Throughout your Junior and Senior year, you must complete a digital CAS portfolio. As you fulfill the CAS requirements, mark the completion here. Keep this inventory sheet and all requirements in your portfolio.

**CAS Profile Sheet:** Each portfolio must include a CAS profile sheet. \_\_\_\_\_

**CAS Hours:** Your portfolio should include the CAS forms to show that you have completed the required hours

Creativity: \_\_\_\_\_\_\_\_ Activity: \_\_\_\_\_\_\_\_\_\_ Service: \_\_\_\_\_\_\_\_\_

**Reflections:** As you complete your CAS hours each month, write a reflection on what you did and what you learned. Mark the strands (Creativity, Activity, and Service), hours completed, and learning outcome(s) that apply. **Throughout DP CAS, you should have 8 – 10 hours each month, samples from each strand, you should meet each learning outcome at least once.** The learning outcomes are listed on the next page.

1. Sept. 11th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Oct. 11th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Nov. 11th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Dec. 11th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Jan. 11th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Feb. 11th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Mar. 11th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Apr. 11th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Sept. 12th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Oct. 12th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Nov. 12th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Dec. 12th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Jan. 12th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Feb. 12th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Mar. 12th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

1. Apr. 12th grade:

Strand\_\_\_\_\_ Hours\_\_\_\_\_ LO\_\_\_\_\_

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| **CAS Learning Outcomes** |
| **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. |
| **2. 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 experiences that the student has not previously undertaken or through increased expertise in an established area. |
| **3: Demonstrate how to initiate and plan a CAS experience**  Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process. |
| **4: Show commitment to and perseverance in CAS experiences**  Students demonstrate regular involvement and active engagement in CAS. |
| **5: 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. |
| **6: Demonstrate engagement with issues of global significance**  Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally. |
| **7: 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. |

**Artifacts:** Each portfolio must contain 3 CAS artifacts that connect to student’s CAS experiences. These can be pictures, programs, medals, etc. A1\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A2\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A3\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CAS Project:** DP Students must complete a CAS project by the end of March their senior year. This project must be student initiated student led. This project must be at least a month long and can be done alone or in groups. Each student must complete the CAS project form and reflect on each CAS stage.

CAS Project Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CAS stages

1. Investigation- Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for person growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. Preparation- Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. Action- Students implement their idea of plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. Reflection- Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. Demonstration- Students make explicit what and how they learned and what they have accomplished, for examples, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others.