, skills and talents into the planning and implementation of CAS projects.

All CAS projects should use the **5 CAS stages as a framework** for implementation to ensure that all requirements are met.

A CAS project can address any **single strand of CAS, or combine two or all three strands**. The following examples are provided to help generate further ideas without limiting the scope and direction of a CAS project.

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training sessions and matches against other teams.
- Service: Students set up and conduct tutoring for people in need.
- Creativity and activity: Students choreograph a routine for their marching band.
- Service and activity: Students plan and participate in the planting and maintenance of a garden with members of the local community.
- Service and creativity: Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- Creativity, activity, and service: Students rehearse and perform a dance production for a community retirement home.

All CAS projects are designed with a defined purpose and goals. Individual students identify one or more learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify more outcomes, or modify expected outcomes during the CAS project and/or at its completion.

Learning Outcomes

Candidates need to demonstrate (stage 5 of 5) all seven Learning Outcomes to complete the CAS requirement for the IB Diploma. Some may be demonstrated many times, in a variety of experiences, but completion requires only that there is some evidence for every outcome.

1. Identify own **strengths** and develop areas for **growth**
 - a. Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
2. Demonstrate that **challenges** have been undertaken, developing new **skills** in the process
 - a. 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.
3. Demonstrate how to **initiate and plan** a CAS experience
 - a. 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.
4. Show **commitment** to and **perseverance** in CAS experiences
 - a. Students demonstrate regular involvement and active engagement in CAS.
5. Demonstrate the skills and recognize the benefits of **working collaboratively**
 - a. Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
6. Demonstrate **engagement with issues of global significance**
 - a. Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate experience in response to the issue either locally, nationally or internationally.
7. Recognize and consider the **ethics of choices and actions**
 - a. Students show awareness of the consequences of choices and experiences in planning and carrying out CAS experiences.

Planning, documenting, and ManageBAC

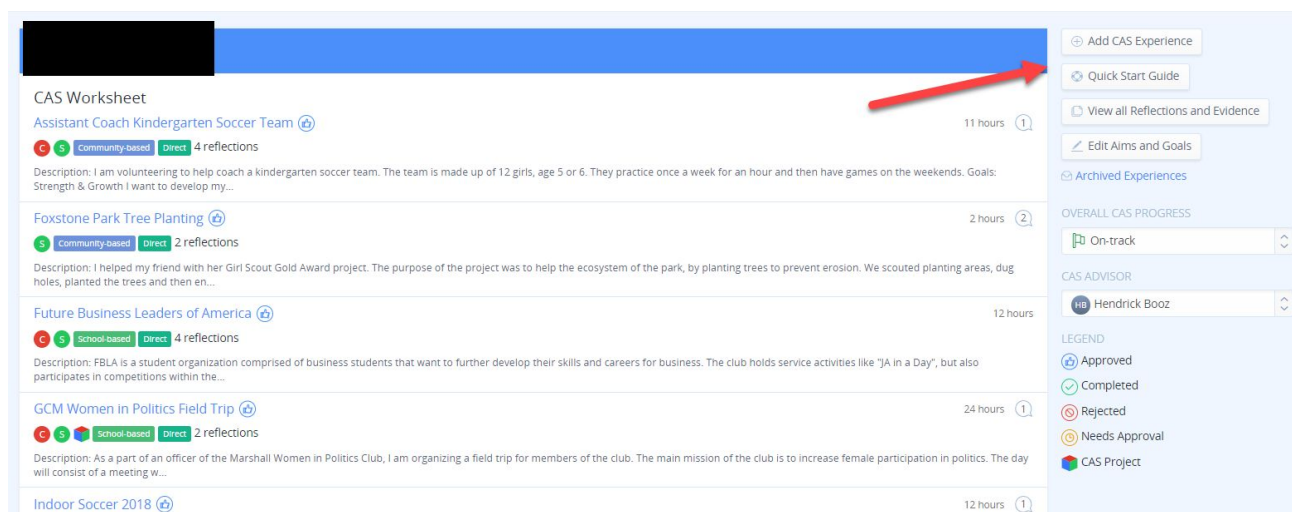
CAS Planning Document

In September of your junior year, you will have a planning meeting where you will discuss your plans, ideas and questions about how you will complete your CAS hours. You will fill out a CAS Planning Document, discuss it during our meeting, receive approval, and upload it to ManageBac, the 3rd party website where all GCM students track CAS. Incidentally, ManageBAC began as a CAS project for the founders when they were IBDP candidates.

Add junior worksheets here.

Doing and Documenting CAS on ManageBAC, the CAS Manager website

Once you have met with your supervising IB Coordinator or CAS Coordinator, you may begin proposing CAS experiences online, as well as providing evidence of some or all 7 Learning Outcomes (see CAS Guide linked in ManageBAC for reference).



The screenshot displays the ManageBAC CAS Worksheet interface. On the left, there is a list of CAS experiences with the following details:

- Assistant Coach Kindergarten Soccer Team**: 11 hours, 4 reflections (Community-based, Direct).
- Foxstone Park Tree Planting**: 2 hours, 2 reflections (Community-based, Direct).
- Future Business Leaders of America**: 12 hours, 4 reflections (School-based, Direct).
- GCM Women in Politics Field Trip**: 24 hours, 2 reflections (School-based, Direct).
- Indoor Soccer 2018**: 12 hours, 1 reflection.

On the right side, there is a sidebar with the following options and information:

- Buttons: Add CAS Experience, Quick Start Guide, View all Reflections and Evidence, Edit Aims and Goals, Archived Experiences.
- OVERALL CAS PROGRESS: On-track.
- CAS ADVISOR: Hendrick Booz.
- LEGEND: Approved (blue checkmark), Completed (green checkmark), Rejected (red X), Needs Approval (yellow circle), CAS Project (red circle).

A red arrow points to the 'Add CAS Experience' button in the top right corner.

CAS proposals for experiences and projects

As you begin an experience use ManageBAC's built-in tools to write a detailed description of the experience or project, choose proposed Learning Outcomes to focus on, create goals for each of your chosen Learning Outcomes, explain your role in the experiences/project, submit information about the supervising adult, and begin adding reflections and evidence. If this list of tasks seems tough or tedious, take solace. We want you to limit your words.

1. Description: simple 3-4 sentences explaining the who, the what, the where, and maybe something about the why.
2. Learning Outcomes: click no more than 2-4 per experience. For every Learning Outcome, you should have a reflection.
3. Goals: the toughest area. Clearly define how your ideas for the "Description of CAS Experience and Goals" connect to the goals portion of your description. You may need to revisit your description and add to it. Check out this video if you would like to see how to better accomplish this task: Improving goals: <https://youtu.be/Dfx8SGLSegs>

4. Supervisor: cannot be me or a relative. Choose an adult over 18 who monitors your efforts and provide an email. If you need to print out a completion form, ManageBAC allows you to do that easily in the bottom right of the screen within each experience.

NEXT STEPS ⓘ

Once you have completed your experience and submitted reflections or CAS questions, you can request that your Experience 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. Add hours as your work on the experience. You can add as many hours as you would like. However, realize that your CAS coordinator may expect more of you if you list 50 hours than s/he might if you list 10 hours. Be honest, and reflect as you go.

Example

Statesmen Sinfonia ✓ 35 hours

C Ongoing School-based

14 October 01, 2017 - June 13, 2018

Description and Goals

Description
Statesmen Sinfonia is the top orchestra at Marshall. I play violin, and our orchestra consists of violinists, viola players, cellists, and bassists, all with varying degrees of musical excellence. We have class every red day and use our practice time to either rehearse pieces, work in sections, or occasionally do activities such as chamber groups. We also have several performances throughout the year and are occasionally expected to spend time after school at extra rehearsals.

Goals
Challenge and Skills
I hope to develop technical skills and ensemble skills so that I might one day be first chair. Although this is a slightly far-fetched goal considering how many other good violinists are in my section, I think I might be able to achieve it if I put more effort into practicing outside of school.

Collaborative Skills
One of my goals in Statesmen Sinfonia is to improve my ability to collaborate not just with those directly near me in my section, but also with those I am less connected to, such as cellists.

Learning Outcomes:

1. Demonstrate that challenges have been undertaken, developing new skills in the process
2. Demonstrate the skills and recognize the benefits of working collaboratively

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Reflections + evidence

On ManageBAC, you will also submit a reflection on each CAS experience you undertake. Your reflections should be on-going throughout the time you are working on the experience/project. These reflections must address the ways in which the activity did (or did not!) meet the CAS Learning Outcomes, i.e. how the activity did or did not allow you to demonstrate your growth, struggles, understanding, etc.

Your reflections and evidence can take all kinds of forms to clarify what you've done and how it is reflective of meeting the Learning Outcomes. For example, written reflections, uploaded pictures, video files, or "primary sources" (e.g. a document you created), etc. Add pictures with captions that you've linked to the Learning Outcomes. Based on the 2017 CAS guide, we want to remain open-ended. Reflection is not meant to be forced. However, we do require that you complete some form of reflection with words, i.e. valid captions, your own evaluation of your experience: film or record your ideas or express your ideas through "a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, a blog, or other forms of expression" (2015 CAS guide). While pictures may be worth 1000 words, we need some logical and valid link between your experience and the demonstration of your Learning Outcomes. Some students choose to pull out their phones after an experience and interview themselves or riff on the experience itself. This voice memo, or recording, is then a reflection that they upload. You do need to connect your ideas to the Learning Outcomes and think about the five stages of all CAS experiences: 1. Investigation, 2. Preparation, 3. Action, 4. Reflection, 5. Demonstration.

Timelines: reflection does not mean that you express yourself after you have completed an experience/project. However, you are less likely to earn the green flag if you complete all of your reflections in one go, i.e. in one day.

Reflection means "bending backwards," or remark made after turning back one's thought on some subject." Consider an idea, a thought, planning, etc. Complete these reflections when you feel compelled to do so. However, know that I am an English and TOK teacher. I expect you to write decently well, make sense, and focus your reflection. Are you dealing with achieving or having problems achieving CAS learning outcomes? Are you investing yourself? If not, then your reflection will probably come across as superficial. Move past surface and start digging. Have fun.

<p>Reflection is:</p> <ul style="list-style-type: none">• honest• personal• done in many different ways• sometimes difficult, sometimes easy• sometimes creative, sometimes visual• Metacognitive• what I did combined with how I felt• helpful for planning• recorded either in audio or with video• about thoughts, feelings, and ideas adding perspective.	<p>Reflection is not:</p> <ul style="list-style-type: none">• forced• right or wrong good or bad marked or graded• meant to be difficult• copying what someone else said• predictable• only a summary of what happened• done to please someone else• a waste of time• only written
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Evaluation

IB and GCM focus on the Learning Outcomes. We want you all to have fun and offer some balance to your rigorous academics, but we also want you to grow. Some students think that CAS is all about collecting hours. However, we all know that the number of hours you spend on any experience may not yield what you want from it. Therefore, we want you to think about process over product. Based on the 5 stages of all CAS experiences and projects, you will constantly be planning, doing, and reflecting. We want you to offer some balance for these Learning Outcomes. Students invariably want to earn the green flag or the golden trophy, and they will if they can be focused over the entire 18 months of the program. Students who write all of their reflections at the end of a quarter may be engaged in the program, but they may only earn a TBD designation because of their sporadic work toward these Learning Outcomes. We have created descriptors for all [four \(4\) quarters of the experience](#) in the overall CAS timeline listed below. The basic premise is that students must show a balance of all seven (7) Learning Outcomes for their junior and senior year.

As parts of the core of the IB Diploma Programme, GCM blends CAS and EE into the TOK course outcomes each quarter. Students earning the green flag or golden trophy will earn an A, which may help their TOK mark, while students who may have some issues with their CAS progress and product will neither earn an A nor any detrimental mark toward their TOK grade.

Golden trophy symbol: Exceeds expectations for what we have asked of DP Candidates. Documentation is impeccable, supervisor verifications are in for activities that are completed, and reflections/evidence are not only indicative of growth in all 7 Learning Outcomes but also demonstrate a real understanding of the purpose of CAS: to educate the whole person beyond the traditional academic classroom. **CAS grade toward TOK mark: A**

Green flag symbol: Meets expectations for what we have asked of DP Candidates. Documentation is solid (perhaps something missing here or there), most or all supervisor verifications are in for activities that are completed, and reflections/evidence are indicative of growth in all 7 Learning Outcomes. **CAS grade toward TOK mark: A**

No symbol: Almost meets expectations for what we have asked of DP Candidates. Documentation is missing for some CAS Activities, including missing supervisor verifications for completed activities. Some reflections/evidence are in order, but some reflections are either incomplete or missing, and/or between 4-5 Learning Outcomes have been demonstrated. **No grade**

Red flag symbol: Does not meet expectations for what we have asked of DP Candidates. Documentation is spotty at best for the majority of CAS Activities, supervisor verifications are missing for the majority or all CAS Activities that are completed. Reflections are either incomplete or missing altogether, and/or fewer than 6 Learning Outcomes have been demonstrated. **No grade**

From the TOK course outcomes 2018-2019 and beyond:

	Concerns about progress:	A-level performance:
EE *timeline	Student has failed to meet the deadlines for the EE.	Student has fulfilled all requirements for the EE (see left).
CAS progress *Q4 descriptors	Red flag or No mark offered (TBD) , indicating that the student's CAS worksheet may have some inconsistencies: lacks balance, poor reflections, incomplete. These students' experiences will have no negative impact on the TOK grade but may require students to meet with coordinators .	Earned the the golden trophy or green flag , indicating that the student is on track in all 5 stages of CAS and in showing a balance of Learning Outcomes, or hours, or quality of reflections.

Timeline

Grade 11:

- August-September
 - Become familiar with CAS Guide and CAS Handbook and begin to form your plan for executing CAS over 18 months
- September
 - 4th/5th period meetings with CAS coordinator
 - Introduction to ManageBAC
 - Add three (3) experiences to ManageBAC
 - Begin writing reflections and propose CAS reflections
- October
 - CAS Planning Session** with IB Coordinators and CAS Coordinators during lunches
 - Submit junior project proposal in ManageBac for approval and continue providing begins & continue reflections & evidence.
- October-May
 - Meet with CAS coordinator during lunches at least once per quarter to earn the green flag or golden trophy (Q2, Q3, Q4)
 - Target demonstration of Learning Outcomes
 - Write reflection; upload pics, audio, video as reflections
- May-June
 - Submit CAS supervisor reviews as you complete experiences and demonstrate Learning Outcomes through reflections
 - Document properly on ManageBAC

Summer:

- Demonstrate Learning Outcomes through continued reflection on ManageBac over the break

Grade 12:

- All year
 - Meet with CAS Coordinator during lunches at least 1x per quarter (mandatory for green)
- September
 - Target further demonstration of Learning Outcomes
 - Continue documentation by adding senior year to ongoing experiences
 - Propose a senior CAS project
- December-January
 - Target CAS hours: 150, evenly distributed (50-50-50)
- February- March
 - Finalize all CAS paperwork: supervisor reviews, final reflections and evidence
- April-May
 - Complete the CAS exit interview
 - CAS Completion Notification sent to the IB

*Important: Your documentation, evidence, and reflections can also serve as evidence of community service for both the National Honor Society, the Civics Seal application, etc.

On the following pages are some optional forms that are NOT required but may be used if requested by the coordinators.

Learning Outcomes worksheet

Guidelines: Take some time to think about what experiences would help you to reach the following descriptors for each of the seven (7) Learning Outcomes. Or, you may also use this worksheet to determine areas for growth and goals for each Learning Outcome.

<i>LO 1 Identify own strengths and develop areas for growth</i>	
Descriptor: Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.	
<i>LO 2 Demonstrate that challenges have been undertaken, developing new skills in the process</i>	
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.	
<i>LO 3 Demonstrate how to initiate and plan a CAS experience</i>	
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.

FAQ

GENERAL:

Q: How much time do I have to compile and report the required 150 hours?

A: IB Diploma Candidates may begin compiling CAS hours day 1 of junior year. All 150 hours of the CAS requirement must be completed by the beginning of March of the senior year, and soon thereafter all attendant paperwork must be submitted to the IB.

Q: Can I use the same activities I do for other service projects (such as those required of academic honor societies) toward my CAS hours, or do I have to do totally different things?

A: You do not have to do separate, new things for CAS – many kinds of activities carry over; however, you do have to log everything you do in ManageBAC.

Q: How are CAS hours verified? And can the student or his/her parent or other family member or friend sign off as the “sponsor” of these activities?

A: CAS hours must be verified by an adult sponsor (for example, a coach, a club sponsor, a teacher, or a program supervisor) who can be asked to evaluate the student’s participation as “exceptional,” “satisfactory,” or “unsatisfactory” using the supervisor evaluation form sent out directly from ManageBac. Parents or other family members may not act as sponsors. (For unusual circumstances – e.g. when a parent is the team coach or program supervisor – please seek the advice and approval of the IB Coordinators before undertaking the activity.)

Q: Can I “finish” my CAS in grade 11?

A: No – You must be participating in some aspect of your CAS throughout the 18 months you are involved in the IB Diploma Program. However, some activities naturally take place in a short, compacted amount of time (e.g. a week spent on a Habitat for Humanity project) while others span several months (a sport season or class.)

Q: If I have a question about certain activities qualifying for CAS, what is the best way to get answers?

A: The best way to get questions answered is by seeking out Mr. Booz, the CAS Coordinator during lunches in E101. Email is not the best method of contact if you have not spoken to him first. If you have questions over the summer, you may reach out to marshallIBcoordinators@fcps.edu.

Q: If I have questions on CAS in general, whom can I contact for assistance?

A: During the school year, your CAS Coordinator (whbooz@fcps.edu) will be your main contact person for CAS issues, but IB Diploma Coordinators Mr. Matthew Axelrod or Mrs. Molly Kelly (marshallIBcoordinators@fcps.edu) are available to answer your CAS questions in the IB Office. During the summer, please contact us by e-mail.

Q: Why does IB ask candidates to spend so much time logging and reflecting when we are really just supposed to be helping others?

A: We understand that logging and writing so much may seem tedious. However, CAS aims to help you become more foresighted when approaching any challenge you face: during and after high school. For many students, CAS can be a life-changing experience. Use it as an opportunity to try new things and grow as a person. Many people find that their CAS experience helps them hone skills, develop new interests, get to know new people, and start a life-long habit of serving others. The IB guides may sound cheesy, but the “IB curriculum offers a complete educational experience in which the traditional academic subjects and the less formal experiential arts are of comparable significance.” So, focus on balancing that workload and having fun with what you are probably already doing.

QUESTIONS ABOUT CREATIVITY:

Q: Can the hours I spend planning and organizing GCMHS club or class activities (for example, a club field trip or a class fundraising event) count as Creativity hours?

A: Yes, they can count as Creativity hours, provided they do not exceed 30 per year, they are recorded on CAS log sheets, and they can be verified by the club or class sponsor.

Q: If I'm involved in one or more of the Theatre Department's plays next year, or if I'm a member of the Marching Band, the Concert/Symphonic Band or the Orchestra, am I allowed to apply those hours toward my required Creativity hours?

A: Yes, students involved in GCMHS drama productions (either on stage or as a member of the tech team), in band, in orchestra or in choir can earn 30 hours toward the required Creativity hours. In addition, students participating in Model United Nations and the It's Academic Team, as well as members of the newspaper and yearbook staffs, can apply up to 30 hours towards Creativity, provided they use the CAS Record Keeping Form to keep track of their actual hours, not to exceed 30 per year.

Q: I don't have time during the school year to participate in GCMHS-sponsored music, theatre, or other performing arts. How else can I earn the required Creativity hours?

A: Individually designed creativity projects or activities (such as an art, music appreciation, computer science/software design, architectural design or dance class taken through the Fairfax County Park Authority) can count for Creativity.

Q: Can I count non-IB courses I take at GCM or during the summer for Creativity?

A: Yes. If your schedule allows a place for a course you take for enrichment, or if you are required to take a non-IB class for a graduation credit (i.e. an elective), you may count up to 30 hours per year toward the Creativity portion of your CAS. However, courses that are mandatory for high school graduation cannot be counted toward CAS. Additionally you need to show how you can apply this knowledge outside of the classroom and your normal course work.

Q: Can I count IB courses I take at GCM for Creativity?

A: Yes, but with one important caveat: the IB course may not be part of your six courses that count toward the IB Diploma, or the seventh course that all of you take called TOK (Theory of Knowledge). If your schedule allows a place for an additional IB course you take for enrichment, you may include that course toward the Creativity portion of your CAS. However, courses that are mandatory for high school graduation cannot be counted toward CAS.

Additionally you need to show how you can apply this knowledge outside of the classroom and your normal course work.

QUESTIONS ABOUT ACTIVITY:

Q: Do I have to be on one of the GCMHS athletic teams to earn Activity hours?

A: No. There are several ways to earn Activity hours. Students participating on GCMHS athletic teams can earn 30 Activity hours per season. For example, a student who plays a fall sport, a winter sport and a spring sport in a single academic year can earn 90 Activity hours. Besides GCMHS athletics, students can also earn Activity hours by participating in organized activities that involve physical fitness, including weight training or aerobics, hiking or cycling, rowing or bowling. Students engaging in self-directed Activity activities must keep a log sheet and must have a sponsor who is not their parent or relative who can verify the student's record of physical experience.

QUESTIONS ABOUT SERVICE:

Q: Can I earn the 50 Service hours required by simply "helping out" at school?

A: No. Students may compile only up to 10 hours of the 50-hour requirement for Community Service by activities that benefit GCMHS or staff. However, GCMHS service clubs such as Amnesty International, Best Buddies, Earth Force, FBLA, FADD/SAAD, Interact, and the Red Cross Club benefit others, so these organizations are an excellent way to gain CAS service hours. A good source of information on local service activities is on the web at www.voa.org

Q: How might I determine if something is a service-oriented experience?

A: When trying to decide if something is SERVICE, ask yourself, "Am I improving the life of someone less fortunate than myself?" "Am I improving my community in some way?" If you can answer "yes" to one or both of these questions, it probably is service.

Q: Can I get Service hours for volunteering for any "non-profit" organization or simply by doing something on my own?

A: Just because an organization is "non-profit" does not mean that volunteer work done for the organization automatically qualifies as Service. Check with the IB Coordinators to be sure the sponsoring agency qualifies. Service also involves interActivity – not simply doing things for others, but doing things with others – that benefits those in need and that builds linkages with individuals or groups in the local, national or international community. Volunteer work performed without a sponsor or without community involvement will not qualify as Community Service.

Q: Can I count as Service the time I spend at my church or on church activities for Community Service?

A: IB distinguishes between service that benefits members of one's own faith community (church, synagogue or mosque) and service that benefits the larger community. For example, church-sponsored activities that benefit individuals or groups outside one's church can qualify for Service, but volunteer activities that primarily serve or benefit church members are not eligible to be credited as CAS hours.