



# PAXON SAS

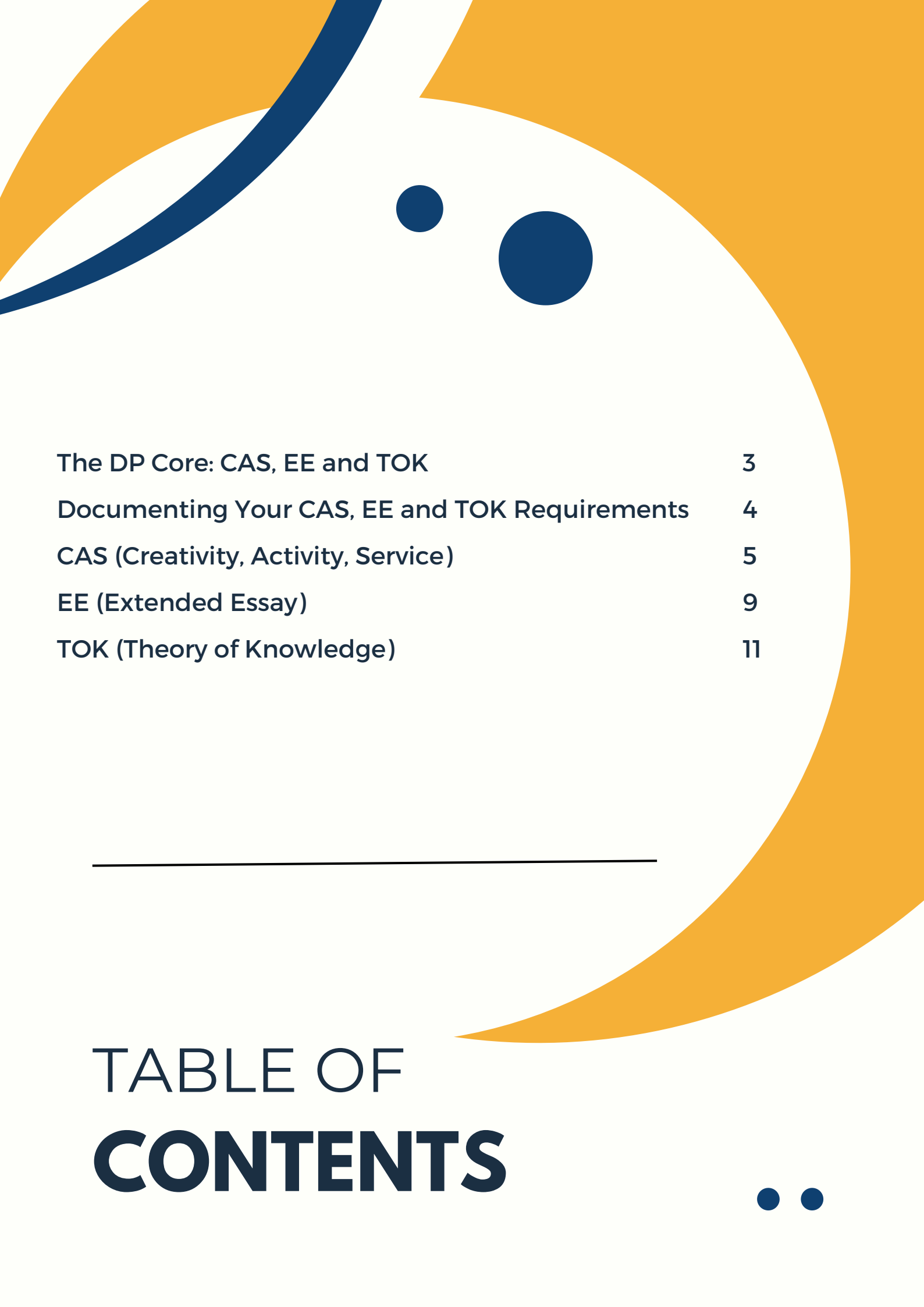
# IB CORE HANDBOOK

*CAS, EE, and TOK*



[paxonsas3075.wixsite.com/ibatpaxon](http://paxonsas3075.wixsite.com/ibatpaxon)





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# THE DP CORE:

# CAS, EE, AND TOK

Over the course of junior and senior year, all IB students are required to engage in the three elements of the Diploma Programme core:

## CREATIVITY, ACTIVITY, SERVICE (CAS)

Creativity, Activity, Service requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately. This is the component of IB that makes students have a life outside of academics in order to be a well-rounded and balanced person. Rather than counting hours, students reflect on specific learning outcomes achieved over the course of 18 months. ***(You must complete CAS to earn your IB diploma)***

## EXTENDED ESSAY (EE)

The extended essay is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying. At Paxon, help is provided during the school day and students have more than one year to complete. ***(You must pass your EE to earn your IB diploma)***

## THEORY OF KNOWLEDGE (TOK)

Theory of Knowledge is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different knowledge concepts (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical). ***(You must pass TOK to earn your IB diploma)***



# DOCUMENTING YOUR CAS, EE AND TOK REQUIREMENTS

Students will document all requirements for CAS, their EE and TOK online via ManageBac, an online system for IB students. Students will gain access to ManageBac during the first few weeks of junior year and will maintain access until graduation.

<http://psas.managebac.com>



# CAS (CREATIVITY, ACTIVITY, SERVICE)

## WHAT IS CAS?

CAS is the component of IB that makes students have a life outside of academics in order to be a well-rounded and balanced person. **CAS allows students to directly apply their learning by taking action.** Rather than counting hours, students reflect on specific learning outcomes achieved over the course of 18 months starting junior year.

| Creativity   | Activity  | Service   |
|--|---|---|
| "Exploring and extending ideas leading to an original or interpretive product or performance". | "Physical exertion contributing to a healthy lifestyle"               | "Collaborative and reciprocal engagement with the community in response to an authentic need" |
| Making something   | Breaking a sweat!   | Helping others  |
| Art<br>Photography<br>Website<br>Singing/ Choir/ Band<br>Performance                           | Sport or Training<br>Playing in a team<br>Dance<br>Outdoor Adventures | Helping others directly<br>Advocating for something<br>Helping indirectly                     |

## CAS EXPECTED LEARNER OUTCOMES

Students must meet all 7 learning outcomes at least 1 time throughout your CAS journey.

1. Identify your own strengths and develop areas for personal growth.
2. Demonstrate that challenges 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 experiences.
5. Demonstrate and recognize the benefits of working collaboratively.
6. Demonstrate engagement with issues of global significance.
7. Recognize and consider the ethics of your choices and actions.

## WHAT IS NOT CAS?

- Any course that is part of your IB Diploma Programme including anything that counts for a grade or requirement in any of your IB courses counting towards your IB Diploma curriculum.
- Time spent on simple, tedious, and/or repetitive tasks .
- Family duties.
- Passive pursuits (ex. going to a museum or concert will not count as creative).
- Activities that cause division among different groups in the community.

# THE CAS PROJECT

All students must take part in at least 1 CAS project. What makes it a CAS project?

- Minimum of 1 month long
- Collaborative (can work with anyone, not just Paxon IB students)
- Explore the CAS stages during the project:
  - **INVESTIGATION** - Establish what it is you want to do. Clarify ideas and do your research.
  - **PREPARATION** - Action plan and organization tasks, resources needed & timeline.
  - **ACTION** - Where you actually DO IT! Make your project happen
  - **REFLECTION** - Focus on emotions & what you learned. Reflect before, during & after.
  - **DEMONSTRATION** - Choose a platform/space & showcase your experience with an audience.

## WHO WILL HELP YOU WITH CAS?

You will be assigned a CAS Advisor and may also have Supervisors to assist you with CAS. Everyone plays a role!!!

### RESPONSIBILITIES:

| CAS Coordinator   | CAS Advisors<br>(Assigned by<br>Culpepper)   | CAS Supervisors<br>(the person who<br>sees you doing<br>CAS)   | Students  |
|---|--|--|---|
| Oversees the entire CAS process.<br><br>Provides info to students, parents, and faculty (including CAS Advisors and Supervisors) about the CAS requirement. | Approves CAS experiences or projects for students.<br><br>Available to answer questions or concerns about CAS. | Adult, non-family member who sees you complete your CAS experience or project (ex. teacher, coach, club sponsor).<br><br>If no supervisor available, discuss with Mrs. Culpepper or your assigned CAS Advisor. | Maintain a CAS portfolio on ManageBac.<br><br>Approach CAS positively, proactively and with integrity.<br><br>Seek help as needed.<br><br>Follow CAS deadlines. |



# OPPORTUNITIES FOR STUDENTS TO DIRECTLY APPLY THEIR LEARNING BY TAKING ACTION

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Students are encouraged to consider the things they are learning through the Diploma Programme and apply this knowledge explore potential CAS experiences/projects. When documenting your CAS, connections should be made to:

- **IB subjects being taken**
- **Other elements of the DP core (TOK and EE)**
- **International mindedness**
- **Further developing the IB learner profile traits:**
  - Balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, reflective, risk-takers, and thinkers
- **Further developing approaches to learning skills:**
  - Communication skills, research skills, self-management, skills social skills, and thinking skills

## HOW STUDENTS CAN DEMONSTRATE A COMMITMENT TO SERVICE WITH AND FOR THE COMMUNITY THROUGHOUT THEIR LEARNING

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Students may take part in service experiences in a variety of ways during their CAS program.

Types of service action:

- **Direct Service:** Students engage in hands-on activities that directly involve and benefit people, animals, or the environment.
- **Indirect Service:** Students take action behind the scenes to create a positive impact on others or the environment without direct interaction.
- **Advocacy:** Students raise awareness and encourage change by speaking out on issues of public concern.
- **Research:** Students investigate and analyze information to deepen understanding and inspire informed action or policy change.



# HOW THE SCHOOL PROVIDES FOR REGULAR CAS EXPERIENCES AND PROJECTS OVER AT LEAST 18 MONTHS FOR EVERY STUDENT

In addition to personal pursuits that students may take part in for their various CAS experiences/projects, Paxon offers a variety of extracurricular opportunities for students to have access to when choosing CAS opportunities including (but not limited to) the following:

## **FHSAA Sanctioned Athletics**

Baseball, Varsity  
Baseball, Junior Varsity  
Basketball, Boys Varsity  
Basketball, Boys Junior Varsity  
Basketball, Girls Varsity  
Basketball, Girls Junior Varsity  
Bowling  
Cheerleading, Varsity  
Cheerleading, Junior Varsity  
Cross Country, Boys  
Cross Country, Girls  
Flag Football, Varsity  
Flag Football, Junior Varsity  
Football, Varsity  
Football, Junior Varsity  
Golf, Boys  
Golf, Girls  
Lacrosse, Boys Varsity  
Lacrosse, Girls  
Soccer, Boys Varsity  
Soccer, Boys Junior Varsity  
Soccer, Girls Varsity  
Soccer, Girls Junior Varsity  
Softball, Slow/Fast Pitch Varsity  
Softball, Slow/Fast Pitch Junior Varsity  
Swimming and Diving  
Track and Field, Boys  
Track and Field, Girls  
Tennis, Boys Varsity  
Tennis, Girls Varsity  
Volleyball, Varsity  
Volleyball, Junior Varsity  
Weightlifting, Girls  
Wrestling

## **Academic/Competition**

### **Teams**

Brain Brawl, Junior Varsity  
Brain Brawl, Varsity  
LifeSmarts

### **Publications**

The Aerie (Yearbook)  
The Eagle (Newspaper)

### **Music**

Band  
Chorus  
Drumline

## **Service/Special Interest Groups**

African Dance & Culture Club  
Angels for Allison  
B.A.S.I.C  
Biomedical Club  
Black Student Caucus  
Caribbean & African Students Association  
Chess Club  
Cosplay Club  
Creative Writing Club  
Culinary Club  
Drama Club-Thespian Troupe 6487  
Enterprising Young Men  
E-Sports Club  
Feminist Club  
Gender & Sexuality Alliance  
Go Green Club  
Grow Team  
Hope Ambassadors  
International Student Association (ISA)  
Millionaire Mindset Club  
Model United Nations  
Music is Magic Club  
Natural Hair Club  
Newspaper Club  
Pax-2 TV/TV Production  
Paxon Anime Club  
Paxon Cultural Council  
Paxon E-Sports  
Paxon Film Club  
Paxon Jewelry Club  
Paxon Surf Club  
Paxon UNICEF Club  
Poetic Justice  
Psych Society  
Science Fair Club  
Tea and Poetry  
The Breakfast Club  
The Current  
The League of Asian & Pacific Islander Students

## **Honor Societies**

International Thespian Society (Drama)  
Mu Alpha Theta (Math Honor Society)  
National Art Honor Society  
National Chinese Honor Society  
National Honor Society  
Rho Kappa Social Studies Honor Society  
Science National Honor Society  
Sociedad Honoraria Hispánica (National Hispanic Honor Society)  
Société Honoraire de Français (National French Honor Society)  
Tri-M Music Honor Society

## **Foreign Languages**

Chinese Club  
French Club  
Latin Club  
Spanish Club

## **Leadership Training**

Golden Eagle Ambassadors  
Junior Class Officers  
Junior Reserve Officer Training (ROTC)  
Paxon PTSA  
Paxon SAC  
Senior Class Officers  
Student Government Association



# THE CAS CALENDAR OF DEADLINES (JUNIOR YEAR)

## ONGOING:

- Regularly work on a variety of CAS experiences/projects
- Post reflective evidence frequently and complete CAS questions as experiences/projects are completed
- Log on to the ManageBac site AT LEAST once every two weeks to update CAS info and check messages for new CAS opportunities
- Meet individually as needed with assigned CAS Advisor (at least once in person)

After the first day  
of school and by  
Sep. 15th

Students complete and submit their Initial Personal Self-Review.

Begin meeting with CAS Advisor.

Students prepare and plan for CAS experiences using their Initial Personal Self-Review and CAS Plan. First meeting with CAS Coordinator through TOK to discuss.

By Oct. 15th

Students meet with CAS coordinator and/or advisor to discuss the Initial Personal Self-Review.

Students have posted and started adding reflections/evidence for at least 1 CAS **experience** on ManageBac.

By Dec. 15th

Students have posted and started adding reflections/evidence for at least 1 CAS **project** on ManageBac.

By May 15th

All CAS strands (creativity, activity, and service) have been demonstrated at least once in posted CAS experiences/projects.

All documentation completed for CAS experiences/projects that have concluded.

Discuss plans for summer CAS experiences/projects with your CAS Advisor.

# THE CAS CALENDAR OF DEADLINES (SENIOR YEAR)

## ONGOING:

- Continue regularly taking part in a variety of CAS experiences/projects
- Post reflective evidence frequently and complete CAS questions as experiences/projects are completed
- Log on to the ManageBac site AT LEAST once every two weeks to update CAS info and check messages for new CAS opportunities
- Meet individually as needed with assigned CAS Advisor (at least once in person)

After the first day  
of school and by  
Sep. 15th

Review CAS status with CAS counselor (second meeting).

Continue taking part in and posting about CAS experiences/projects on ManageBac.

By Dec. 15th

Students not demonstrating satisfactory progress for CAS are removed from the IB program of study for sem. 2

By the last Friday  
in Feb.

All CAS experiences/projects are completed along with all necessary documentation. CAS Coordinator verifies completion of the CAS program.

Students not completing CAS by the deadline will be removed from the IB program of study.

By May 15th

Meet with CAS Coordinator through TOK to review all CAS experiences/projects and how the 7 learning outcomes were met (CAS Final task and final meeting).

For more information about CAS, as well as potential CAS experiences and projects, please visit the CAS page on Paxon's IB website:

<https://paxonsas3075.wixsite.com/ibatpaxon/cas>

# EE (EXTENDED ESSAY)

## WHAT IS THE EE?

The extended essay is intended to promote high-level research and writing skills, intellectual discovery and creativity while engaging students in personal research. Students are guided through the process of research and writing by an assigned supervisor (a teacher in the school). All students undertake three mandatory reflection sessions with their supervisor, including a short interview, or viva voce, following the completion of the extended essay.

The TOK teacher for DP year one is also the EE coordinator and sets aside specific time in class to assist students with the organization and completion of their extended essay.

## EE TIMELINE

### DP Year One (Junior Year)

- Finalize subject area and topic (Feb)
- 1st reflection session (Mar)
- 60 source cards (Mar)
- Outline/Table of Contents (Mar)
- 1000 words - body only (May)
- 2000 words - body only (May)
- 2nd reflection session (May)

### DP Year Two (Senior Year)

- Complete rough draft due (Sep)
- Rough draft conference (Sep)
- Final draft due (Oct)
- Viva Voce Conference (Nov)
- EE uploaded to IBIS (Feb/Mar)

# HOW STUDENTS CHOOSE THEIR EE TOPICS AND SUPERVISORS

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## Choosing an EE topic

After having been introduced to all 5 Areas of Knowledge (AOK) in TOK, students will:

- brainstorm in small groups to identify areas of possible interest.
- generate sample knowledge questions for various topics to determine whether or not it would be a suitable topic for them to research.
- conference with their TOK teacher to justify their rationale for selecting their topic and gain approval to proceed.



## Choosing an EE supervisor

EE supervisors are current teachers on our campus. A faculty survey is conducted each year in order to compile a listing of the subjects where they have expertise. This allows students to have a pool of supervisors to choose from. Efforts will be made to connect students with faculty members who may potentially become their EE supervisor (guidance is provided from the TOK teacher for students who have trouble finding an advisor).



# TOK (THEORY OF KNOWLEDGE)

## WHAT IS TOK?

Theory of Knowledge (TOK) allows students to reflect on the nature, scope and limitations of knowledge and the process of knowing. The main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know.

### In TOK students will:

- reflect on the central question, “How do we know that?”, and recognize the value of asking that question
- be exposed to ambiguity, uncertainty and questions with multiple plausible answers
- effectively navigate and make sense of the world, and prepare to encounter novel and complex situations
- be more aware of their own perspectives and reflect critically on their own beliefs and assumptions
- engage with multiple perspectives, foster open-mindedness and develop intercultural understanding
- make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.



### Areas of Knowledge (AOK)

- History
- The Human Sciences
- The Natural Sciences
- The Arts
- Mathematics

# HOW IS TOK ASSESSED?

Students are required to complete two assessment tasks for TOK:

- TOK Exhibition
- TOK Essay on a prescribed title

## The TOK Exhibition

Students create an exhibition of three objects with accompanying commentaries that explores how TOK manifests in the world around us.

Sample TOK Exhibition prompts:

- What counts as knowledge?
- On what grounds might we doubt a claim?
- Are some types of knowledge less open to interpretation than others?
- Is bias inevitable in the production of knowledge?
- Should some knowledge not be sought on ethical grounds?
- What role do experts play in influencing our consumption or acquisition of knowledge?
- How can we distinguish between knowledge, belief and opinion?

## The TOK Essay on a prescribed title

**Students write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session.**

Sample TOK Essay prompts:

- When historians and natural scientists say that they have explained something, are they using the word “explain” in the same way?
- Are there fewer ethical constraints on the pursuit of knowledge in the arts than in the human sciences?
- How do our expectations impact our interpretations? Discuss with reference to history and one other area of knowledge.
- To what extent do you agree with the claim that “knowledge is of no value unless you put it into practice” (Anton Chekhov)? Answer with reference to two areas of knowledge.

# TOK ASSESSMENT TIMELINE

## DP Year One (Junior Year)

- TOK Exhibition object and prompt selection (Jan)
- TOK Exhibition Commentary rough draft (Feb)
- TOK Exhibition Commentary final draft & presentation (Apr)

## DP Year Two (Senior Year)

- TOK Essay rough draft (Jan)
- TOK Essay final draft (Feb)



## **IB documents used in the creation of this handbook:**

### IB Diploma Programme Subject Briefs

- Creativity, Activity, Service (For student graduating in 2017 and after)
- Extended Essay (First assessment 2018)
- Theory of knowledge (First assessment 2022)

<https://ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/#dp-subject-briefs>

