



American Academy
Casablanca

CAS





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WHAT IS CAS ?

CAS is one of the three elements of the IB DP core (TOK, Extended Essay, and CAS). The three elements of the DP core were introduced by the original curriculum designers of the DP as a way to educate the whole person. The core is seen as the heart of the DP. With its holistic approach, CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

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 may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition.
- + Activity—physical exertion contributing to a healthy lifestyle. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle.
- + Service—collaborative and reciprocal engagement with the community in response to an authentic need.

CAS 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.

As a shining beacon of the IB values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. A meaningful CAS programme is a journey of discovery of self and others. Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualized according to student interests, skills, values and background. The CAS Coordinator meets with students regularly to provide support, encouragement and guidance. The CAS stages offer a helpful and supportive framework and continuum of process for CAS students.

HOW CAS WORKS

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service. Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or may be an extended series of events. Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands. Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

CAS EXPERIENCES VS CAS PROJECTS

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands. It can be a single event or an extended series of events. Page 5 A CAS project is a collaborative series of sequential CAS experiences lasting at least one month engaging students in one or more of the CAS strands. Students work as part of a team with a group of other students or members of the wider community. A CAS project may involve members of the community and/or other AAC/DP students. The project must have clearly defined procedures, goals and responsibilities, and students must be able to report on how they completed the project and what they learned. All projects must follow the five CAS Stages found in the Service section of this handbook. Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than just a series of unplanned/singular experiences. Students must be involved in at least one CAS project during the programme.

EVALUATION OF CAS

Successful completion of CAS is a requirement to receive a DP Diploma, even though it does not count in the point accumulation with the six subject areas, the EE and TOK. Evidence is collected over the 18 months, and there are three scheduled, formal interviews with the CAS Coordinator to review progress and provide guidance. The students will create and build a portfolio for CAS which is a record of their work and their reflections. More information on how CAS will be evaluated will be made available to students at the beginning of grade 11.

THE SEVEN CAS LEARNING OUTCOMES

Successful completion of CAS is a requirement for the award of the IB Diploma. Completion of CAS is based on student achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. Students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving each of the seven learning outcomes at least once through their CAS programme.. Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. The CAS coordinator must reach agreement with the student as to what evidence is necessary to demonstrate achievement of each CAS learning outcome. Commonly, the evidence of achieving the seven CAS learning outcomes is found in students' reflections.

LEARNING OUTCOME	DESCRIPTOR
LO 1 Identify own strengths and develop areas for growth.	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO2 Demonstrate that challenges have been undertaken, developing new skills in the process.	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 new experiences or through increased expertise in an established area.
LO3 Demonstrate how to initiate and plan a CAS experience.	Students can articulate the stages from conceiving an idea to executing a plan for individual or collaborative CAS experiences. Students may show their knowledge and awareness by building on a previous experience or by launching a new idea or process.
LO5 Demonstrate the skills and recognize the benefits of working collaboratively.	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO6 Demonstrate engagement with issues of global significance.	Students are able to identify and demonstrate their understanding of global issues, make responsible
LO7 Recognize and consider the ethics of choices and actions.	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

THE CAS PORTFOLIO

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is used by students to plan their CAS programme, reflect on their CAS experiences and gather evidence of involvement in CAS; it is not formally assessed. In their CAS portfolio, students provide the school with evidence of having achieved each learning outcome at least once through their CAS programme. During the three scheduled CAS interviews the CAS portfolio is discussed and appropriate encouragement and advice is given. The CAS portfolio is used to showcase the student's CAS programme and should be a source of pride.

CAS INTERVIEWS

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

The first interview is conducted at the beginning of the DP. The CAS coordinator ensures the student understands the requirements for CAS, the CAS learning outcomes, and

how they might achieve these outcomes. They also discuss the student's interests and ideas for CAS experiences, determine what form the student's CAS portfolio should take, and review the CAS stages.

The second interview is held towards the end of the first year. The main purpose is to assess the student's progress in CAS- have they committed to a range of CAS experiences and are they achieving the learning outcomes. Students at this stage may have completed or are planning to carry out a CAS project. The student's CAS portfolio is used as a reference and reviewed for gathered evidence including achievement of any of the learning outcomes.

The third interview is the summative interview for CAS. It is just before the DP finishes. The student outlines how they have achieved the learning outcomes for CAS, discuss and evaluate their overall CAS programme, and reflect on personal growth. The student's CAS portfolio is used as reference in this interview.

THE FIVE CAS STAGES

1. **Investigation:** Students participate in social analysis of a selected issue, with identification and confirmation of a community need, often with the designated community partner. Having an inventory of interests, skills, talents and areas for personal growth, students are able to make choices based on their priorities and abilities and the designated need.
2. **Preparation:** Students design a service plan appropriate to the identified need, with clarification of roles and responsibilities, resource requirements, and timelines to successfully implement the plan. Any community partners are likely to be consulted. Students also acquire and develop the knowledge and skills needed for the experience.
3. **Action:** Students implement the plan through direct service, indirect service, advocacy, or research. Their service may be a combination of one or more of these types of service. Students may work individually, with partners, or in groups.
4. **Reflection:** Students examine their thoughts, feelings and actions applied to the context of self, community and the world. With service learning, reflection often occurs with greater frequency as students identify significant moments generated by new situations and insights.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their service experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke responses from others.

REFLECTION

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

Each student must reflect upon his/her learning and development in the CAS Programme. As part of the IB learner profile, the ability to examine one's own thought process and learn from our mistakes is a vital part of being a successful, positive member of the community. Reflection is a key component in meeting the requirements of CAS, and helps young adults to see their evolution through a clearer lens. The CAS Coordinator will explain the minimum requirements for each DP candidate, but all students are encouraged to continually look into themselves to seek clarity and growth opportunities.

Overall, reflection is an honest, personal examination of one's own thoughts and progress. There are a variety of ways to reflect, and one's thoughts, feelings and preconceived ideas must be a part of the process.

Reflection can appear in countless forms. CAS students should be able to identify forms of expression that have personal meaning and best enable them to explore their experiences. Reflection is never forced and is not graded. It cannot be seen as something that "must be done"

or another box to check. If reflection in itself is a waste of time, the student must examine their own priorities and level of engagement. For help with reflection, consult the CAS Coordinator or HS counselor.

Four elements assist in the CAS reflective process. The first two elements form the foundation of reflection.

- + Describing what happened: Students retell their memorable moments, identifying what was important or influential, what went well or was difficult, obstacles and successes.
- + Expressing feelings: Students articulate emotional responses to their experiences.

The following two elements add greater depth and expand perspectives.

- + Generating ideas: Rethinking or re-examining choices and actions increases awareness about self and situations.
- + Asking questions: Questions about people, processes or issues prompt further thinking and ongoing inquiry.



CAS CALENDAR AND DEADLINES

The CAS Coordinator will make the calendar and deadlines available to each DP student at the beginning of the programme. Students must adhere to this calendar and achieve all objectives by the expected date. If there is a special situation which will not allow any student to meet a deadline, they must contact the CAS Coordinator BEFORE that deadline arrives.

American Academy Casablanca CAS Calendar Class of 2022

(Modified due to COVID-19 Lockdown)

	MONTH	DP1	DP2
QUARTER 1	September	Introduction to CAS First CAS Experience First CAS Interview	CAS Project Review Lesson DP1 Peer Presentation about CAS
	October	Personal Profile Due	CAS Project Proposal Due
		CAS Trip Prep Meeting	
QUARTER 2	November	Annual IB CAS Trip	
	December	Portfolio Submission & Check-in CAS Report sent to IB Coordinator/Parents	
	January	CAS Coordinator office hours start (Fridays 9am-11am)	
QUARTER 3	February		
	March	Portfolio Submission & Check-in	
	April		CAS Project Deadline CAS Demonstration Day
QUARTER 4	May	Second CAS Interview Intro to CAS Project	Final CAS Portfolio Due Final CAS Interview
	June		IB notified whether or not candidates have completed their CAS program Graduation

POSSIBLE CAS EXPERIENCES FOR AAC STUDENTS

There is a wide range of activities that would fall within one or more of the CAS strands. AAC expects its DP students to seek activities that will provide them with authentic growth experiences and help integrate them effectively with the greater community. The overall goal of CAS is to develop skills; therefore, students are encouraged to try new experiences and get outside of their comfort zone. Below is a list of possible CAS activities-please review your plans with the CAS coordinator at the beginning of the programme to ensure that you are on the right track:

- + Participation in an AAC or outside music, art or theater group.
- + Taking special classes (review the class with the CAS coordinator before beginning).
- + Planning activities for school or community groups.
- + Working for the AAC yearbook or starting a school newspaper.
- + Being a member of an AAC or supervised outside sports team.
- + Taking part in a club which involves physical activity (wall climbing).
- + Running a marathon.
- + Joining a dance group.
- + Taking yoga/pilates/martial arts classes.
- + Volunteering at a local organization.
- + Working on a specific community project (ex. Habitat for Humanity).
- + Any religious group that is ONLY involved in service (not proselytizing).
- + Physical and/or emotional assistance for the elderly.
- + Coaching or teaching young children a sport or skill.

This is in no way meant to be a complete list-it is just some possible ways in which the CAS requirements can be met. The key for DP students is to find something that interests them, to ensure commitment. Students completing their CAS projects will be representing themselves, their families and the AAC community, and it is expected that they act in an exemplary manner at all times.

WHAT IS NOT CAS

While CAS covers a huge range of activities and types of projects, some undertakings would not meet the requirements of the programme:

- + Any religious activity
- + Any project which is part of the DP curriculum in one of the courses
- + Any activity in which the student receives remuneration or other direct benefit
- + Any activity where there is no adult supervisor to verify the work
- + Any task which is simple/repetitive
- + Any form of family obligation

- + Any work which causes division in the community (political organizing)
- + Any fundraising without a clear goal which benefits the community
- + Any work with a business or for-profit organization (internship at a bank)
- + Any activity which does not have a clear benefit for others

RESPONSIBILITIES OF STUDENTS

One of the reasons AAC has adopted the DP is to help students work more independently. With this new freedom comes more responsibilities. AAC expects DP students in CAS to:

- + Be actively engaged in CAS activities weekly (min. 3-4 hours).
- + Honestly reflect on their progress in a variety of ways
- + Inform the CAS Coordinator of plans for projects
- + Raise concerns or questions immediately to alleviate stress and confusion
- + Manage their time effectively, and seek help when necessary
- + Keep accurate records and obtain the required signatures
- + Meet regularly with the CAS Coordinator
- + Understand the successful completion of CAS is required to receive the IB Diploma
- + Approach CAS with a proactive attitude
- + Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- + Take part in a variety of experiences, some of which are self-initiated, and at least one CAS project
- + Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- + Ensure a suitable balance between creativity, activity and service
- + Behave appropriately and ethically in their choices and behaviours.

SERVICE AT AAC

Active involvement and the completion of a service project is not only a key component of the IBDP but it is also a graduation requirement for AAC graduates. Therefore, if a student does not receive his/her IB Diploma or does not complete the CAS to a satisfactory level, they still must complete a service project that meets school minimum requirements.

The following information pertains to the DP requirements and expectations for the service component of CAS. For students entering the DP-whether they finish or not-they must follow the expectations for CAS to receive their AAC Diploma.

FOUR TYPES OF SERVICE ACTION

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows.

- + **Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter.
- + **Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization's website, writing original picture books to teach a language, or nurturing tree seedlings for planting.
- + **Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.
- + **Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

APPROACHES TO SERVICE

There are many approaches to service, such as:

- + **Ongoing service:** When investigating a need that leads to a plan of action implemented over time, students develop perseverance and commitment. They observe how their ideas and actions build on the contributions of others to effect change. Their reflections may show deeper awareness and knowledge of social issues.
- + **School-based service:** While students are encouraged to participate in meaningful service that benefits the community outside school, there may well be appropriate service opportunities within the school setting. In all cases an authentic need must be verified that will be met through student action. Service needs met at a school may prepare students for further action within the larger community; for example, by tutoring within the school, students may then be better prepared to tutor at a community centre.
- + **Community-based service:** Participating in service within the local community advances student awareness and understanding of social issues and solutions. However, single incidents of engagement with individuals in a service context can lack depth and meaning. When possible, interactions involving people in a service context best occur with a regularity that builds and sustains relationships for the mutual benefit of all. For example, rather than a single service experience at a retirement facility, students can decide to establish regular visits when they realize their efforts are valued and have reciprocal impact.
- + **Immediate need service:** In response to a disaster, students often want to move towards immediate action. Typically they quickly attempt to assess the need and

devise a planned response. Later, the students can be reminded and encouraged to further investigate the issue to better understand underlying causes. This provides greater context even if the service action has already taken place. With increased knowledge, students may commit to ongoing assistance, for example, such as joining with prevention or community resilience initiatives regarding an environmental issue.

- + **Fundraising:** The preferred approach is for students to initially develop their understanding of the organization they choose to support and the issues being addressed. Students can draw from their interests, skills and talents to plan the method and manner of fundraising. Ideally, students directly communicate with the organization and establish accountability for funds raised. Sharing the rationale for the fundraising educates others and advocates the chosen cause. Students can also be asked to consider other ways to augment their contribution through direct, advocacy, or research service.
- + **International service:** Students are encouraged to participate locally in service before considering service opportunities outside their country. When participating in international service, students must understand the background and the circumstances of an identified and authenticated need to support their involvement. When direct communication with an overseas community is not possible, students could cooperate with an outside agency to provide an appropriate service. Students do benefit from serving in an international context when able to make clear links to parallel issues in their local environs and they understand the consequences of their service. Schools must ensure that commercial providers, if used, act in accordance with the aims of the IB mission statement and CAS requirements. Additionally, schools must undertake risk assessment to ensure the safety of students.
- + **Volunteerism:** Students often volunteer in service experiences organized by other students, the school or an external group. In such cases, students benefit from prior knowledge of the context and the service need. Being informed and prepared increases the likelihood that the students' contribution will have personal meaning and value. Utilizing the CAS stages prior to volunteering is highly recommended.
- + **Service arising from the curriculum:** Teachers plan units with service learning opportunities in mind, students may or may not respond and act. For example, while studying freshwater ecology in environmental systems and society, students decide to monitor and improve a local water system.

RISK ASSESSMENT

The IB and the learner profile attributes encourage students to be risk-takers; however, this does not mean that students or teachers should be encouraged to take unnecessary risks or place themselves in danger. The key to safely taking risks is having the ability to fully understand the nature of the risk being taken and how to mitigate potentially dangerous outcomes where necessary. When planning a CAS experience in which participants may be exposed to hazards, it is important that risks are identified and assessed. The IB requires that schools always comply with the pertinent local health and safety laws and regulations both in and out of the classroom.

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Essaouira Darna



جمعية الصويرة دارنا
مؤسسة الرعاية الاجتماعية
مركز استقبال الأطفال
الصويرة دارنا





I love witnessing students challenge themselves and flourish beyond the classroom in their CAS journeys!

Meet Ms. Hannah, a passionate educator originally from Florida. With a Bachelor's degree from Florida State University and a Masters in Educational Leadership from the University of Central Florida, she now serves as AAC's college counselor and IB CAS coordinator. Beyond the classroom, Ms. Hannah believes in the power of CAS to empower students to challenge themselves, embrace new activities, and foster personal growth. She finds joy and inspiration in witnessing students' diverse experiences, learning various facets of their personalities. During the annual CAS Trip, Ms. Hannah fosters a sense of community and facilitates friendship collaborations, elevating social and personal development to new heights among the DP cohort.

Hannah Graves

Ms. Hannah Graves

IB CAS Coordinator - College Counselor

hgraves@aac.ac.ma

** This handbook was prepared by the CAS Coordinator Ms. Hannah Graves School Year 2023-2024.*



Connect with us

For more details, call us on :

+212 5 29 03 91 12

+212 6 31 03 10 31

Email us on :

contact@aac.ac.ma

Address :

**RN 3020 Ville Verte Casa Green Town
Casablanca Bouskoura 27182**

or visit :

www.aac.ac.ma