

CIC CAS Handbook



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1. CIC mission, vision, and expected schoolwide learning results (ESLR's)

mission

To provide excellence in a PN-12 English-speaking environment, and fully prepare each student to prosper in a borderless and innovation-based world.

vision

To become Venezuela's most aspirational PN-12 learning environment.

expected school-wide learning results (ESLR's)

An ESLR is what each student should know, understand and be able to do upon leaving CIC, or by the time the student completes the planned program. A CIC student is a(n)...

Effective Communicators Who:

- Read, write, speak, view, and present, and listen effectively and correctly in English.
- Reflect and critically evaluate oral, written, and visual information.
- Understand, follow, and give directions.
- Communicate clearly and appropriately for various outcomes, cultures, and points of view.
- Collaborate and communicate with honesty and integrity.

Life-long Reflective Learners Who:

- Think about their own thinking.
- Recognize and develop strengths and talents.
- Assess and improve weaknesses and limitations.
- Take an active role in their own learning process.
- Work independently and self directed.

Socially Responsible Global Citizens Who:

- Demonstrate knowledge and awareness of social problems and their implications in both, their own and global communities.
- Participate actively and contribute responsibly in projects that improve the community.
- Respect cultural diversity via collaboration and self and community advocacy.
- Identify and address environmental concerns that affect communities around the world are globally responsible citizens through self-awareness, empathy, and understanding.

Critical Thinkers and Problem Solvers Who:

- Demonstrate intellectual curiosity and independent as well as collaborative learning.
- Demonstrate the ability to use reasoning skills combined with ethical and/or moral values to solve complex problems.
- Utilize technology appropriately to gain information and solve problems.
- Apply knowledge and skills to new situations.
- Make sense of problems and persevere in solving them.

2. what is CAS at CIC?

CAS stands for **Creativity, Activity, and Service**, and is one of three parts of the “core” of the IB Diploma Programme, along with Theory of Knowledge (TOK) and Extended Essay (EE). Successful completion of CAS is a requirement of the IB Diploma as well as the US-accredited CIC high school diploma. CAS is organized around the three strands of creativity, activity and service and is defined as follows:

- **Creativity** — exploring and extending ideas leading to an original or interpretive product or performance.
- **Activity** — physical exertion contributing to a healthy lifestyle.
- **Service** — collaborative and reciprocal engagement with the community in response to an authentic need.

When done in a thoughtful and meaningful way, CAS should be fun and enjoyable for each student! This is the CIC student's opportunity to try new things, explore, and grow as an individual. Rather than merely being a list of random activities, CAS encourages students to collaborate with peers, set personal goals, and truly apply the Learner Profile in an individualized and personal way. The CIC CAS Program is meant to be a journey to self-discovery - where the student decides what he or she would like to experience! With careful planning, CAS can be a cornerstone of the CIC experience.

3. the purpose of CAS at CIC

The purpose of the CIC CAS program is 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 actions 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.

4. core CAS components at CIC

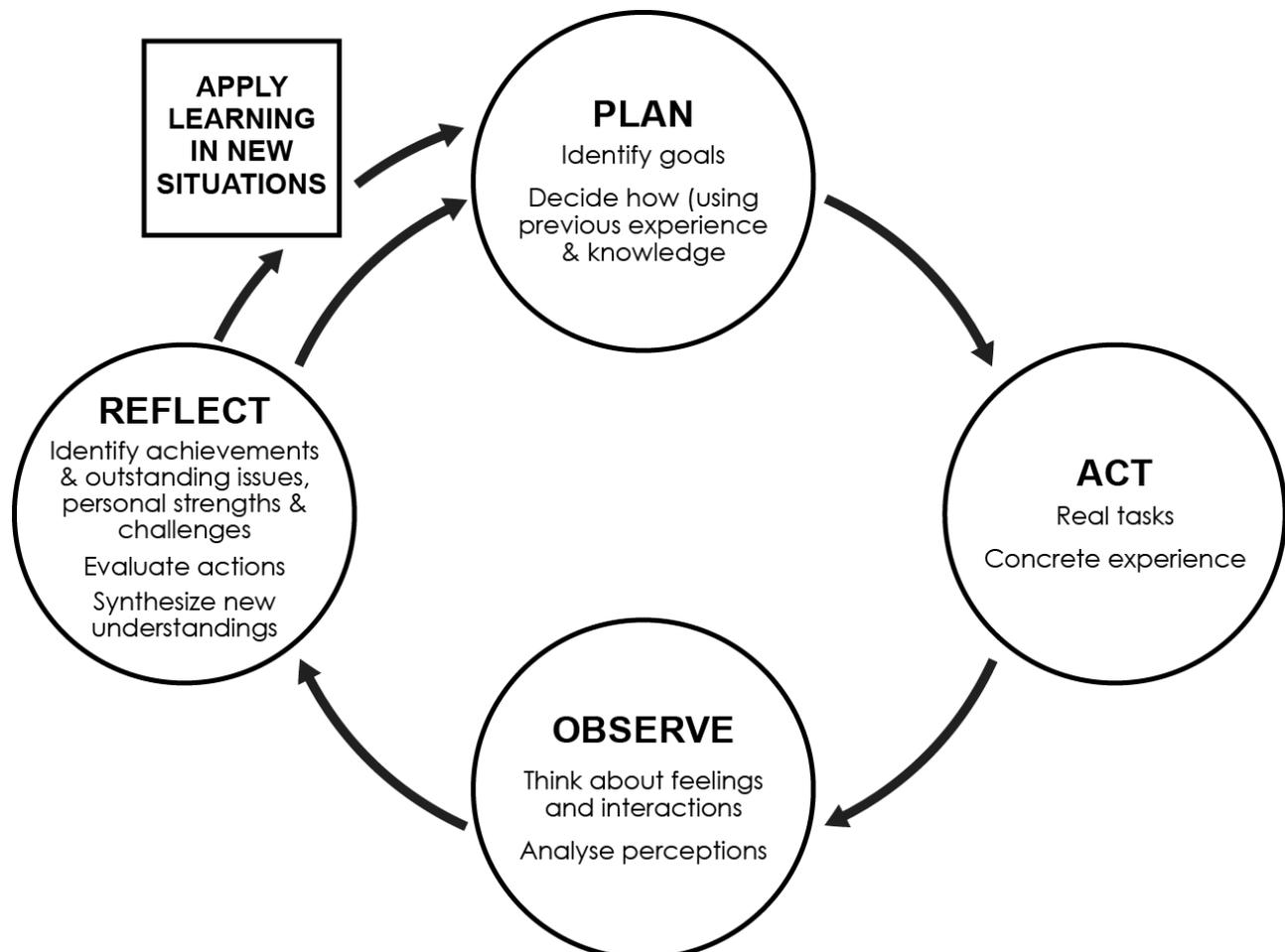
In order to successfully complete CAS, the CIC student must:

- Complete and document CAS experiences over a span of 18 months (beginning in Fall of Junior Year and completed the spring of Senior Year)
- Exhibit a balance of Creativity, Activity, and Service experiences.
- Meet regularly with one's CAS Coordinator, where at least 3 documented interviews are required over the 18 months. Your advisor is a resource for you to ask questions, collaborate on ideas, approve your project, and make sure that you are on track for CAS completion.
- Purposefully structure one's CAS experiences in a way that all 7 CAS Learning Outcomes are met.
- Complete a CAS Integration Project.
- Complete a portfolio that provides evidence of CAS experiences and growth.
- Complete reflections on your CAS experiences to demonstrate connection to the learning Outcomes and CAS Components.
- Meet all major deadlines.

5. select benefits of experiential learning through CAS

While different Diploma Programme subjects offer varying amounts of opportunity for experiential learning, this learning method is at the very heart of CAS. As Figure 1 below indicates, experiential learning involves much more than just the activity itself: it includes a cycle of planning, acting, observing and reflecting to assure the experience is as valuable as possible. The cycle of experiential learning includes that the student:

- sees the application of academic learning, social and personal skills to one's personal real-life situations.
- brings real tangible benefits to oneself and/or others.
- understands one's own capacity to make a difference in the world.
- makes decisions that have real, not hypothetical, results.
- takes responsibility for all aspects of his or her learning.



6. identified CAS learning outcomes and descriptions

Rather than merely logging random volunteer hours, student completion of CAS is based on the achievement of the seven CAS learning outcomes. Some learning outcomes may be achieved many times, while others may be achieved less frequently. While not all CAS experiences have to lead to a CAS learning outcome, students must provide evidence, through reflections in their CAS portfolio, of having achieved each learning outcome at least once.

Summary of Learning Outcomes (LO):

- LO 1: Identify own strengths and develop areas for growth
- LO 2: Demonstrate that challenges have been undertaken, developing new skills in the process
- LO 3: Demonstrate how to initiate and plan a CAS experience
- LO 4: Show commitment to and perseverance in CAS experiences
- LO 5: Demonstrate the skills and recognize the benefits of working collaboratively
- LO 6: Demonstrate engagement with issues of global significance
- LO 7: Recognize and consider the ethics of choices and actions

Learning Outcome 1: Identify own strengths and develop areas for growth

The student:

- is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning Outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations

- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

Learning Outcome 3: Demonstrate how to initiate and plan a CAS experience

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

Learning Outcome 4: Show commitment to and perseverance in CAS experiences

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CA project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS projects.

Learning Outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas

- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning Outcome 6: Demonstrate engagement with issues of global significance

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

Learning Outcome 7: Recognize and consider the ethics of choices and actions

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

7. the responsibility of the CAS/CIC graduating student

Key to the CIC student's CAS programme is personal engagement, choice, and enjoyment of CAS experiences. Throughout the Diploma Programme students undertake a variety of CAS experiences, ideally on a weekly basis, for 18 months. They must also undertake at least one CAS project with a minimum duration of one month. Students reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS coordinator's satisfaction.

8. CIC annual CAS deadlines overview

DATE	ACTIVITY
August	CAS PRESENTATION: During this activity, the CIC student is introduced to the general CAS responsibilities; he or she learns about the differences among the 3 components; and the student needs to design his or her CAS collection using Google docs. A meeting with the CAS Coordinator is held individually to discuss the CAS plan and integration projects. The student can then kick off his or her CAS activity. CAS Individual Interview Template Link
September	CAS integration project ideas are presented.
September	The published individual CAS Plan is delivered to the CAS coordinator and the 1ST Formal meeting is scheduled before 7 September.
October	Ongoing project meetings take place
November- December	Students complete the First Semester by submitting a completed CAS forms . The CAS Emergency Plan for Seniors is filled out.
January	CAS Integration projects start (5 weeks) with an

	orphanage (for example) or organization the student wishes to work with. Seniors begin working on the CAS FINAL SUMMARY and final reports in their Google documents. Pictures should be included as well as other evidence of work such as brochures, name tags, etc.
February	CAS information from Seniors is published and evaluated. CAS Integration Project ideas from Grade 10 students are due.
May	CAS Learning Outcomes Form is filled out by juniors. CAS Report is sent to the IBO (CIC Seniors). Juniors receive feedback and advice regarding their CAS status.
June	CAS report is published in IBIS (CIC Seniors)
June/July	Activities done for CAS during summer vacations are reported.

9. CAS criteria for success

Students are expected to:

- approach CAS with a proactive attitude
- develop a clear understanding of CAS expectations and the purpose of CAS
- explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- determine personal goals
- discuss plans for CAS experiences with the CAS coordinator and/or CAS adviser
- understand and apply the CAS stages where appropriate
- take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS programme experience records including evidence of achievement of the seven CAS learning outcomes
- maintain a CAS portfolio and keep of CAS understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- demonstrate accomplishments within their CAS programme
- communicate with the CAS coordinator/adviser and/or CAS supervisor in formal and informal meetings

- ensure a suitable balance between creativity, activity and service in their CAS programme appropriately and ethically in their choices and behaviors
- engage mainly in After School Activities in the school campus.

10. CIC CAS activities sample grid

Club or School Activity	C	A	S	NOTE	Work Distribution	Aprox Nr of hours per activity
Athletic Teams & Sport Clubs	(X)	X		(x) if the student helps in the organization of Tournaments	VANAS or Sport Club Attendance. Depends on the student commitment	Practice 20 hours, games & VANAS 24 hours
Ayuda y Amistad	X	X	X	Projects throughout the school year	Juniors: Should participate in 3 AYA events Seniors (At least 2 events)	30 hrs. 20 participation (According to the student attendance). 10 officers
Concert Band/Jazz Club/Rock Band	X	X	(X)	(x) if the performances are done in an orphanage or the student teaches how to play an instrument	School performances during any school events	Practice 20. Performance, Full concerts, work
Drama Club (English/Spanish/French)	X	X	(X)	(x) if the performances are done for Charity	Backstage hands (A), Lightning technicians (C)	Practice 20 Performance 6 for Community Service
Stage Design	X		X	(x) If the student helps in MS Drama		Working hours (10)
All MUN & JMUN	X	X	(X)	CHAIRS (C) (A) Adm. Staff (A) (Delegates) (C)		

				(A) Press(C) (A)		
School Events			X	Working hours		Open House Welcome Back Barbecue
Talent Show	X	X		Working hours	It counts for service if you make as a gift for an orphanage	3-4 hours of preparation
Student Council	X	X	X	Working hours during the school year.	Activities will vary depending on the students work	10 hours
Teacher Aide (ES, SS) § Nurse	(X)	(x)	(x)	According to the teacher's criteria and the activity within the class		Working hours
Halloween Carnival	X	X	X		Working hours Juniors (S) Seniors (C/A)	(6) hours 2 (pre- activity)
CAS Integration Projects	X	X	X	Compulsory for 11th grade	Students run their own projects	15 hours 5 hours per Section.
Wall	X	X	X		Attendance	25 during the year (working time)
Green Team	X	X	X		Events	20-25 hours including events
Community Service day (Climate Change)	X	X	X		Depending on the task and time spent	from 2-4 hours
Sport Clubs After-school		X				Evidence of work, a letter and an Attendance sheet
Peer Mentoring	X		X			Number of sessions
Online Events			X			Depending on the topic and active participation

11. final comments for review

- Students should participate in at least one sport every school year on the school grounds. (Students who have medical issues will still need to participate in a health/wellness activity within reason for their issue).
- If a student is attending an extramural activity, a letter is expected from the supervisor, writing in detail the student schedule and special events he/she will be participating in. Working hours should be reported as well as attendance. The extramural activity must be unpaid. Family and religious activities are excellent duties to do, *but they are not CAS activities*. Extra mural activities hours will be assigned according to the attendance and commitment. All these activities must be notified and approved by the CAS coordinator.
- Non-IB students must report CAS work during the first year with all the forms. In 12th grade, the non-DP students should report CAS in order to meet graduation requirements. They are also encouraged to take part in the CAS INTEGRATION PROJECTS.
- **NON-DP students DO have community service obligations.**
- The CAS cycle concludes February during the Second year (Senior Year) after successfully filling out the final summary and completing the personal interview .
- All hours reported by the CAS student must be confirmed by the activity supervisor to the CAS Coordinator.

12. CAS integration project overview

Please note that many documents support the entire CAS process and can be obtained from the CIC CAS Coordinator.

The CAS integration project is a personal activity that an DP candidate and/or Senior have designed to accomplish the 7 CAS Learning Outcomes. The activities vary according to the students interests and abilities. The CIP should be run by the students supervised by a teacher and CAS coordinator. THE CIP can be school clubs, out of campus projects(with

previous approval) and different academic and sport activities for underprivileged people . The three CAS components must be present.

Weekly or Monthly Report: If you have chosen to work in a School Club, a monthly report of your progress should be submitted in your CAS folders. If you choose to work with the orphanage, the period of work is 5 weeks. 5 journals are expected to report your experiences.

Lesson Plan : Evidence of planning should be included in your CAS Reflection.

Find an Advisor: You also need a teacher to be your adviser during this project. You should send him/her the link to your project so he or she can advise and help you through the process. Any consultations should be reflected in your journals. It is also very important to consult your advisor before the last presentation. At the end of the process your adviser should sign up your CAS SELF EVALUATION FORM.

Evidence of work: Pictures and or/videos, or designing materials should be included, showing progress.

A Secondary School Assembly: You will present your work to the school community. A 7 mins video should be presented to the school community. The students should highlight two CAS objectives.

The CAS project involves the integration of the 3 components and the accomplishments of the 87 learning outcomes.

13. CAS integration project description form

Student Name : _____

CIP Project : _____

CIP Supervisor : _____

Please give a brief description of your project and how the 3 CAS components and the 7 objectives are involved. Please highlight two objectives you would like to develop through your project.