

CREATIVITY, ACTION AND SERVICE (CAS)

Creativity, Action and Service (CAS) is a required component of the International Baccalaureate program for all diploma students (11th & 12th). Students must complete 150 hours of CAS activities divided equally among the three categories: creativity, action, and service. This is equivalent to 2-3 hours per week over a two-year period. Students who fail to meet the CAS requirement will not receive the IB diploma. Middle Years/Pre-IB Program students (9th & 10th)) are required to complete community service hours; **creativity and action activities are encouraged but not required.**

Creativity (11th & 12th) is interpreted as imaginatively as possible to cover a wide range of arts and other activities. It also includes creativity by the student in designing and carrying out service projects.

Action (11th & 12th) includes participation in expeditions, individual and team sports and physical training. It may also include participation in creative and service projects.

Service (11th & 12th) may be community or social service, but may also be service on behalf of the environment or the international community. Service to the school community is also appropriate.

Please read the CAS Activities and Religion section at the end very carefully!

Mrs. Berini serves as CAS Coordinator. She records all CAS hours for juniors and seniors and makes the final determination as to which activities are appropriate. In general, activities that express the spirit of CAS encourage the student to share his/her energies and special talents while developing awareness, concern, and the ability to work cooperatively with others.

Should you have questions: Contact Patricia Berini, CAS Coordinator at patricia.berini@cms.k12.nc.us or 980-343-5800.

Middle Years/Pre-IB Requirement (9th & 10th)

CAS is an IB diploma requirement in grades 11 and 12. Five perspectives known as the areas of interaction are at the core of the Middle Years/Pre-IB program. These are: approaches to learning; **community service**, health and social education, environment, and homo faber. These pervade and recur throughout the five years of the MYP, through the eight subject groups, but also through interdisciplinary teaching and projects, whole school activities and the MYP personal project. The areas of interaction are not directly assessed nor awarded individual grades, since they are themes rather than subjects. At the Middle Years/Pre-IB level, students submit community service hours to their English teachers or Mrs. Berini (if they don't take MYP English).

Breakdown of required involvement

IB Diploma

9th grade-35 hours community service
10th grade- 40 hours community service
11th grade- 75 hours creativity, action and service (CAS)
12th grade- 75 hours creativity, action and service (CAS)

IB Concentrated Studies

17.5 hours
20 hours
37.5 hours
37.5 hours

Middle Years Program- Community and Service

Defining Features of the Area of Interaction

How do we live in relation to each other?

How can I contribute to the community?

How can I help others?

The mission statement of the IBO stresses that its concern extends beyond intellectual achievement: students should develop a personal value system through which to guide their own lives as thoughtful members of local communities and the larger world. The curriculum model places the student as a learner at its center; the next circle represents the place and role of the student in communities, from the immediate family and school environment to the world at large.

Giving importance to the sense of community throughout the MYP encourages responsible citizenship as it seeks to deepen students' knowledge and understanding of the world around them. Students are encouraged to make connections between their intellectual and social development and the benefits that they can contribute to the community by asking themselves, "How can I make a difference?" This area is about action and reflection inside as well as outside the classroom. Students discover the social reality of self, others and community. In so doing, this area of interaction fosters the affective, creative, ethical and cognitive development of the adolescent.

The area of community and service in the MYP aims to develop:

- sensitivity to the needs of the community and society in general
- awareness of the role of the individual within a community
- a willingness and the skills to respond to the needs of others
- an altruistic attitude which enriches the life of the student through enhanced insight into different social patterns and ways of life.

This area of interaction also supports the fundamental concept of intercultural awareness, which aims to encourage tolerance and respect, leading to empathy and understanding. Students engage in interactive situations that will enrich them emotionally, socially, morally and culturally by engaging them in positive action and contact with other social and cultural environments.

The idea of community is developed as an integral part of the program, present in the curriculum as well as in whole-school and extra-curricular activities. Students become aware of specific issues, recognize their responsibility and become empowered to act in response to needs identified in class within the curriculum.

Community and service in the MYP involves three central elements:

- awareness
- involvement and service
- reflection.

Learning activities will emphasize these elements to varying degrees.

CAS Activities and Religion

In response to a number of questions raised by schools, the International Baccalaureate Organization CAS committee has determined the following principles in relation to CAS activities and religion. The following statement is the main guideline in identifying activities which do not qualify for CAS: "Religious devotion and any activity which can be interpreted as proselytizing."

The concept of community in the "community service" may include a religious community when the objective of the activity is secular and not religious. Students who engage in such activities must also show evidence of participation beyond their religious community. This is in keeping with the IBO philosophy of promoting international understanding and developing attitudes and values which transcend race, religion, gender and politics.

A religious group helping people in the larger community qualifies for service where the objectives are clearly secular.

Designated IB Requirements- Community and Service (9-10) and CAS (11-12)

Students in grades 9 – 10 must pass at least 3 IBMYP courses and **complete all community service hours**. 10th graders must also complete the Personal Project.

In order to enter the IB Diploma Program in grade 11, a student must meet the following prerequisites: English 9; English 10; Geometry; Algebra II or Algebra II/Trig; Biology; Chemistry and/or Physics; World History; Civics and Economics; and Level III of French, German, Japanese, Latin, or Spanish.

Students in grades 11 - 12 must complete a minimum of three IB courses and **all required community service hours**. Students earning the IB Diploma must successfully complete examinations in six (6) courses as well as Theory of Knowledge, the Extended Essay, and **150 hours of Creativity, Action and Service**.

Note: Students who do not complete these requirements MAY NOT REMAIN in the IB Program and MUST choose another program/school for the following school year.