**Module 22 Presentation Outline**

**Outcomes:** Educators will develop an understanding of the California Arts Standards structure and purpose as well and will have the opportunity to do a deep study into one or more arts disciplines.

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<tr>
<td>5 min</td>
<td>Welcome</td>
<td>Discussion</td>
<td>Community building:</td>
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<td>*Welcome to this Intro to the CAS&lt;br&gt;*Introductions - Who’s in the Room? Please share your name, role, location, and one word about the importance of the arts.</td>
<td>Participants will reflect on the importance of the arts and their role in relation to the arts</td>
<td>Slides 2-3&lt;br&gt;Computer, slide presentation, audio capabilities</td>
<td>Identify the key Common Core (language arts and/or math) NGSS, and ELD standards addressed by this part of the module.</td>
<td>Which outcomes does this portion of the training address? Refer to the list of outcomes specified at the top of the template.</td>
<td>Community Building- Participants will get to know each other</td>
</tr>
<tr>
<td>3 min</td>
<td>Purpose &amp; Overview of the Module</td>
<td>Discussion</td>
<td>Setting the stage for the session/day</td>
<td>*Understand:&lt;br&gt;The structure of the California Arts Standards&lt;br&gt;*The purpose of the California Arts Standards What is new about the California Arts Standards</td>
<td>Participants will understand the structure and purpose of the new arts standards.</td>
<td>Slides 4-5&lt;br&gt;Computer, slide presentation, audio capabilities</td>
<td>Frame of the Day- Participants will understand the agenda for the day</td>
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| 5 min. | Group Introduction | Discussion | Respond to the prompts on the slide with an elbow partner then share your responses with the larger group.  
* When were the new Arts standards adopted?  
* What arts disciplines do the new Arts standards cover?  
* What is the official title of the new Arts standards?  
* How familiar are you with the new Arts Standards? | Participants will discuss the new standards and reflect on their own understanding of them. | Idea: Questions could be made into an interactive Kahoot quiz.  
Slides 6-9  
Computer, slide presentation, audio capabilities | Identify the targeted standards addressed by this part of the training. | Identify the key Common Core (language arts and/or math) NGSS, and ELD standards addressed by this part of the module. | Which outcomes does this portion of the training address?  
Refer to the list of outcomes specified at the top of the template. |

| 5 min. | Introduction to CAS process | Discussion and Group Share Out | The new California Arts Standards (CAS) were:  
Created as a result of AB2862  
* Based on National Core Arts Standards (NCAS)  
* Adopted by the California State Board of Education on 1/9/19 | Participants will discuss the foundation of the CAS based on the National Arts Core Standards. | Slide 10  
Computer, slide presentation, audio capabilities | | Community building - Participants will demonstrate their familiarity with the new CAS and share that knowledge with a partner. |

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| 20 min.| Introduce Philosophical Foundations and Lifelong Goals | Discussion and Group Reflection | CAS are grounded in the NCAS vision of Artistic Literacy  
Jigsaw reading of the 6 Foundations and Goals  
Share with an elbow partner  
Whole group share out for each of the 6 | What might learning look and sound like in a classroom where instruction is based on the Foundation and designed to move students toward the goal? | Slides 11-13  
* Copies of each Foundation & Goal  
* Handout: Philosophical Foundations & Lifelong Goals  
* Computer, slide presentation, audio capabilities | Identify the targeted standards addressed by this part of the training. | Identify the key Common Core (language arts and/or math) NGSS and ELD standards addressed by this part of the module. | Which outcomes does this portion of the training address? Refer to the list of outcomes specified at the top of the template. |
| 5 min. | Parts of the Standards                | Discussion                 | Artistic Process  
Anchor Standards  
EUs and EQs | Participants will understand the components that make up the CAS. | Slides 14-18  
* Computer, slide presentation, audio capabilities | Common Understanding of the Parts of the Standards |  |
| 20 min.| Parts of the Standards                | Discussion and Hands On Activities | Artistic Process Components  
Give each participant a copy of the blank process component chart  
Ask the group to fill in the chart with the process component verbs  
*What similarities do you notice across the 5 disciplines? Differences?  
*Discuss findings | Participants will demonstrate in small groups, their understanding of the Artistic Process Components. | Slides 19-24  
* Blank chart for the Artistic Process Component verbs  
* Digital or printed copies of the CAS for each of the 5 disciplines  
* Computer, slide presentation, audio capabilities | Common Understanding of Artistic Process Components |  |
## California Arts Standards for Public Schools: Resources for Learning & Implementation

*Developed by Santa Clara County Office of Education and San Diego County Office of Education*

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<td>5 min.</td>
<td>Parts of the Standards</td>
<td>Discussion</td>
<td>Addition of Novice and Intermediate levels&lt;br&gt;The performance standards translate the anchor standards, enduring understandings, and essential questions into measurable learning goals by describing more specifically what students should know and be able to do in each arts discipline by the end of a school year or course. Share the example from Media Arts Coding of the Standards</td>
<td>Participants will understand and be able to explain the performance standards for Music.</td>
<td>Slides 25-30&lt;br&gt;* Computer, slide presentation, audio capabilities</td>
<td>Identify the targeted standards addressed by this part of the training.</td>
<td>Identify the key Common Core (language arts and/or math) NGSS and ELD standards addressed by this part of the module.</td>
<td>Which outcomes does this portion of the training address? Refer to the list of outcomes specified at the top of the template.</td>
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<td>5 min.</td>
<td>Elements of CAS</td>
<td>Discussion</td>
<td>Shared Artistic Processes 11 Anchor Standards Performance Standards Similarities and Differences</td>
<td>Participants will be able to identify the similarities and differences of each of the arts disciplines.</td>
<td>Slide 31&lt;br&gt;* Artistic Processes and 11 Anchor Standards handout&lt;br&gt;* Computer, slide presentation, audio capabilities</td>
<td></td>
<td>Summarize the elements of the CAS</td>
<td></td>
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<tr>
<td>5 min.</td>
<td>Questions</td>
<td>Discussion</td>
<td>What questions do you have so far? Write each response on a sticky note.</td>
<td>Participants will share questions they are having after the presentation.</td>
<td>Slide 32&lt;br&gt;* Sticky notes, pens</td>
<td></td>
<td>Determine Questions Participants Have</td>
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### Time | Content | Presentation Methods | Participant Activities | Reflection, Assessment & Evaluation | Support Materials | Arts Standards | CC and ELD Standards | Outcomes
--- | --- | --- | --- | --- | --- | --- | --- | ---
40 min. | Literacy lesson | Discussion, Video presentation and group activities | Developing Literacy in the Arts Means:  
* Discovering the expressive elements  
* Understanding the basic concepts  
* Knowing the terminology that is used for comprehension  
* Developing the skills necessary to produce a work of art  
* Being able to reflect, critique, and connect personal experience to the work of art  
*Texts can include:  
- Performance (live or archived)  
- Music or lab notation  
- Lighting plot, stage notes, music scores  
- Critique or reviews  
- Artistic statements  
- Interviews  
- Biographies  
- Informational text about the aesthetics and historical or cultural context of the art work | Participants will be able to watch lessons in the different arts disciplines and demonstrate their understanding in a series of group activities. | Slides 33-37  
Computer, slide presentation, audio capabilities  
**Music videos:**  
* Mariachi Chavez – El Cascabel  
* String Orchestra Concert: Hopkins Advanced Orchestra 2018  
* Dance videos:  
  * Chula Vista HS SCPA Ballet Folklorico  
* Theater videos:  
  * Burbank HS – The Crucible 2019  
* Lincoln HS Barnum  
**Visual Arts:**  
* Young Artists Showcase (see gallery to the side)  
**Media Arts:**  
* 2020 High School Award Recipient Videos | This is an overview of the CAS. ELD standards are mentioned in the Arts Framework documents across all content areas in the UDL section. | Experience a lesson created with the CAS

Which outcomes does this portion of the training address? Refer to the list of outcomes specified at the top of the template.
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| 5 min. | What’s New? | Discussion | Name changed to the Arts standards (previously the VAPA standards)  
Media Arts added as the 5th arts discipline  
Inquiry  
Process emphasis  
UDL “Open” | Participants will understand the origins of the new Media Arts discipline. | Slide 39 | | | Common understanding of what is new in the CAS |
| 10 min. | What’s New? (Inquiry) | Inquiry  
* What elements of inquiry existed in the Literacy lesson?  
* What opportunities exist to add elements of Inquiry into the Literacy lesson? The Literacy lesson provides an opportunity for inquiry rather than direct instruction. It’s an opportunity to connect with other content areas. | Participants will reflect on the ways to incorporate literacy into the different arts disciplines’ lessons. | Slide 40  
* Computer, slide presentation, audio capabilities | | | | Common understanding of Inquiry in the new in the CAS |
| 10 min. | What’s New? Process Emphasis | Discussion | Process emphasis  
* How could the learning process be demonstrated using the Literacy lesson?  
* What challenges exist in demonstrating the learning process rather than only sharing a final product? Discuss by discipline. Chart/record responses. | Participants will learn about the way ‘process’ is important in the new CAS. | Slide 41  
* Computer, slide presentation, audio capabilities | | | | Common understanding of Process emphasis in the new in the CAS |
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<td>10 min</td>
<td>What’s New? UDL Discussion</td>
<td>Have volunteers read the paragraph from CAS Intro, page 19 *What stands out to you? *What questions do you have?</td>
<td>Participants will reflect on the questions they have thus far in the presentation.</td>
<td>Slides 42-43 * Computer, slide presentation, audio capabilities</td>
<td>Identify the targeted standards addressed by this part of the training.</td>
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<td>Common understanding of UDL</td>
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<tr>
<td>25 min</td>
<td>What’s New? UDL Discussion</td>
<td>What is UDL? Share the David Rose video UDL Guidelines; Handout copy of UDL Guidelines Refer back to the Literacy lesson from earlier. *What guidelines did you observe during the lesson? *Which guidelines were not addressed? *What opportunities exist to include additional guidelines in the lesson in the future? Look at the Artistic Processes and Anchor Standards alongside the UDL Guidelines *What connections do you see between the 2 documents?</td>
<td>Participants will reflect on the Literacy lesson and think about the guidelines included (or not) in the lesson.</td>
<td>Slides 44-45 * Video: UDL: Principles and practices Copy of UDL Guidelines</td>
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<td>Common understanding of UDL</td>
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<td>20 min.</td>
<td>What New? UDL</td>
<td>Video Presentation Group Discussions</td>
<td>The Myth of Average View the video Discuss the Myth of Average in partners and as a whole group The How “Copernican Shift - 1530 Polish Astronomer Nicolaus Copernicus finished drafting his theory that the sun, rather than the earth, stood at the center of the universe.” (UDL page 127) “When students encounter difficulty, the curriculum – not the learner – is assumed to be inadequate to meet the varied and diverse needs of learners. This replaces the old practice of jumping to label learners as ‘disabled’ or ‘challenged’ when they encounter difficulty with a curriculum that offers limited paths to success.” (UDL 129)</td>
<td>Participants will develop a common understanding of UDL.</td>
<td>Slides 46-52 * Video: The Myth of Average</td>
<td>Identify the targeted standards addressed by this part of the training.</td>
<td>Identify the key Common Core (language arts and/or math) NGSS, and ELD standards addressed by this part of the module.</td>
<td>Common understanding of UDL</td>
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<td>30 min.</td>
<td>CAS Scavenger Hunt</td>
<td>Group Discussion</td>
<td>Divide participants into groups representing the 5 different arts disciplines</td>
<td>Participants will develop a richer understanding of the new CAS within their own content area.</td>
<td>Slides 53-54</td>
<td>Identify the targeted standards addressed by this part of the training.</td>
<td>Identify the key Common Core (language arts and/or math) NGSS and ELD standards addressed by this part of the module.</td>
<td>Take a closer look at the standards</td>
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<td>Hands On Activities Charting</td>
<td>Examine the standards Locate the 5 parts (artistic processes, anchor standards, enduring understandings and essential questions, process components, performance standards) Identify patterns in the standards Chart and share 3-5 insights from your discipline group</td>
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<td>15 min.</td>
<td>CAS Patterns Presentation</td>
<td>Work with your discipline group to create a collaborative art piece in your discipline that shares your insights and patterns. Present to the whole group through a one-minute dance, media arts, music, theatre, or visual art piece. Share an analysis in one minute for your peers on how your art piece used the new standards. The whole group can ask questions for one minute.</td>
<td>Participants will break into discipline groups and demonstrate their understanding of the CAS through a group activity.</td>
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<td>Slide 55</td>
<td>Present insights to the whole group</td>
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<td>30 min.</td>
<td>What’s New</td>
<td></td>
<td>Ask participants to determine what actions they can take to build awareness around the new CAS</td>
<td>Participants will reflect on next steps in applying the CAS to their work in the classroom.</td>
<td>Slide 56</td>
<td>Identify the targeted standards addressed by this part of the training.</td>
<td>Identify the key Common Core (language arts and/or math) NGSS, and ELD standards addressed by this part of the module.</td>
<td>Action Plan development</td>
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<tr>
<td>10 min.</td>
<td>Reflection</td>
<td></td>
<td>Participants complete the reflection form</td>
<td></td>
<td>Slide 57-58</td>
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<td>Summarize work done</td>
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Ask participants to determine what actions they can take to build awareness around the new CAS.

Gallery Walk

Chart ideas as a group

Participants will reflect on next steps in applying the CAS to their work in the classroom.

Slide 56

* Chart paper, markers, Sticky notes

Participants will engage in reflection on their experience / learning. How will the presenter know / assess what participants have learned and to what level of quality?

Slide 57-58

Reflection form

* “What are you most excited about the work we did today?”
* “What questions do you have?”
* “What support are you looking for to allow you to effectively implement the new standards?”

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