

Eugene IHS Senior Seminar

Second Trimester, 2016-17



Expectations for Eugene IHS Senior Seminar include the following:

1. Final grades for second trimester Senior Seminar will be based on meeting deadlines, attending meetings and the assessed final senior paper. All grades will be awarded on a "Pass/No Pass" basis.
2. In order to receive a passing grade for each trimester of Senior Seminar, you must show completion, approval and verification of 15 CAS hours via your ManageBac portfolio. You must also submit evidence or written reflections about how your CAS work has inspired you to develop in terms of the IB Learner Outcomes. Code your hours as "5" for the second trimester of senior year + the name of the activity. (This is the fifth term of CAS when you count the three trimesters from last year).

This packet and additional information are available online at www.ihs.4j.lane.edu and in the "Files" tab of your Managebac account.

SENIOR SEMINAR DATES TO REMEMBER

Due Dates	Senior Seminar Components and Directions
Wednesday December 7th Required Meeting	Trimester two overview: CAS Group Project, The Value of Community Service, Community Service Accomplishments, Considering the Ethics of Service; Computers will be available.
By Friday, January 6th	Obtain approval for 15 CAS hours for second trimester on your ManageBac CAS page.
Wednesday, January 11th Required Meeting	Seminar teachers will return Extended Essays during seminar time today. We will also highlight both accomplishments and concerns that arose as we read and evaluated the essays. Seminar teachers will also set up individual or small group meetings with students who have not yet passed the Extended Essay.
Wednesday, March 8th Required Meeting	<ul style="list-style-type: none"> • Seminar Meeting today, to introduce 12th Grade Seminar Requirements for Term 3 (most of which are due in April, due to IB deadlines). <p><i>Also Today,</i></p> <ul style="list-style-type: none"> • Show completion of 15 CAS hours for second trimester on your ManageBac portfolio. For each Service activity you must: <ol style="list-style-type: none"> 1) Have approval from your seminar teacher 2) Complete the activity 3) Have your supervisor verify the activity • Have submitted at least 1 piece of evidence <i>or</i> reflections about each of your Service Activities this term. • Complete the CAS group project, including the extended reflection.

CAS Group Project and Group Project Extended Reflection

DUE: Complete by **March 8th**.

Students will participate in a **group project involving three or more individuals**. The group project should be a collaborative, well-considered series of sequential CAS experiences. The group project should

- Extend over at least one month, from planning to completion (longer projects are encouraged);
- Include one or more of the CAS strands—creativity, activity, and/or service;
- Incorporate a group of at least three people (we encourage you to work with other Eugene IHS students and to involve students from multiple IHS campuses, but this is not a requirement—you may work with non-IHS students or with a community agency, for example, if you prefer);
- Count individual strands towards the entire 150 hour requirement, e.g., for a 20 hour project, a student might count 8 hours of Creativity and 12 hours of Service, not 20 hours of each;
- Be completed any time between the beginning of the CAS program junior year and its due date in Term 2 of senior year (see senior Seminar packet for details);
- Demonstrate thoughtful commitment and meaningful engagement through the required group project reflection; through evidence such as photos, videos, flyers, etc.; and through supervisor reviews. There is no limit on hours for the group project, but students should reflect accurately and honestly on activities undertaken. The Seminar teacher will determine final value of the work.
- School pageants such as Mr. Lancer, Mr. Irish, and Mr. Axeman do not count as Group Projects.

CAS: Group Project Reflection

Add a reflection once you have created a new CAS activity for this project. Make sure this response can be found as a reflection for the group activity/project you entered on your CAS page.

To verify your completion of the group project, you must address each of the following questions. We encourage you to complete your reflection while the experience is fresh in your mind.

1. Who were the other people in your group (first and last names)?
2. What is the name of your group project?
3. How many hours did you complete? _____ Creativity _____ Activity _____ Service
4. What were the total hours of this project?

In a paragraph format, respond to the following questions in an essay of approximately 250-350 words.

- Describe both the planning and implementation of your activity/project and how it incorporated two or more elements of CAS.
- How well did your group work together? Describe what you learned about collaboration.
- What did you hope to accomplish by completing your group project? Were you successful in achieving these goals? Why or why not? What would you do differently next time?
- What significant new skills, abilities, attitudes or values did you develop as a result of completing your group project?
- How did this activity/project benefit others? How did you engage with issues of global importance via the group project?

Examples of group projects include the following...

Coaching a sports team with two other friends (activity, service)

- Role: Coach
- Real task: To pass on knowledge and skills to others
- Real Consequences: People have fun, exercise and learn to play a new game

Getting a group together to teach the guitar to younger students (creativity, service)

- Role: Instrumental music teacher
- Real task: Making music together
- Real Consequences: Improved individual and group proficiency in music

Clearing a beach of oil pollution, litter and jetsam (activity, service)

- Role: Environmental worker
- Real task: Cleaning up the pollution
- Real consequences: Environmental improvement

Organizing a “Walkathon” to raise money for guide dogs for people who are blind (creativity, activity, service)

- Role: Organizer, walk participant, assisting people who are blind
- Real task: Planning and publicizing, walking with people who are blind, raising money
- Real consequences: People who are blind are provided with guide dogs

Identifying a cause for which to educate people and fundraise (creativity, activity, service)

- Role: Charity campaigner
- Real task: Arranging collection and delivery of items and funds
- Real consequences: Practical help for people in the local and international community