

# Eugene IHS Advanced Junior Project, 2011-12

## Creativity, Action and Service (CAS) Post-Secondary Research



### Project Advisors:

Steve Smith                      [smith\\_st@4j.lane.edu](mailto:smith_st@4j.lane.edu)  
Craig Wiebe                      [wiebe@4j.lane.edu](mailto:wiebe@4j.lane.edu)

### Additional support:

Jocelyn Harley                      [harley\\_j@4j.lane.edu](mailto:harley_j@4j.lane.edu)  
Courtney Leonard                      [leonard@4j.lane.edu](mailto:leonard@4j.lane.edu)  
Ian Ogden                      [ogden\\_i@4j.lane.edu](mailto:ogden_i@4j.lane.edu)

<b>FIRST SEMESTER DUE DATES</b>			
<i>Assignment</i>	<i>Format</i>	<i>Location to be turned in</i>	<i>Due date</i>
Parent/Student Review Verification	Form in this packet	Due at first Advisor meeting	Week of September 12
Pre-CAS Reflection/Goal Setting	Word Document	Upload to ManageBac	Monday, October 10
Mid-Semester Work	Word Document	Upload to ManageBac	Monday, November 7
Final Semester Work	Word Document	Upload to ManageBac	Monday, January 23

*This packet and additional information are available online at <http://schools.4j.lane.edu/ihs/>*

# Guidelines for Junior Year Projects

The Eugene IHS Advanced Project begins in junior year and extends through the senior year. The work will enable you to direct your learning on the path you will take beyond graduation. In your junior year, you will begin your Creativity, Action and Service (CAS) work, research careers and colleges and begin work on your senior paper.

**PLEASE NOTE:** All of this work will be primarily self-directed. You will meet occasionally with a Projects advisor, but it is your responsibility to track due dates, complete assignments, create your ManageBac portfolio and follow-up as needed to successfully complete the classes and receive credit.

The schedule for advisor meetings will be announced in your junior classes and posted in classrooms. They will take place primarily during your regularly scheduled Projects time. When Projects time isn't available, lunch meetings, meeting during Advisory times, or time before or after school may be required. Advisor meetings may be required as a part of your grade.

Junior Projects is offered only on a Pass/No Pass basis, and **successful completion of the class is required in order to graduate from Eugene IHS**. In order to earn passing grades, your work must be complete, submitted on line, neatly organized and professionally presented. All your writing should represent your best efforts at achieving eloquence. Consider this practice for submitting a college or job application.

**You will receive a PASS** in first semester junior projects if...

- ... forms are signed and submitted **on time**
- ... content, organization, and presentation of **all** the work is of **high quality**
- ... you have read and followed the directions for each assignment
- ... all CAS work (**including all 20 required service hours**) has been completed and verified by a supervisor
- ... you have attended required meetings

**You will receive a NO PASS** in first semester junior projects if...

- ... your work is late, incomplete, and/or of poor quality / presentation
- ... you do not demonstrate understanding of career and/or educational goals, attitudes, and behaviors
- ... your work shows a lack of thoughtful effort and planning
- ... you have not completed all CAS work including the verification
- ... you were not excused from required meetings

***If you receive a NO PASS grade for 1<sup>st</sup> semester Projects, you have one quarter (nine weeks) to complete your work and resubmit for a grade.***

***You must report your CAS hours and complete reflections and reports accurately and honestly. If you misrepresent hours, duties, electronic verification, sites, or your activities, you will forfeit course credit and any honor or award pertaining to CAS, including the Eugene IHS Diploma.***

**Additional guidelines are as follows:**

- You will complete a minimum of **20 CAS hours** each semester over junior and senior year, and a total of **150 CAS hours by April** of your senior year. *The summers between sophomore and junior year, and junior and senior year count towards the first semester of each year.*
- Juniors must complete *20 hours of service for first semester of junior year* to fulfill state graduation requirements.
- As you are completing your hours and uploading your activities to ManageBac, be sure to designate 1<sup>st</sup> semester junior year hours with a “1” and 2<sup>nd</sup> semester junior year as “2.” For senior year, you will designate 1<sup>st</sup> semester with a “3” and 2<sup>nd</sup> semester with a “4.”
- Service hours completed should benefit a school, community group or non-profit organization, not an individual. **School-organized events can count for service, (i.e. tutoring or peer mentoring), working as a teacher’s aide (where the primary task is filing, photocopying, grading papers, etc.) is not in the spirit of CAS.**
- Students may not receive pay or other compensation, or school credit for the work. **Fundraising for a sport or activity in which the student is involved does not count for CAS hours, including service.**
- You must arrange for your own CAS projects, and enlist an adult to supervise and evaluate the activity. An adult is a person over the age of 18 who has graduated from high school. *A family member cannot serve as a service supervisor, but can serve as a supervisor for creativity or action hours.*
- There are two Eugene IHS teacher advisors for junior Projects. These advisors will be responsible for approving your CAS activities and assessing your work completed during the semester. **All your hours will be documented on ManageBac:** this is required for successful completion of Junior/Senior Projects.
- You must fulfill your responsibilities at your CAS sites, complete activities during scheduled hours as agreed upon with the supervisor, report on time and remain for the entire session, and demonstrate good work habits: cooperation, punctuality, efficiency, initiative, and ethical behavior. In addition, you must reflect on specific outcomes of your work.
- If you are unable to complete your CAS activities because of excused absences, you must arrange with your supervisor to make up the time. If the semester ends and you haven’t completed the **required 20 hours of service** for junior year, you will receive a “No Pass” grade, and you will have up to one quarter (9 weeks) to make up the required hours.
- The **CAS group project** can be completed at any point during the junior or senior year. You will report on your group project by April of your senior year. The group project must encompass at least two of the three CAS strands.
- Be sure to consult your CAS handbook for more details! Any issue or concern pertaining to CAS should be resolved with your advisors.

## CHECKLIST FOR THE JUNIOR YEAR

**In addition to the guidelines for CAS, please note the following for your 1<sup>st</sup> semester junior projects class!**

- ✓ **Plan a meaningful CAS program.** Engage in many different activities to stretch your learning, both personally and academically!
- ✓ **Complete the Junior Project in its entirety.** In conjunction with CAS, you will also complete activities required for post-secondary research working with career center volunteers, your counselor and Projects advisor.
- ✓ **Visit your school's career coordinator and your counselor,** and schedule your **Junior Interview** with your counselor or in the career center.
- ✓ **Register for and take the PSAT.** Pick up your results from the Career Center in December. Check with your host school for dates and times.
- ✓ **Update your résumé.** Include CAS experience, additional activities and honors that reflect your academic, personal and career choices.
- ✓ **Attend college visitations at your host school.** Most occur October-December. A new schedule is posted weekly.
- ✓ **Fill out a student activities form.** This will help you summarize various activities for college/work/scholarship applications.
- ✓ **Attend Junior Night at your campus.**
- ✓ **Attend Financial Aid Night.** Investigate financial aid and scholarship opportunities in the Career Center.
- ✓ Take the **SAT or ACT** in the spring of their junior year. Decide if you will be taking SAT Subject tests, AP and/or IB exams, also in spring.
- ✓ **Compare requirements** for admission and financial aid available at different institutions. Explore college websites.
- ✓ **Continue to research post high school opportunities.** In addition to computer research, use reference books, videos, college and career guides, and college catalogs, all available in the Career Center. When possible, plan campus visits whenever your family is traveling.

## Important Dates for Eugene IHS Juniors

EVENT	DATE/LOCATION	ADDITIONAL NOTES
PSAT Test	Wednesday, October 12  Testing day—each campus	
Portland National College Fair	Sunday, November 6, 1:00pm -5:00pm Monday Nov. 7, 9:00 pm-12:00 am  Oregon Convention Center	
Oregon University System	@CHS: Monday, October 24, 1:30 pm @SEHS: TBA	
International Study and Travel Abroad Fair	Tuesday, October 25, 7 pm  Churchill campus	
Mid-Valley College Fair	Sunday, October 2, 12:00 pm-3:00 pm  Lane Community College	
Performing and Visual Arts College Fair	Tuesday, October 25, 7:00-9:00 pm  Smith Memorial Union, Portland State 1825 SW Broadway, PDX	
Financial Aid Night	@CHS: Wednesday, December 7, 2011, 7:00 pm @SEHS: Wednesday, December 7, 2011, 7:00 pm @SHS: Monday, December 5, 2011, 7:00 pm	
Junior Parent Night	@CHS: Wednesday, November 2, 2011, 7:00 pm @SEHS: Wednesday, February 22, 2012, 7:00 pm	
Post-High School Planning Night (with OUS and LCC)	@ SHS <i>only!</i> Thursday, October 27, 2011, 7:00 pm	

*Also be sure to check the Career Center for postings announcing individual college presentations!*

\*\*\*\*\*

## Pre-Service Reflection and Goal-Setting Exercise

Due date: Monday, October 10, 2011 (upload to ManageBac)

*In a Word document, type your thoughtful responses to the following questions and upload it to your ManageBac portfolio. The title of your document should match the title of this assignment: Pre-Service Reflection and Goal-Setting Exercise.*

**Reminder:** *To get to your ManageBac portfolio, log on to the site, go to IB Manager, choose CAS from the pull-down menu, click on CAS on the toolbar that appears, scroll down to CAS Documents and click "Upload CAS Document." And, when in doubt, use the "Help" menu!*

As students in Eugene International High School, by committing to a specific and personal CAS program that enhances both your mental and physical well-being, you are working towards the goals embodied in the IB Learner Profile. You are becoming an internationally-minded young person, working to create a better and more peaceful world. You are striving to be an inquiring and knowledgeable thinker and communicator, acting on principle in a caring and open-minded way. By becoming a risk-taker, seeking balance, and reflecting on your role in the world, you become more aware of your capabilities and can consciously choose to make a difference. This is the goal of the Eugene IHS CAS program, and your task is to reflect on what you hope to gain through your experience this year and beyond.

In addition to this, you will need to be able to reflect on specific CAS Learning Outcomes, found on the next page. As you are planning your activities, be aware you will need to demonstrate progress towards these outcomes over the next two years.

.....

Write at least one paragraph per question. If you've already completed some hours over the summer, reflect on future CAS opportunities, and in retrospect, examine how your completed hours relate to the questions.

1. What do you believe are your strengths, academically, physically, creatively, and emotionally? Your challenges?
2. Because of your unique skill set, where will you seek meaningful CAS activities and why?
3. In your CAS experience, how will you move beyond your strengths to find a placement or fulfill a role that also challenges you in new and different ways?
4. Write three specific and detailed goals you hope to achieve during your CAS project(s) **at one site**. How will you achieve these goals? (Hint: You could use the IB Learner Profile and the CAS Learning Outcomes to support your writing!)

OVER FOR EXAMPLES... → → →

## Pre-Service Reflection and Goal-Setting Exercise, con't

### Example #1:

By volunteering at Mount Pisgah Arboretum, I will become more knowledgeable about invasive species and their impact on native plants while working outside, an activity I enjoy. I will achieve this goal by reading, talking to my supervisor, and identifying and eradicating invasive species at the Arboretum. In addition, I will commit to completing at least 20 hours of CAS at the park this semester and will create a specific schedule to complete this time. Finally, I will collaborate with other people of all ages to maintain trails by initiating a clean-up in a remote area of the park.

### Example #2:

Through my volunteer work at White Bird Clinic:

**GOAL 1. I will become more open-minded and caring for individuals in crisis.** *I know I am a compassionate person, but this service will push me to explore new roles, ideas and strategies.*

**GOAL 2. In addition, I will become more knowledgeable about the social, economic and personal conditions that lead people to White Bird.** *I will discuss these issues with my supervisor and make personal observations.*

**GOAL 3. Finally, I will practice my communication skills by interacting with employees and clients.** *I will ride along in the crisis van and answer phone calls to the best of my ability.*

---

## CAS Learning Outcomes

In completing CAS, students will have...

- **Increased their awareness of their own strengths and areas for growth** . Students are able to see themselves as individuals with various skills and abilities, and understand they can make choices about how to move forward.
- **Undertaken new challenges.** A new challenge may be an unfamiliar activity, or an extension to an existing one.
- **Planned and initiated activities** . Planning and initiation can be in collaboration with others, in activities that are part of larger projects, for example, or ongoing school activities in the local community, as well as small student-led activities.
- **Worked collaboratively with others.** Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten.
- **Shown perseverance and commitment in activities.** At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
- **Engaged with issues of global importance** . Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally
- **Considered the ethical implications of their actions** . Ethical decisions arise in almost any CAS activity, on the sports field, for example, in musical composition, or in relationships with others involved in service activities.
- **Developed new skills.** As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.





## Eugene IHS Junior Project— Parent/Student Review Verification

Due date: Week of September 12 at Project meeting

**Students:** Check below to verify you have read and reviewed the Eugene IHS Advanced Projects packet.

- I have reviewed all of the Advanced Project assignments outlined in this packet with my parent or guardian.
- I understand the scope and nature of the work, the expectations and deadlines, and the criteria for evaluation.
- I understand that this project must be completed with a passing grade in order to meet state graduation requirements.

Signature, Eugene IHS Student \_\_\_\_\_ Date: \_\_\_\_\_

Student's Printed Name \_\_\_\_\_

**Parents/Guardians:** Please read the following and then sign below.

- I have reviewed all of the Advanced Project assignments outlined in this packet with my student.
- I understand the scope and nature of the work, the expectations and deadlines, and the criteria for evaluation.
- I understand that this project must be completed with a passing grade in order to meet state graduation requirements and graduate with the honorary Eugene IHS diploma.

Signature, Eugene IHS Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Printed Name \_\_\_\_\_