

Eugene IHS Junior Seminar First Trimester 2020-2021



Creativity, Activity & Service (CAS) and Career Related Learning

These materials are available on Canvas at 4j.instructure.com
and on the IHS Web site at ihs.4j.lane.edu

Seminar Class Concept

Purpose of the Class: For students to develop community mindedness, independent learning habits, self-reflection, and research writing skills.

Grading Structure: Each trimester grade will be determined by a student’s performance on a scoring guide that describes the level of performance necessary to achieve a certain grade. Each student will earn a grade that is the “**best fit**” for the quality of work the student has submitted. Grades for individual assignments may be higher or lower than the overall “best fit” grade. However, if any assignment earns an “F” grade, the student’s overall term grade will also be an “F.”

Each trimester’s scoring guide will be based on the following grading concept:

F	C	B	A
Student is not completing community service, physical or creative activities and/or career-related learning requirements, and/or is not developing basic research skills.	Student is completing community service, as well as physical and creative activities and career learning requirements, and is developing basic research skills.	Student is showing independent learning ability, is serving the community and involved in creative and active undertakings, is ready for IB and college-level research writing, and is able to reflect on their progress in all of the above.	Student excels at independent learning, at serving the community, at challenging themselves in creative and physical activities, at IB and college-level research writing, and at reflecting on their progress as an active learner in all of these undertakings.
Student is <u>neither on track meet this term’s Seminar requirements for the Eugene IHS diploma, nor on track to receive the IB diploma</u> (even if registered as an IB diploma candidate).	Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, but is <u>not on track to receive the IB diploma</u> (whether or not registered as an IB diploma candidate).	Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, and is minimally on track to receive the IB diploma (whether or not registered as an IB diploma candidate).	Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, and to meet CAS requirements for the IB diploma (whether or not registered as an IB diploma candidate).

Students may choose to be graded on a “Pass/No Pass” grade scale instead of an “A/B/C/F” scale. Students selecting this option must complete the “Pass/No Pass” Grade Option Form on page 11 of this packet and submit it to their Seminar teacher by Wednesday, October 14th. Overall trimester grades of “A,” “B,” or “C” will convert to a “Pass” and “F” grades will convert to a “No Pass.”

Late Work Policy: Students should not submit any work late, except in the cases of extenuating circumstances that both student and teacher have agreed warrant the turning in/acceptance of late work. All requests for work to be accepted late must be made to the teacher ahead-of time, except in the highly unusual case that a student takes ill on the due date of the assignment. In that case, the student needs to contact the teacher about the illness, and set a new due date with the teacher, on the day that the student is able to return to school.

Recording Grades: Teachers will distribute the scoring guide for each term as part of each term’s seminar packet. Teachers will also keep a record of student work that has been completed for each term, and at what grade level it has been completed where applicable. This record may look like a grade book, or may look like a copy of the scoring guide with relevant categories circled or highlighted. Teachers will post predicted grades at midterm, and final grades at the end of the term. Students should also keep track of which assignments they have done and at what level, on their own scoring guides.

11th Grade Seminar Term 1: To use this scoring guide, choose the highest grade for each row that completely describes the student’s work in the trimester. Assign an overall trimester grade that is the **“best fit”** for the quality of work the student has submitted. Grades for individual assignments may be higher or lower than the overall “best fit” grade. However, if any assignment earns an “F” grade, the student’s overall term grade will also be an “F.”

F	C	B	A
<p>Student is not completing CAS and/or is not on track to complete Personalized Learning Requirements.</p>	<p>Student is minimally engaged in CAS and is on track to complete Personalized Learning Requirements.</p>	<p>Student is showing independent learning ability, CAS engagement and is self-reflective. Student is on track to complete Personalized Learning Requirements.</p>	<p>Student excels at independent learning, at CAS and at self-reflection. Student has completed Personalized Learning Requirements.</p>
<p>Student is <u>neither on track meet this term’s Seminar requirements for the Eugene IHS diploma, nor on track to receive the IB full diploma</u> (even if registered as an IB diploma candidate).</p>	<p>Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, but is <u>not on track to receive the IB full diploma</u> (whether or not registered as an IB diploma candidate).</p>	<p>Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, and is minimally on track to receive the IB full diploma (whether or not registered as an IB diploma candidate).</p>	<p>Student is on track to meet this term’s Seminar requirements for the Eugene IHS diploma, and to meet CAS requirements for the IB full diploma (whether or not registered as an IB diploma candidate).</p>
<ul style="list-style-type: none"> ▪ Student has not completed a meaningful reflection on 15 hours of CAS experiences. 	<ul style="list-style-type: none"> ▪ Student has completed a superficial reflection on 15 hours of CAS experiences, this term and on time. 	<ul style="list-style-type: none"> ▪ Student has completed a somewhat meaningful reflection on 15 hours of CAS experiences, this term and on time. 	<ul style="list-style-type: none"> ▪ Student has completed a meaningful reflection on 15 hours of CAS experiences, this term and on time.
<ul style="list-style-type: none"> ▪ Student has not met the Personal Learning Requirements (PLR’s) for the school. 	<p>Student meets the Personal Learning Requirements (PLR’s) for the school.</p>	<ul style="list-style-type: none"> ▪ Student meets the Personal Learning Requirements (PLR’s) for the school. 	<ul style="list-style-type: none"> ▪ Student meets the Personal Learning Requirements (PLR’s) for the school.
<ul style="list-style-type: none"> ▪ Student does not participate in the Pre-CAS Planning and Goal Setting Exercise. 	<ul style="list-style-type: none"> ▪ Student participates in the Pre-CAS Planning and Goal Setting Exercise but minimally articulates strengths, challenges and goals. 	<ul style="list-style-type: none"> ▪ Student participates in the Pre-CAS Planning and Goal Setting Exercise and adequately articulates strengths, challenges and goals. 	<ul style="list-style-type: none"> ▪ Student participates in the Pre-CAS Planning and Goal Setting Exercise and effectively articulates strengths, challenges and goals.

DUE DATES AND SEMINAR MEETINGS			
DATE	WHAT	What to Bring or Have Done	Time and Location
<i>Wednesday, September 30th Mandatory Meeting</i>	First Seminar meeting for introduction to Canvas modules and preparation for the “Pre-CAS Planning and Goal Setting” assignment.	Yourself.	11:20 a.m.-12:20 p.m. on Zoom. You will receive an email link for the meeting.
<i>Wednesday, October 7th</i>	Parent form	Have parent/guardian email the digitally-signed “Parent/Student Review Verification” form on page 12 of this packet.	Submit to Seminar teacher’s email by the end of the day
<i>Wednesday, October 14th Mandatory Meeting</i>	<ul style="list-style-type: none"> • CAS Group Project introduction and planning • Introduction to the Personalized Learning Requirements • Check in on CAS 	Yourself	11:20 a.m.-12:20 p.m. on Zoom. Link TBA.
<i>Wednesday, October 14th</i>	<ul style="list-style-type: none"> • Pre-CAS Planning and Goal Setting Exercise • “Pass/No Pass” Grade Option Form due (optional) 	<p>One paragraph for each question in the assignment</p> <p>Email form on p. 11 of this packet to parent/guardian and sign digitally</p>	<p>Submit to Seminar teacher on Canvas by end of day</p> <p>Have parent/guardian email to Seminar teacher by end of day</p>
<i>Wednesday, December 2nd Mandatory Meeting</i>	Preview of second trimester Seminar work and the “Sample Essay Exploratory Assignment”	Yourself	11:20 a.m.-12:20 p.m. on Zoom. Link TBA.

<p>Wednesday, December 2nd</p>	<p>Successful completion of all first trimester Seminar work: Please see scoring guide in this packet.</p>	<ul style="list-style-type: none"> ● 15 hours of service completed, with a detailed reflection or pieces of evidence ● Personalized Learning Requirements for your campus ● “Pre-CAS Planning and Goal Setting Exercise” (Should have been done before midterm – this is the final date to do it for any credit at all). 	<p>CAS reflection/ pieces of evidence: Submit “CAS Reflection” assignment to Seminar teacher on Canvas by end of day</p> <p>Personalized Learning Requirements: Tasks vary by campus; check with your Seminar teacher</p> <p>“Pre-CAS Planning and Goal Setting Exercise”: Submit to Seminar teacher on Canvas</p>
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This packet and additional information are available online at ihs.4j.lane.edu and also under the “Resources” module in your Junior Seminar class in Canvas at 4j.instructure.com

Important Career-Related Learning Resources for Eugene IHS Juniors

Eugene IHS

- Junior IB Information Night, Wednesday September 30th, 7:00-8:00 p.m.
- Zoom link:
<https://zoom.us/j/93333658798?pwd=Q2dKMjMwbEZMYUZYQ3o3d3JRRThLQT09>
- Meeting ID: 933 3365 8798
Passcode: 497618

Please check the links below frequently for updates. You will especially need to know about upcoming financial aid information sessions, college presentations, college fairs, potential PSAT testing, etc. You will also want to check the pages of IHS campuses other than your own, as they may have additional useful information.

Churchill

- CHS Career Center website
http://blogs.4j.lane.edu/houck_s/
- Contact: Sheree Houck, houck_s@4j.lane.edu

Sheldon

- SHS Career Center website
<https://shs.4j.lane.edu/career-center/>
- SHS Career Center calendar of events
<https://bit.ly/2FVwDhy>
- Contact: Kim Johannsen, johannsen_k@4j.lane.edu

South

- SEHS college planning timeline
<https://sehs.4j.lane.edu/career-center/college-planning/>
- SEHS college/program visits and fairs
<https://sehs.4j.lane.edu/college-and-program-visits/>
- “Career Center Check In” section of South's e-newsletter
To sign up, send a blank email to sehs-subscribe@npogroups.org
- Contact: Lori Sauter, sauter_l@4j.lane.edu

Eugene IHS CAS Requirements (junior and senior years)

This is a condensed set of information out of the 2020-21 CAS Handbook, which is available on the Eugene IHS web page under the “Community Service/CAS” tab and in Canvas under the “Resources” module.

Welcome to... Creativity, Activity and Service in Eugene IHS!

“We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these sympathetic fibers, our actions run as causes and return to us as results.” – Melville

Eugene International High School has made experiential learning a part of our identity since the founding of the school in 1985. We are committed to Creativity, Activity, and Service (CAS) as an aspect of an international studies curriculum, for it is one more way students gain confidence and knowledge in a broader world than home and school.

In undertaking CAS during the junior and senior years, students derive many benefits, both practical and altruistic. The activities and experiences in which students are involved can be more fully developed both in service to the community and in exploring student interest and potential.

What is CAS?

CAS is a fundamental aspect of the Eugene IHS experience. The emphasis of CAS is on new and experiential learning. It is designed to involve students in new roles and explore ways in which current activities can become true learning experiences. The emphasis is on learning by planning and performing real tasks that have tangible outcomes and reflecting on these experiences. The ultimate goal of CAS is to nurture life-long learners who seek new opportunities and challenges; balance personal and academic pursuits; act with integrity, responsibility and compassion; and who value diversity, ambiguity and discovery to create a better and more peaceful world.

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities that involve creative thinking. Examples could include participation in music, theater, fine arts, or design. ***In a student’s CAS program, creativity fosters an appreciation for the arts.*** Creativity involves “Exploring or extending ideas related to an original or interpretive product or performance” (IB Creativity, Activity, Service Guide 8). “Creativity in CAS provides students with the opportunity to explore their own sense of original thinking and expression. Creativity will come from the student’s talents, interests, passions, emotional responses, and imagination; the form of expression is limitless. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking” (IB Creativity, Activity, Service Guide 8).

Activity is defined as physical exertion contributing to a healthy lifestyle, complementing academic work. ***In a student’s CAS program, activity focuses on the physical, and thus, mental, well-being of the student.*** “The aim of the ‘Activity’ strand is to promote lifelong healthy habits related to physical well-being. Pursuits may include individual and team sports, aerobic exercise, dance, outdoor recreation, fitness training, and any other form of physical exertion that purposefully contributes to a healthy lifestyle. Students are encouraged to participate at an appropriate level and on a regular basis to provide a genuine challenge and benefit” (IB Creativity, Activity, Service Guide 8).

Service consists of an unpaid and voluntary community contribution that has a learning benefit for the student and fosters a greater sense of commitment to community—local, national and international. ***In a student’s CAS program, service focuses on an endeavor beyond a student’s current experience and shows engagement in meeting a community need.*** Service involves “Collaborative and reciprocal engagement with the community in response to an authentic need. The aim of the ‘Service’ strand is for students to understand their capacity to make a meaningful contribution to their community and society.

Through service, students develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility, and accountability for their actions. Service is often seen as one of the most transforming elements of CAS by promoting students' self-awareness, offering diverse occasions for interactions and experiences and opportunities for international-mindedness" (IB Creativity, Activity, Service Guide, page 8). **Please see more details about service requirements, and what makes a good CAS activity, in the IHS CAS Handbook.**

Overview of Changes to CAS Requirements Due to the COVID-19 Pandemic

CAS requirements are somewhat relaxed this year compared to the past. In the past, students had to complete at least 25 hours of creativity, 25 hours of activity, 50 hours of service, and 150 total hours by April of their senior year. Juniors had to complete a minimum of 15 hours of *service* in the first trimester of Seminar.

However, opportunities to complete service hours are especially limited due to the virus. Therefore, you are not required to complete any specific number of service hours as you would in a normal year. Ideally, you will show a reasonable balance of creativity, activity and service, but under no circumstances should you participate in any CAS experience that isn't 100% safe.

Normally, IHS students need to complete supervisor review forms and keep a log of hours for their CAS, but those requirements are suspended this year. Instead, you will create a thoughtful, detailed reflection on your CAS work each term. You should complete 15 hours of CAS per term, but the most important thing is clearly demonstrating what you have done and how you have grown.

There is normally a requirement to complete 150 total CAS hours over the course of junior and senior years. This year, CAS is strictly a term-by-term endeavor. The emphasis is on quality over quantity.

Spanish and French immersion students need to show meaningful effort toward completing some CAS experiences in their immersion language. However, the strict 50-hour minimum requirement over two years is relaxed for this year. Fifty hours is a goal, but not an absolute requirement toward earning an immersion medallion so long as students demonstrate a strong effort.

Students will still need to complete a meaningful CAS group project over the course of at least a month at some point in their junior or senior year, but this will look different than it has in the past. Please see the IHS CAS handbook for examples of distanced experiences that can be completed safely, whether individually or in groups.

In the summer of 2021 we will re-evaluate and may restore some or all of the traditional CAS requirements for your senior year. However, any changes we make for next school year will be in strict accordance with public health recommendations. They will also apply only to your senior year; you will not be required to make up "lost" hours from junior year to meet our traditional CAS totals.

Please check in with your Seminar teacher if you have questions about CAS or anything else related to the course. Your teacher will have regular Zoom office hours in addition to being available through email.

We hope that these revised requirements will make your Seminar experience manageable, meaningful, and rewarding. We look forward to working with you as we all embark on this adventure together!

Sincerely,
Your Eugene IHS teachers

CAS Learning Outcomes

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to their CAS program over the course of junior and senior years. These learning outcomes articulate what a CAS student is able to do at some point during their CAS program. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

Some learning outcomes may be achieved many times, while others may be achieved less frequently. Students must provide evidence of having achieved each learning outcome at least once; evidence will appear in the form of student reflections. Students will also reflect on their achievement of the learning outcomes in a final summative reflection at the end of their CAS program in senior year.

- 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.*

Pre-CAS Planning and Goal-Setting Exercise

Due date: Wednesday, Oct 14th: Submit to your Seminar teacher via Canvas by the end of the day.

Please review the CAS Learning Outcomes on page 8. We hope that as students in Eugene International High School, you will work towards the goals embodied in the IB Learner Profile by committing to a specific and personal CAS program that enhances both your mental and physical wellbeing. We hope that you will become an even more internationally-minded young person, working to create a better and more peaceful world. We believe that you will strive to be an inquiring and knowledgeable thinker and communicator, acting on principle in a caring and open-minded way. We also believe that by becoming a risk-taker, seeking balance, and reflecting on your role in the world, you will become more aware of your capabilities and consciously choose to make a difference.

For this particular assignment, please consider your current strengths and areas for growth in terms of these IB CAS Learning Outcomes and your goals for the next two years by answering the questions below. 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. Then, as you are engaged in your activities over the next two years, please consider and reflect on how you are changing, developing or challenging yourself to meet the goals you have set out, or how your goals are growing or changing along with you.

Questions (write one paragraph per question if you are absent):

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. What are three specific and detailed goals you hope to achieve through one of your CAS experiences? How will you achieve these goals? Use the CAS Learning Outcomes (page 8) to support your response.

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 15 hours of CAS at the park this trimester 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 economic factors that lead people to White Bird. *Specifically, I'd like to see if my knowledge of poverty traps from IB Economics can inform my work there. I will discuss this with my Economics teacher.*

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.*

Career Center Requirements (Personalized Learning Requirements, or PLR's)

These are State of Oregon graduation requirements that all juniors will complete through the career center at their respective campuses. You will complete online activities designed by the career center to help you prepare for a future occupation. Some of these activities may take place in your Advisory class, so excellent attendance in Advisory is especially important to graduating. There will also be other specific tasks that vary by campus. Your teachers will fill you in on the details.

Please make sure that you attend seminar class via Zoom on Wednesday, **October 14th** in order to learn what the Personalized Learning Requirements are for your particular school and how to complete them.

Due date: Wednesday, December 2nd, 2020

Successful completion of your PLR's is a graduation requirement. You must complete them in order to earn a high school diploma in the State of Oregon.

Eugene IHS Junior Seminar

“Pass/No Pass” Grade Option

Eugene IHS Seminar classes award a letter grade of “A,” “B,” “C,” “F” or “I” by default. However, students and their parents/guardians may opt for a “Pass/No Pass” grade for this particular course if they wish.

“Pass/No Pass” grades do not affect a student’s grade point average (GPA), but a “No Pass” grade in any term of Senior Seminar will make a student ineligible to receive the honorary Eugene IHS diploma. Students and families should consult with their counselor to determine if P/NP grading options are appropriate given their post-secondary plans.

You (the student) must fully complete this form and have a parent/guardian email it to your Seminar teacher no later than Wednesday, October 14th if you would like to receive a “Pass/No Pass” grade instead of an “A,” “B,” “C,” “F” or “I” grade for trimester 1 of Senior Seminar (“IB Extended Essay”).

Students who submit this form incomplete or late will receive an “A,” “B,” “C,” “F” or “I” grade. District 4J policy mandates that all students taking a graded class as “Pass/No Pass” must request the change by midterm.

“Pass/No Pass” Grade Option Form, Trimester 1

By typing our signatures below, we declare our intent for the student named below to receive a “Pass/No Pass” grade for first trimester of Eugene IHS Senior Seminar (“IHS IB Extended Essay”).

Student name:

(This will serve as your digital signature)

Parent/guardian name:

(This will serve as your digital signature)

Date:

Parent/guardian: Please copy and paste this form into an email to your student’s Seminar teacher. If this is not possible, please communicate your family’s choice with the Seminar teacher in another way.

Eugene IHS Junior Seminar— Parent/Student Packet Review Verification Form

Due date: Wednesday, October 7th: Complete this form and turn it in before your second Junior Seminar meeting.

Purpose

This form is to ensure that both students and parents/guardians understand the expectations of the Senior Seminar course.

For Students:

Please complete the following tasks in order:

- Read the Senior Seminar Trimester 1 packet and have your parent/guardian read it as well
- Copy and paste this form into an email to your parent/guardian
- Review this form with your parent/guardian
- Sign the form digitally by typing your name in the appropriate space in your parent/guardian's email
- Ask your parent/guardian to sign as well
- Ask your parent/guardian to send the completed form to your Seminar teacher from their own email account

For Students and Parents:

Please indicate by your typed signature below that you agree to the following:

- I have reviewed all of the Seminar assignments outlined in this packet
- I understand the scope and nature of the work, expectations, deadlines, and criteria for evaluation.
- I understand that the seminar class work for this term must be completed with a passing grade in order to meet state graduation requirements and earn the honorary Eugene IHS diploma.

Student name:

(This will serve as your digital signature)

Parent/guardian name:

(This will serve as your digital signature)

Date:

Parent telephone: