

**SSE CAS HANDBOOK 2015**

**SANGAM SCHOOL OF EXCELLENCE**



## **SANGAM SCHOOL'S MISSION STATEMENT -**

SSE aims to develop in children the knowledge and skills to enable them achieve their career goals and become caring and open minded leaders who think global and act local. Education at Sangam is a relentless quest for excellence, for the fullest possible development of a student's personality and potential viz. academic, spiritual, moral, social and physical- are the cornerstones of the School's philosophy.

Students will be taught in a caring and personalized learning atmosphere that is enhanced through a friendly and constructive partnership with parents. Through the School's programs and activities, the children will learn to respect all cultures and communities, preparing them to become a part of our increasingly multi-cultural world.

## ***IB MISSION STATEMENT***

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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.

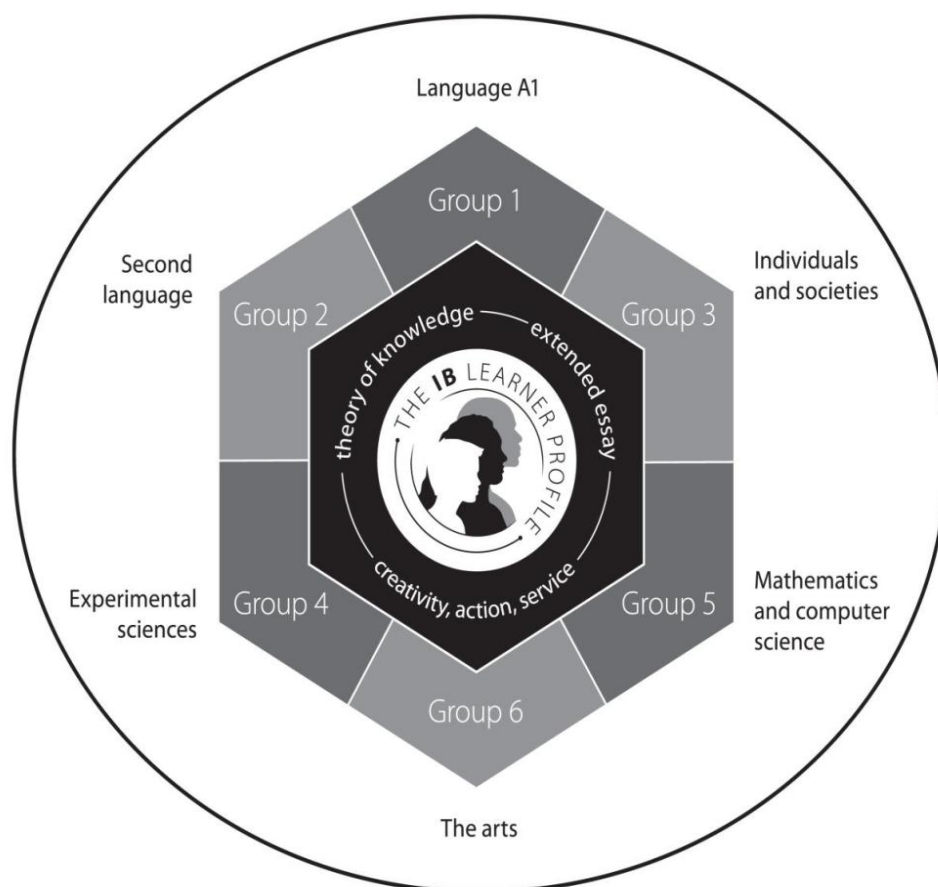
To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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.

## Introduction

The International Baccalaureate Diploma Programme is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national education systems, the Diploma Programme model is based on the pattern of no single country but incorporates the best elements of many. The Diploma Programme is available in English, French and Spanish.

The curriculum is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



## **Message from the CAS Coordinator**

CAS is the experiential foundation of the IB Diploma. Knowledge learnt from experience is often the most valuable and the best remembered. Thus, CAS is an invaluable module of this Diploma students embark on. Two years down the line, it will do more than decide what you know - it will define who you are, and what kind of contribution the world expects from you.

CAS activities are not "School", they are "Life", and the lessons you learn here, the skills you inculcate, the attitudes you develop, all will make the difference between you, and any other human being.

An IB graduate will be exemplary, but not egoistic. Students will learn, but not ever feel that they have learnt everything, for every human being you meet is a new lesson - what you will learn in CAS, is the art of sharing knowledge freely.

CAS provides a break from the rigorous curriculum. It goes beyond the school life and continues throughout the life. Helps you discover yourself, helps you be yourself and make this world a better place to live. It teaches you how to plan, act, reflect and act again.

Wishing you an enriching time with CAS at Sangam.

**Mrs. Sweta Batra**

**(CAS Coordinator)**

# SANGAM SCHOOL OF EXCELLENCE

## CAS POLICY

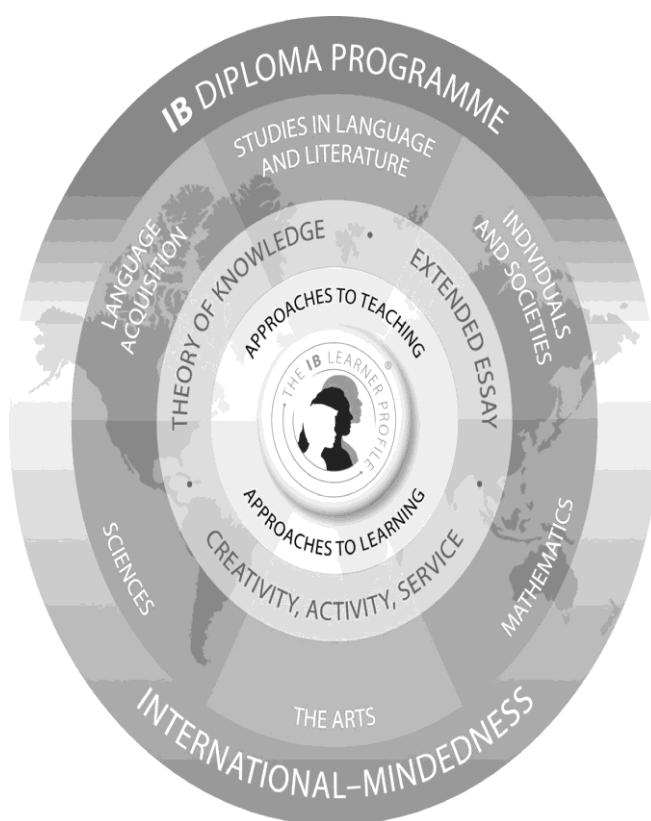
- CAS at Sangam School of Excellence aims at preparing life long learners who become responsible citizens and enrich the humanity. The program prepares them to face challenges and take risks without the fear of failure. It aims at helping them rediscover themselves and emerge out to be leaders. The programme provides a breather to the students pursuing the rigorous curriculum of IB. It makes them realize the importance of humanity and sharing of the resources so as to make it a better place for the world to live.
- The School is responsible for taking all measures to ensure that the school community including the staff, students and parents have a clear understanding of the programme. Orientation sessions, personal interactions, circulation of written material/handbook and school website are such means to disseminate the desired and appropriate information to the school community. Other than these one can approach the CAS Coordinator as well as the DP coordinator to receive any required information about the CAS Programme.
- All IBDP students follow the guidelines about the programme, read well the handbook, collect all details required and reflect upon their experiences. They need to maintain their portfolio and be honest throughout.
- In absence of perusal of the activities and lack of submissions/ irregularity of submissions will lead to non clearance of CAS and in turn non clearance of the diploma.
- As per Sangam school's policy the diploma students are charged for the trips/tours/excursions/visits on actual basis. There is no pre decided amount/budget for CAS. students are made to plan their on budgets and collect funds and maintain the record of the entire expenditure. This also helps them bring out their creativity rather enhance their creativity.
- Students will be solely responsible for any activity/project that they take up on their own outside the school or without the involvement of the CAS Coordinator.
- Students are encouraged to come up with new activity proposals so that they can do such activities that involves them wholeheartedly. Before embarking upon any new activity it is compulsory to have discussed it with the CAS coordinator to have it approved.
- **'ManageBac' is the new software for all DP record keeping. All DP students need to fill up the entries for CAS on 'ManageBac'. Students will be given a demo to make entries in it.**
- They need to read and sign up the declaration form in the CAS Handbook and ensure all instructions are understood well.

The Diploma Programme is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

### The Diploma Programme model

The course is presented as six academic areas enclosing a central core (see figure 1). It encourages the concurrent study of a broad range of academic areas. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance.

In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.



## **What is CAS?**

CAS is a framework for experiential learning, designed to involve students in new roles. The emphasis is on learning by doing real tasks that have real consequences and then reflecting on these experiences over time.

This process of doing and reflecting on provides an excellent opportunity to extend what is learned in the classroom to a form of service, such as applying science (from, for example, biology or environmental systems) to the environment, or applying technology (from, for example, design technology) to the design of devices to help people who are disabled or to improve living conditions in a home or refugee camp.

The most meaningful CAS experience comes from spending time with others to build relationship and develop the self-worth of both server and served. In the design and construction of their CAS schedules, coordinators are strongly encouraged to emphasize these aspects as much as possible. Appropriate activities might include:

- physical assistance to the elderly
- a structured series of visits to a home for orphans
- helping with rehabilitation at the local hospital
- teaching basic literacy
- establishing and coaching a sports team for disadvantaged youngsters
- establishing and leading a musical ensemble for visually impaired people
- involvement in a theatrical production to which refugee children are invited
- teaching the use of computers
- environmental restoration and protection.

The activities should be undertaken gradually, be appropriately adapted to the circumstances, and take into account the students' aptitudes and preferences. The experience should never be a shock for students; this would be counter to the educational aims of CAS; rather it should reward and enrich all involved. When well carried out, CAS should build self-esteem, self-confidence, autonomy and self-reliance.



## **CAS AND THE DIPLOMA PROGRAMME**

CAS experiences can be associated with each of the subject groups of the Diploma Programme. Teachers can assist students in making links between their subjects and their CAS experiences where appropriate. This will provide students with relevance in both their subject learning and their CAS learning through purposeful discussion and real experiences. It will motivate and challenge the students, strengthen subject understanding and knowledge, and allow students to enjoy different approaches to their subjects. **However, CAS experiences must be distinct from, and may not be included or used, in the student's Diploma course requirements.**

Each subject group of the Diploma Programme can contribute towards CAS. The examples below are suggestions only; teachers and students can create their own authentic connections where possible.

**Group 1** students could engage in creative writing, produce audiobooks for the blind or write a movie and produce it.

**Group 2** students could provide language lessons to those in need, develop language guides using technology or raise awareness of the culture of the language being studied through a website or other forms of communication.

**Group 3** students could record the oral histories of people living in elderly residential facilities and create family memoirs, create a social enterprise addressing a community need or collaborate on a community garden.

**Group 4** students could form an astronomy club for younger students, help maintain a nature reserve or promote physical participation in “walk to school” groups.

**Group 5** students could teach younger children to overcome mathematical challenges, maintain financial accounts for a local charity or plan a mathematics scavenger hunt at school to highlight the importance of mathematics in everyday life.

**Group 6** students could take dance lessons that lead to a theatrical performance, participate in a community art exhibition or community initiatives (such as performances or photo exhibits) for hospitals or aged-care facilities.

## CAS Integration with subjects at SSE

### HINDI B -

गरीबी	जुलाई	गरीब बच्चों को पुस्तक पुस्तिकाओं का वितरण
अकाल	जुलाई	अकाल से प्रभावित क्षेत्रों का कोलाज
भोजन और पानी	सितम्बर	समारोह में बचे भोजन को समाज सेवी संस्थाओं की मदद से वितरित करना
भोजन और पानी	सितम्बर	विभिन्न देशों के भोजन का कोलाज
संचार एवं मीडिया	नवम्बर	इन्टरनेट का शिक्षा में योगदान पर छात्रों व अध्यापकों का साक्षात्कार
समाजिक व धार्मिक रीति – रिवाज	दिसम्बर	धार्मिक व समाजिक आडम्बरो पर होने वाला व्यय पर रोक लगाने पर ब्लॉग लेखन ।
समाजिक व धार्मिक रीति रिवाज	जनवरी	ओह माय गोड फिल्म की समीक्षा
परिवार व समाज	फरवरी	रीढ़ की हड्डी पर नाटक का मंचन

### ECONOMICS -

<b>Introduction to Economics</b>	August	Students Collected of fund for Old Age Home
<b>The Foundations of Economics</b>	July	Students donating resources (Books) among other students.
<b>Demand &amp; Supply with Elasticities</b>	August	Students taught computer application to the Govt. School students where no computer teacher was available.
<b>Government Intervention</b>	October	Campaign to help & aware people about the benefits of Aadhar Card & Direct Gas Subsidy into Bank Account.
<b>Market Failure</b>	November	Students have done plantation and campus cleaning activities will be organised by students.
<b>Development Economics</b>	September	Awareness Campaigns on Clean India, Women Empowerment.

### BUSINESS MANAGEMENT -

<b>Introduction to business environment</b>	August,2014	Participated in sangam fest and presented business plan
<b>Human Resource management</b>	December,2014	Construction of Organisational structure chart of school and place it on notice board
<b>Accounts and finance</b>	July,2015	Construction of chart including different sources of finance available to different types of business organizations
<b>Marketing</b>	September,2015	students will present an advertisement in form of a role play in assembly
<b>Marketing</b>	October,2015	Students will write a blog about frauds in e-commerce and will promote it through social media

## **BIOLOGY -**

Biology	July Cell	Knowledge of therapeutic use of stem cells will be shared by their colleagues in the assembly
Molecular Biology	July	Street play relating smoking and cancer to Spread awareness about cancer
Human Physiology	August	Skit on balanced diet
Genetics	September	Make students aware of biotechnology & ethics
Ecology	November	Aware the colleagues about their actions that is causing impact on climate change
Ecology	November	Tree plantation
Genetics	December	Skit on "AIDS"

## **ENVIRONMENTAL SYSTEMS AND SOCIETIES -**

Ecosystems & Ecology	August	Spreading awareness about the safety of OUR EARTH
Water & aquatic food production & Soil systems & food production	September	Nukad natak by students on food, water & energy resources
Biodiversity & Conservation	October	Presentation by students in school assembly describing approaches to protect biodiversity
Atmospheric systems & societies	December	Street play on global warming
Human systems & resource use	April	resentation by students describing their innovative ideas to change the world

## **COMPUTER SCIENCES -**

Evaluate different methods of delivering user training.	July	Training End user to use a software
Identify a range of usability problems with commonly used digital devices.	August	aware of usability issues in a range of devices
Outline the use of a range of application software.	In Each Month	Maintaining the lab is a kind of service
Evaluate the use of a VPN	September	Creating a VPN environment of some teachers
Identify the procedure appropriate to solving a problem.	November	Various kinds of thinking and its awareness to real world

## PHYSICAL and SPORTS-

Topic	Month	CAS activity
Anatomy	July	After getting knowledge about bone and joints health, In school assembly aware people to take balanced diet with calcium and all important minerals and vitamins for the better functioning of bones and joints, with help of posters (designed by students).
Exercise physiology	August	Organise a street play on harmful effects of smoking and discuss the same in the local community.
Exercise physiology and option C	September	Make a presentation on impact of physical activity on the cardiovascular system and risk of CHD.
Energy Systems and Option D	November	Aware students about importance of macronutrients and micronutrients in school assembly (with collage and ppt)
Energy Systems	December	Visit to hospital and interview with doctor and diabetic patients. Discuss about diabetes –symptoms, causes and precautions.
Movement Analysis	January	Interview a physical instructor and discuss about effects of muscle fatigue , its precaution and treatment.Then aware pupils in the school assembly
SKILL IN SPORT	July	Make ppt and charts- How can you learn skills easily, explain and present it in school assembly
Measurement and evaluation of human performance	December	Poster on factors affecting physical fitness. and aware students about this in school assembly.

## MATH -

Topic	Month	CAS activity
Circular Functions and Trigonometry	July	Students will find the height of some people and objects
Algebra	August	Students have to find the growth/decay of school strength using its formula
Functions and Equations	October	Students will organize a survey and will show all data in the graph
Counting and Binomials	Jan	Students will use many different ways to provide services to old age house
Calculus	July	students will find the dimension of some objects like cylindrical tank, rectangular box etc using the applications of integration
Descriptive Statistics	October	Students will organize a survey and will find the correlation
Probability	November	Students will visit some factories and do the analysis on the manual work and machine work with time spent on them using bayes theorem in probability

## CAS and TOK

TOK guides students in making sense of their experiences as learners, and this includes their experiences in CAS. TOK is a course about critical thinking and inquiring into the process of knowing. The course encourages students to examine the presuppositions and assumptions that underpin their own knowledge and understanding of the world.

In TOK the *knower* draws knowledge from two sources: **personal knowledge** and **shared knowledge**. CAS experiences are an important source of students' personal knowledge, providing students with the opportunity to gain awareness of the world in a range of diverse and challenging situations. Shared knowledge extends the idea from how individuals construct knowledge to how communities construct knowledge. In CAS, students might draw on TOK discussions that deepen understanding of different communities and culture

CAS also provides links to other areas of the TOK course. For example, a student participating in a visual arts experience for creativity could reflect on the roles of intuition and imagination as “ways of knowing” in the arts area of knowledge. Some students make links between CAS and TOK when carrying out a TOK assessment task. For example, a student's CAS experiences may also provide rich real-life situations for students to use as the basis for their TOK oral presentation. Further, CAS experiences provide the basis from which knowledge questions can be derived.

In both CAS and TOK, students reflect on their beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives.

## Ethics in TOK

CAS helps students to “recognize and consider the ethics of choices and actions” (learning outcome 7), in accordance with the ethical principles stated in the IB mission statement and the IB learner profile. This involves exploring values, attitudes and behaviours as students undertake enterprises with significant outcomes. Various ethical issues will arise naturally in the course of CAS experiences, and may be seen as challenges to a student’s preconceived ideas and instinctive responses or ways of behaving. In the context of CAS, schools have a specific responsibility to support students’ personal growth as they think, feel and act their way through ethical issues.

**It is important that schools take the opportunity to use the CAS experiences to understand the ethical systems explored in TOK. CAS coordinators can assist students in identifying ethical principles to guide their actions.** As a result, students grow in their awareness of the consequences of choices and actions in planning and carrying out CAS experiences. Increased ethical sensibility supports students in understanding that they are responsible and accountable for their actions, and leads to their acting with integrity.

The CAS coordinator must exercise sensitivity, since students may come from family and cultural backgrounds with different worldviews that shape personal values and beliefs. While it is important to recognize and respect differences, the values and ethical practices that underpin CAS must align with the IB learner profile.

## CAS, the extended essay and the world studies extended essay

Through CAS experiences, a student's exposure to particular global issues at a local level may give rise to an interest in furthering their understanding of these issues through academic research. Both the extended essay and the world studies extended essay allow students to explore the issues that may have arisen during CAS.

In the extended essay, students may research and explore personal interests that link with a subject of the Diploma Programme.

The world studies extended essay provides students with an opportunity to undertake an in-depth, interdisciplinary study of an issue of contemporary global significance manifested at a local level. Students can choose to explore a topic from one of the following global themes.

- Language, culture and identity
- Science, technology and society
- Equality and inequality
- Conflict, peace and security
- Economic and/or environmental sustainability
- Health and development

The world studies extended essay provides opportunities for a well-grounded appreciation and understanding of these themes, which in turn may lead to a more considered involvement in CAS.

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

**Activity**—physical exertion contributing to a healthy lifestyle

**Service**—collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our 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**

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

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.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

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.

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.

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.



## 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.

Student completion of CAS is based on the 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 provide the school with evidence in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme

## **In CAS, there are seven learning outcomes -**

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

CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).

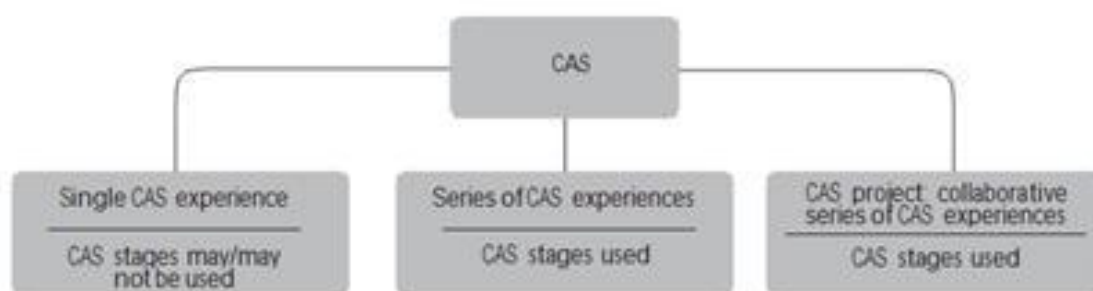


Figure 3  
CAS experiences and stages

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 unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.

CAS experiences may incorporate one or more of the CAS strands. For example:

Going for a mountain hike could be a singular experience within the “Activity” strand.

A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the “Service” strand.

A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of “Activity” and “Service”.

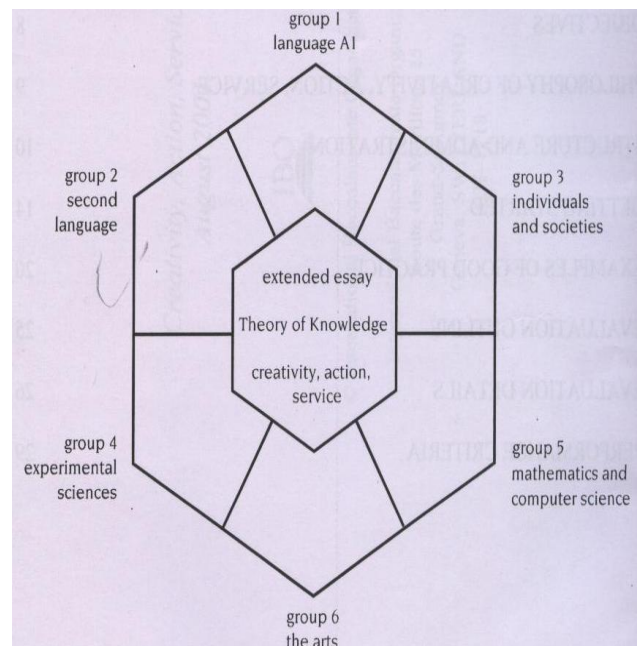
**A CAS experience must:**

- 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

## IB CAS PLAN

### ACTION

GOALS	ACTIVITY LEADER
<ul style="list-style-type: none"><li>✓ Achieve concrete and relevant goals with action</li><li>✓ Put the team before the individual</li><li>✓ Understand the value of participation, and the courage to face defeat as just one of the outcomes of the sport.</li><li>✓ Understand the dignity of labour</li></ul>	<ul style="list-style-type: none"><li>✓ Active sportsperson or someone in regular contact with physical exertion</li><li>✓ Should adopt "coach/mentor" stance towards CAS participants</li><li>✓ All CAS activity leaders must motivate participants to initiate activities instead of waiting to be assigned "tasks".</li></ul>



# IB CAS PLAN

## SERVICE

GOALS	ACTIVITY LEADER
<ul style="list-style-type: none"> <li>✓ Explore and identify issues meriting attention, ideas, and action</li> <li>✓ Mobilize resources, manpower and find time for the service</li> <li>✓ Strive to make as much of a difference as possible, and get maximum efficiency out of hours spent.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Person aware of issues, especially with the local community, and with requisite contacts who can help with accessibility and expediency in the issue</li> <li>✓ Must be able to impart a culture of sensitivity and respect for those being served, to the participants.</li> <li>✓ All CAS activity leaders must motivate participants to initiate activities, instead of waiting to be assigned "tasks".</li> </ul>



## **A List of Possible CAS Activities**

### **CREATIVITY**

This aspect of CAS is to explore your creativity in its fullness. It includes wide range of arts and other activities outside the normal curriculum.

- Drama and theater
- Learning Musical Instruments
- Talent Hunts/ Reality Shows with causes, preferably
- Comparing or Hosting a public event
- Nature/ Artistic Photography
- Literary blogging or publishing literature
- Choreography
- Learning a new dance form or starting a group dance for younger students
- Making crafts (like Origami) for a charity sale
- Pottery/Sculpture
- Find new methods of language teaching for illiterate children
- Making a promotional video or song for a social cause
- Organizing and hosting MUN
- Organizing TEDx Bhilwara

#### **Activities that does not fall under CAS Creativity:**

- Anything you already do as a part of your curriculum in lessons or routine activities
- Playing an instrument which you have been playing
- Watching a movie or going to the theatre

## **ACTION**

This aspect of CAS promotes a healthy lifestyle. It can include participation in expeditions, individual and team sports, physical activities outside the normal curriculum.

- ✓ Participating in marathons for causes
- ✓ Charity sports events
- ✓ Helping to construct homes for poor
- ✓ Helping clean hospitals, old age homes
- ✓ Challenging oneself to achieve a higher level of physical fitness
- ✓ Walking/Cycling to save fuel and protect the environment
- ✓ Participating in team sports for development of team work
- ✓ Adventure sports that help you discover nature
- ✓ Team sports such as:
  - Basketball
  - Football
- ✓ Individual games like:
  - Tennis
  - Badminton
  - Table tennis
  - Swimming
  - Gymnastics
- ✓ Physical culture routines like:
  - Yoga
  - Dance
  - aerobics

### **Activities that do not fall under CAS action**

- learning to drive
- participating in sports without any goals/for personal gains(medals, prize money)
- Leisure swimming or walking
- Walking to school
- Any physical activity that is already part of your curriculum



## **SERVICE**

- Teaching English to local residents
- Working for Teach India
- Joining the Student body council
- Tutoring younger children without any monetary benefit
- Peer tutoring on a regular basis
- Assistance for running School events
- Exhibitions of your creative work for a social cause
- Organizing service projects
- Spending time with the elderly at an old age home
- Assisting victims of natural disasters
- Working with disabled children on a project
- Work with welfare organizations, orphanages, Leprosy homes, AIDS victims etc.
- Celebration of Humanitarian days.
- Work with "Save trees and protect the Environment"
- "Clean Bhilwara, Green Bhilwara"
- Pulse polio campaign.
- Flag day campaigning



## **Activities that do not fall under CAS service**

- Any service or community activity that is already part of your curriculum
- Any activity for which you are rewarded or paid
- Work that does not provide service to others
- Helping your friends

## Exas of Activities at Sangam

### Creativity.

- ✓ Learning a new musical instrument.
- ✓ Jewelry making
- ✓ Website design
- ✓ Art and photography galleries
- ✓ Calligraphy
- ✓ Choir
- ✓ Speech and debate
- ✓ Drama
- ✓ School band
- ✓ Talent shows
- ✓ Computer programming
- ✓ School Newsletter
- ✓ School Yearbook

### ✓ Action.

- ✓ Football
- ✓ Cricket
- ✓ Basketball
- ✓ Table Tennis
- ✓ Tennis
- ✓ Aerobics
- ✓ Dance
- ✓ Hockey

### ✓ Service.

- ✓ Teaching English to poor
- ✓ Fund raising project
- ✓ Peer tutoring
- ✓ Teaching English to local residents
- ✓ Working for Teach India
- ✓ Joining the Student body council
- ✓ Tutoring younger children without any monetary benefit
- ✓ Peer tutoring on a regular basis
- ✓ Assistance for running School events
- ✓ Exhibitions of your creative work for a social cause



## INSTRUCTIONS FOR STUDENTS REGARDING CAS ACTIVITIES

### Grade 11

- Students will submit an acceptable plan at the beginning of the year describing all the goals they want to achieve during the two years of their CAS programme.
- Students will complete activity Approval Forms on Managebac and get them approved by the concerned.
- Advisers will check student journals on monthly basis.
- Advisers will guide students in reflecting appropriately.
- Advisers will hold a formal consultation with each student, together with CAS Coordinator, twice during the year.
- Advisers will support students as they complete their Student Final Summary.



## CAS DEADLINES -

1 <sup>st</sup> week of July 2015	CAS orientation for students and parents, issue of CAS Handbook.
4 <sup>th</sup> week of July 2015	Overall CAS plan submission and approval for the same.
4 <sup>th</sup> week of August 2015	Interview with CAS Coordinator. Consultation between CAS Coordinator and each student.
3 <sup>rd</sup> week of February 2016	Consultation between CAS Coordinator and each student.
4 <sup>th</sup> week of September 2016	Consultation between CAS Coordinator and each student.
2 <sup>nd</sup> week of December 2016	4h progress report and meeting with CAS coordinator.
3 <sup>rd</sup> week of March 2017	CAS meeting with Coordinator. Final progress report made. Students final summary made and evaluation written.

## **CAS at SANGAM**

### **Student responsibilities.**

- Students shall make efforts to design their own CAS programme.
- They shall approach the programme with vigour and application.
- They will complete all paperwork/software updating relevant to the CAS programme.
- They shall plan, do and reflect upon their activities.
- Shall meet with the coordinator/advisor when necessary.
- Keep their portfolio up to date and complete.
- Take care to design a programme meeting with the balanced requirements of the CAS guidelines.
- Complete activities/experiences and provide evidence relating to all of the 7 CAS outcomes.

### **School responsibilities.**

- To provide adequate resourcing and staffing to meet the needs of the programme.
- Provide students with the opportunity to create and design their own programme.
- To provide feedback and guidance wherever needed or requested.
- To keep Parents, Staff and Students informed.
- To provide Students with the necessary management systems to create a successful portfolio for monitoring by the IBO.

Having read the above and the accompanying handbook, please return this signed letter to the CAS Coordinator.

**We have read this document, along with the accompanying handbook, and agree to the above terms and conditions in order to pass the CAS component of the IB Diploma.**

Student's Name and Signature:

Parent's Name and Signature:

Date: