

Súkromné gymnázium, Česká – Private High School, Ceska

International Baccalaureate

IB

CAS

Student Handbook



Súkromné bilingválne gymnázium
Súkromná základná škola
Súkromná materská škola

ČESKÁ 10

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2. IB Learner Profile



IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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3. IB Mission Statement



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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become ***active, compassionate and lifelong learners*** who understand that other people, with their differences, can also be right.

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ibo.org [URL:// : https://www.ibo.org/about-the-ib/mission/](https://www.ibo.org/about-the-ib/mission/)

4. Aims of CAS



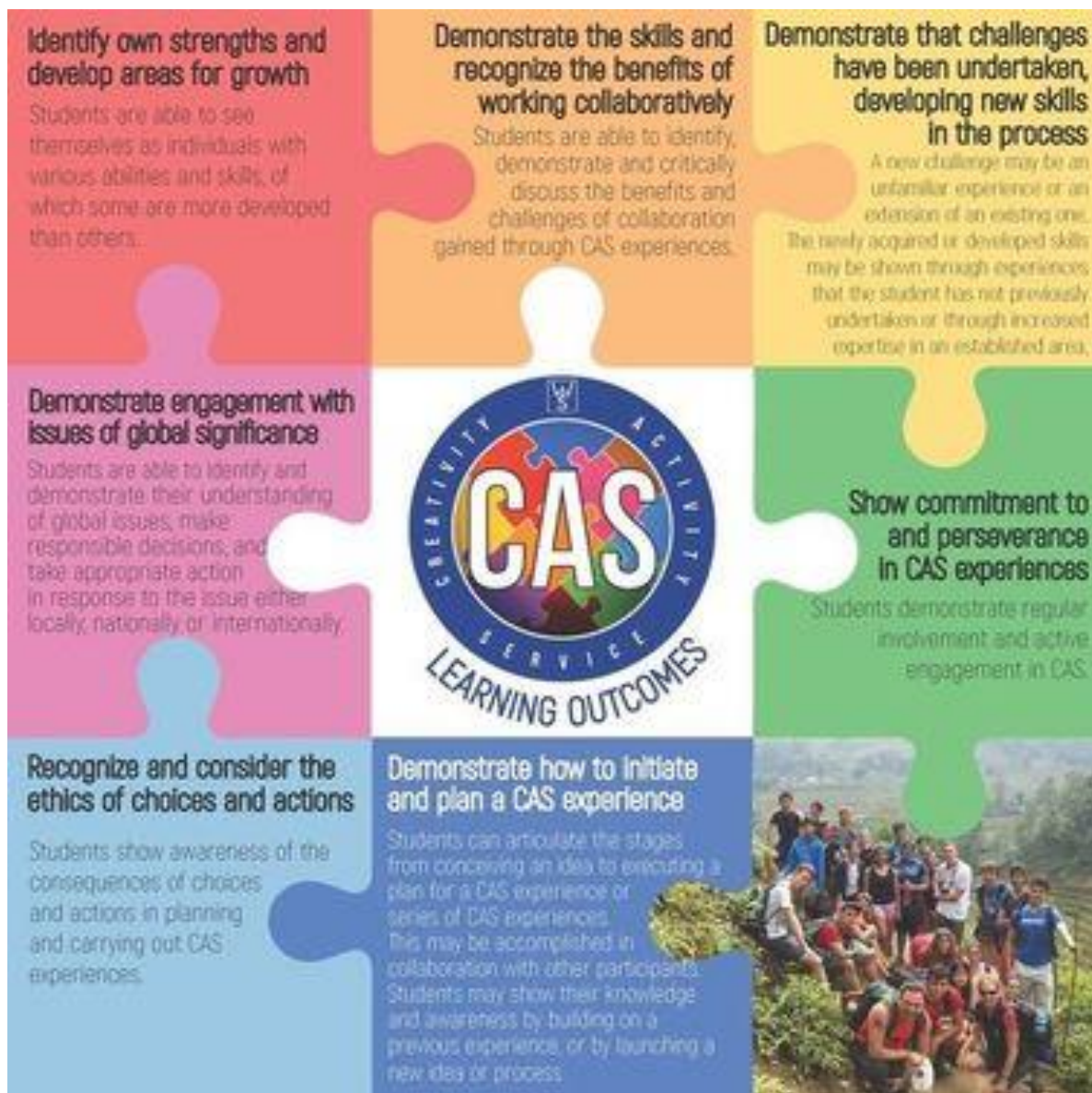
The CAS programme aims to develop students who:

- **enjoy** and find significance in a range of CAS experiences
- **purposefully reflect** upon their experiences
- identify goals, develop strategies and **determine further 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.




My aims:

5. CAS Learning Outcomes



7 learning outcomes

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

My favorite outcomes:

6. CAS Student Responsibilities

CAS responsibilities

Students are **required** to:

- **Self-review at the beginning** of their CAS experience and set personal goals for what they hope to achieve through their CAS programme
- **Plan, do and reflect:** plan activities, carry them out and reflect on what they have learned
- Undertake **regular reviews** and a final review with their CAS coordinator
- **Take part in a range of activities**, including **at least one project**, some of which they have initiated themselves
- **Keep records of their activities** and achievements, including a list of the principal activities undertaken
- **Show evidence of achievement of the eight CAS learning outcomes**



My most challenging responsibility:

7. CAS Strands



Well chosen CAS activities are “experiential learning” that:



- Develop personal interests
- Grow personal skills and/or talents
- Are enjoyable and challenging
- Provide new experiences
- Lead to consequences for you
- Benefit others or the environment
- Address 7 IB CAS learning outcomes

CAS is not...

A points-scoring exercise

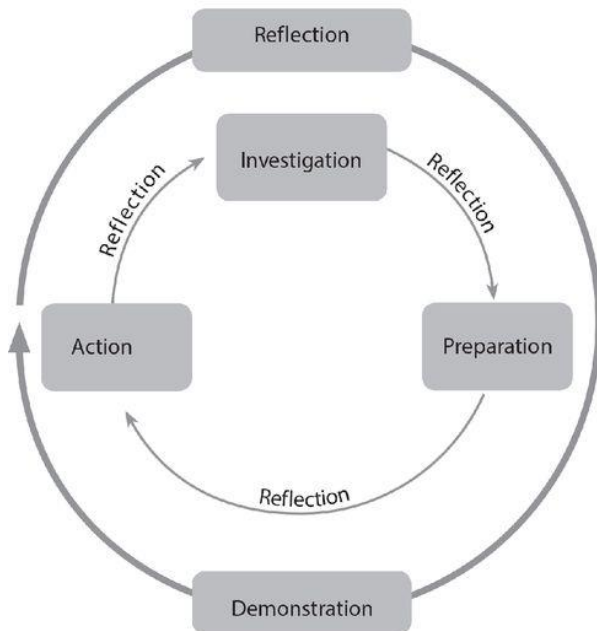


A passive experience



8. CAS Stages

5 STAGES OF CAS PROJECT



- **1. INVESTIGATION** – identify
a need / issue
- **2. PREPARATION** – design
a plan
- **3. ACTION** – implement
a plan
- **4. REFLECTION** – reflect
on your feelings & thoughts from
experience
- **5. DEMONSTRATION** – what
and how you learned, share
through CAS portfolio

*** include this information for your proposal beforehand on ManageBac

My specific CAS project stages:

9. Forms of Reflection

Reflection is:	Reflection is not:
<ul style="list-style-type: none">• honest• personal• done in many different ways• sometimes difficult• sometimes easy• sometimes creative• building self-awareness• necessary for learning• what I did, combined with how I felt• surprising• helpful for planning• done alone or with others• about thoughts, feelings, and ideas• adding perspective.	<ul style="list-style-type: none">• forced• right or wrong• good or bad• marked or graded• difficult• copying what someone else said• predictable• to be judged by others• only a summary of what happened• done to please someone else• a waste of time• only written• only discussion• only led by teachers.

What works best for me?

10. CAS Proposal Form Sample

CAS PROPOSAL FORM

STUDENT'S NAME: Arda Gökhan

CLASS: IB1F / IB2F

NAME OF THE CAS EXPERIENCE: Playing Piano

CAS STRANDS

CREATIVITY

ACTION

SERVICE

START DATE: 14 October 2018

FINISH DATE: 3 February 2019

PLANING

Description: (Description of the activity/ project and the work you will undertake this project)

will play piano starting from October (in IB1) till the end of IB2. 2-year process of playing piano will develop my ability to play piano and my rhythm feeling. I will learn several songs and how to read notes. I'm planning to learn Fantasie Impromptu, Nocturne no.20, waltz no 69 from Chopin, Schubert Impromptu from Schubert and Für Elise from Beethoven.

Working Schedule:

I am planning to work at least 1 hour a day. It will develop my ability to play. Starting from October, I will continue till the end of IB2. In this period want to learn some pieces from Schubert, Chopin and Beethoven.

Personal Goals:

- To play advanced songs
- To play classics
- See my development regularly
- To learn theoretical music knowledge
- To learn at least 4 music pieces

References:

<https://www.ibo.org/programmes/diploma-programme/>