**The Connecticut Arts Standards Model District Templates**

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| |  |  |  | | --- | --- | --- | | Unit Title: | Subject: | Grade Level/Course: | | | | | |
| Brief Description of Unit:  **Summary/ abstract of what the unit is. Unit description clearly provides a summary of the main content, using a language that can be understood by other professionals and clearly includes content topics and a summary of what students will learn.** | | | | |
| **STANDARDS – 2016 CT ARTS STANDARDS [based on NCAS]** | | | | |
| **Artistic Processes**   |  | | --- | | Creating: | | Performing/Presenting: | | Responding: | | Connecting: | | **Process Components (Optional)** | **Performance Standards (From CT ARTS STANDARDS. These are Content-specific; grade level standards; represent at least 2 of the artistic processes)** | | |
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| **Enduring Understanding(s):** (directly from CT ARTS STANDARDS)  **List any District or school standards/goals that are aligned with this EU, if applicable.** | | | **Essential Questions**: (directly from CT ARTS STANDARDS-  One or two EQs for each enduring understanding.) | |
| **Knowledge:** (“Students will know...” Explain what key knowledge students will acquire as a result of the unit. Think in terms of NOUNS and CONTENT.)  **List nouns directly from the Performance Standards:** | | | **Skills:** (“Student will be able to...” Explain what key skills students will acquire as a result of the unit. Think in terms of VERBS.)    **List verbs directly from the Performance standards:** | |
| **Learning Objectives:** (“What do we want students to know and be able to do as a result of the unit?” Measurable, attainable outcomes.)  Example: “Students will be able to demonstrate investigation of a variety of painting techniques.” | | | | |
| **Learning Plan/Instructional Strategies :** | | | | |
| **Resources: (*Tools and items used in the classroom as part of instructional strategy, including technology*.)** | | | | **Repertoire or Media & Materials:** |
| **Academic Vocabulary** **(Content-specific vocabulary that students should know by the end of the unit.)** | | | | |
| **Differentiation/Modifications: In other words, how will you ensure that you meet the needs, interests and abilities of the students?** | | | | |
| |  | | --- | | Assessments: Must link to unit standards and objectives. What evidence will be used to demonstrate students have met the standards and achieved the learning objectives?  Summative Assessment\*\* (use Attached template) |   **Formative Assessment Description:** | | | | |
| Notes: | | | | |

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| |  |  |  | | --- | --- | --- | | Unit Title: | Subject: | Grade Level/Course: | | | |
| Brief Description of Unit: | | |
| Standards:   |  | | --- | | Creating: | | Performing/Presenting: | | Responding: | | Connecting: | | | |
| Enduring Understanding(s): | Essential Questions: | |
| Knowledge - NOUNS: *Performance Standards* | Skills - VERBS: *Performance Standards* | |
| Knowledge - NOUNS: *Unit* | Skills - VERBS: *Unit* | |
| Learning Objectives: | | |
| Instructional Strategies: | | |
| Resources: | | Repertoire/Media & Materials: |
| Academic Vocabulary: | | |
| Differentiation/Modification: | | |
| |  | | --- | | Assessments: Must link to unit standards and objectives. What evidence will be used to demonstrate students have met the standards and achieved the learning objectives?  Summative Assessment\*\* (use Attached template) |   Formative Assessment Description: | | |
| Notes: | | |

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| **CRITERIA/**  **OBJECTIVES** | **4**  **EXEMPLARY** | **3**  **PROFICIENT** | **2**  **EMERGING** | **1**  **DOES NOT MEET STANDARD** |
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| **CAST MODEL DISTRICT CURRICULUM SCOPE and SEQUENCE** | | | | | | | | | | | | |
| **Grade/ Proficiency Level** | **Knowledge** | **Skills** | **Enduring Understandings & Essential Questions** | **Assessments** (Formative & Summative) | **Learning Objectives** | **Content specific vocabulary** | **Resources**  **Media**  **Repertoire** | **CT ARTS STANDARDS** | | | | **\*Optional: Other Standards/Goals** (District Curriculum Standard or Goal/ /ELO /Idea/Theme/ Common Core…) |
| **CREATING** | **PRESENTING/PRODUCING/ PERFORMING** | **RESPONDING** | **CONNECTING** |
| K\* |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |
| HS: Proficient |  |  |  |  |  |  |  |  |  |  |  |  |
| HS: Accomplished |  |  |  |  |  |  |  |  |  |  |  |  |
| HS: Advanced |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Model District Curriculum Project: Peer Review Rubric - UNIT TEMPLATE**  (All references to CT ARTS STANDARDS are based on 2016 CT ARTS STANDARDS from NCAS) | | | | |
| **Criteria:** | **4-Exemplary** | **3-Proficient** | **2-Emerging** | **1-Does Not Meet Standards** |
| **Unit Description?**  *Concise overview of unit that includes topics within the subject area* | Unit description clearly provides a summary of the main content, using a language that can be understood by other professionals and clearly includes content topics, and a summary of what students will learn. | Unit description mostly provides a summary of the main content, using a language that can be understood by other professionals and mostly includes content topics, and a summary of what students will learn. | Unit description somewhat provides a summary of the main content, using a language that can be understood by other professionals and somewhat includes content topics, and a summary of what students will learn. | Unit description does not provide a summary of the main content, using a language that can be understood by other professionals and does not include content topics, and a summary of what students will learn. |
| **Standards** *Content-based goals* | Exemplary standards use a limited number, but a minimum of 2 artistic processes. They are written using CT ARTS Standards language. A limited number of Performance Standards have been selected so that deep knowledge is attainable. CT ARTS Standards Performance standards are referenced and written verbatim. | Proficient standards use too few artistic processes. They are written using CT ARTS Standards language. A limited number of Performance Standards have been selected so that deep knowledge is attainable. CT ARTS Standards Performance standards are referenced and written verbatim. | Emerging standards use too few artistic processes though they are written using CT ARTS Standards language. A limited number of Performance Standards have been selected so that deep knowledge is attainable. CT ARTS Standards Performance standards are referenced somewhat but not written verbatim. | Emerging standards use too few artistic processes, are not written using CT ARTS Standards language. A too many Performance Standards have been selected which prevents attainment of deep knowledge. CT ARTS Standards Performance standards are not referenced. |
| **Enduring Understandings?** *Major concepts, Important ideas and core processes* | The EUs are cited directly from the CT Arts Standards. Language is not altered, EUs are clear and concise. District EU is included in addition to CT ARTS STANDRDS EU and is clear and concise. | The EUs are cited directly from the CT Arts Standards. Language is not altered, EUs are clear and concise. No district EU is included. | The EUs are mostly cited from the CT Arts Standards. Language is altered, EUs are somewhat clear and concise. No district EU. | The EUs are not from the CT Arts Standards. Language is altered, EUs are neither clear nor concise. No district EU. |
| **Essential Questions?**  *“What should students think bout”*  *Related to EUs within the content* | The EQs are cited directly from the CT Arts Standards. Language is not altered, EQs are clear and concise. There are one or two EQs for each enduring understanding. | The EQs are cited directly from the CT Arts Standards. Language is not altered, EQs are clear and concise. There are too many EQs for each EU. | The EQs are cited partially from the CT Arts Standards. Language is altered, EQs are somewhat clear and concise. There are too many EQs for each EU. | The EQs are not cited from the CT Arts Standards. Language is completely altered, EQs are not clear and concise. There are too many EQs for each EU. |
| **Knowledge?**  *“Students will know and understand…”*  *NOUNS and CONTENT* | Strong connection of ‘knowledge descriptions’ starting with nouns taken directly from the performance standards. Nouns explain what “students will be able to…” do as a result of the Unit. Unit nouns fully align to the nouns in the Performance standards. | Strong connection of ‘knowledge descriptions’ starting with nouns taken directly from the performance standards. Nouns explain what “students will be able to…” do as a result of the Unit. Unit nouns somewhat align to the nouns in the Performance standards. | Some connection of ‘knowledge descriptions’ starting with nouns taken from the performance standards. Most nouns explain what “students will be able to…” do as a result of the Unit. Unit nouns somewhat align to the nouns in the Performance standards. | No connection of ‘Knowledge descriptions’ starting with nouns taken from the performance standards. Nouns don’t clearly explain what “students will be able to…” do as a result of the Unit. Unit nouns do not align to the nouns in the Performance standards. |
| **Skills?**  *Students will be able to…”*  *VERBS* | Strong connection of “skill descriptions’ start with action verbs taken directly from the performance standards. Verbs explain what “students will be able to…” do as a result of the Unit. Unit verbs align to the verbs in the Performance standards. | Strong connection of ‘Skill descriptions’ start with action verbs taken directly from the performance standards. Verbs explain what “students will be able to…” do as a result of the Unit. Unit verbs loosely align to the verbs in the Performance standards. | Some connection of ‘Skill descriptions’ start with action verbs not taken from the performance standards. Verbs explain what “students will be able to…” do as a result of the Unit. Unit verbs somewhat align to the verbs in the Performance standards. | Strong connection of ‘skill descriptions’ starting with action verbs taken from the performance standards. Verbs explain what “students will be able to…” do as a result of the Unit. Unit verbs do not align to the verbs in the Performance standards. |
| **Learning Objectives?**  *Measurable outcomes* | Learning objectives are specific, measurable, attainable outcomes.   SPECIFIC–Each objective is distinct from the others, each highlights learning that will result by the end of the unit.    MEASURABLE - Each objective utilizes SKILLS/ VERBS from the Performance Standards that can be measured and KNOWLEDGE/ NOUNS from the Performance Standards that can be measured. All objectives can be linked to various levels of skill/knowledge on Bloom’s taxonomy and/or Webb’s Depth of Knowledge    CLEAR - Taken together, the objectives present a very clear picture of the unit’s purpose and outline a set of actions that students would understand and could readily complete. The objectives answer the question: “What do we want students to KNOW and be able to DO as a result of this unit?” | Learning objectives are mostly specific, measurable, attainable outcomes.   SPECIFIC–Most objectives are distinct from the others, each highlights learning that will result by the end of the unit.    MEASURABLE – Most objectives utilize SKILLS/ VERBS from the Performance Standards that can be measured and KNOWLEDGE/ NOUNS from the Performance Standards that can be measured. Most objectives can be linked to various levels of skill/knowledge on Bloom’s taxonomy and/or Webb’s Depth of Knowledge    CLEAR - Taken together, the objectives present a mostly clear picture of the unit’s purpose and outline a set of actions that students would understand and could readily complete. The objectives answer the question: “What do we want students to KNOW and be able to DO as a result of this unit?” | Learning objectives are somewhat specific, measurable, attainable outcomes.   SPECIFIC–Some objectives are distinct from the others, each highlights learning that will result by the end of the unit.    MEASURABLE – Some objectives utilize SKILLS/ VERBS from the Performance Standards that can be measured and KNOWLEDGE/ NOUNS from the Performance Standards that can be measured. Some objectives can be linked to various levels of skill/knowledge on Bloom’s taxonomy and/or Webb’s Depth of Knowledge    CLEAR - Taken together, the objectives present a somewhat clear picture of the unit’s purpose and outline a set of actions that students would understand and could readily complete. The objectives answer the question: “What do we want students to KNOW and be able to DO as a result of this unit?” | Learning objectives are not specific, measurable, attainable outcomes.   SPECIFIC– Objectives are not distinct from the others, each highlights learning that will result by the end of the unit.    MEASURABLE – Few objectives utilize SKILLS/ VERBS from the Performance Standards that can be measured and KNOWLEDGE/ NOUNS from the Performance Standards that can be measured. Few objectives can be linked to various levels of skill/knowledge on Bloom’s taxonomy and/or Webb’s Depth of Knowledge    CLEAR - Taken together, the objectives do not present a clear picture of the unit’s purpose and outline a set of actions that students would understand and could readily complete. The objectives do not answer the question: “What do we want students to KNOW and be able to DO as a result of this unit?” |
| **Learning Plan?**  *Instructional Strategies and Activities* | An “Exemplary” Learning Plan includes key teacher – generated instructional strategies and learning experiences that ensure students will meet learning objectives:  Learning plan STRONGLY engages prior knowledge or interest to engage students in learning (provides a “hook”).  Content **directly** addresses CT ARTS STANDARDS and is designed to help students achieve learning objectives.  Plans for anticipation of misconceptions, ambiguities or challenges.  Content is sequential and supports an appropriate level of challenge.  Instructional strategies and activities promote student cognitive engagement in the artistic processes of creating, presenting/producing/performing, responding, connecting. | Most instructional strategies and related student learning experiences ensure students will meet learning objectives:  Content directly addresses CT ARTS STANDARDS and is designed to help students achieve learning objectives.  Content is sequential and supports an appropriate level of challenge.  Instructional strategies and activities promote student cognitive engagement in the artistic processes of creating, presenting/producing/performing, responding, connecting.  Learning plan SOMEWHAT engages prior knowledge with a hook and/or plans for SOME anticipation of misconceptions, ambiguities, or challenges. | Some instructional strategies and related student learning experiences ensure students will meet learning objectives:  Content directly addresses CT ARTS STANDARDS and is designed to help students achieve learning objectives.  Instructional strategies and activities promote student cognitive engagement in the artistic processes of creating, presenting/producing/performing, responding, connecting.  Learning plan DOES NOT engage prior knowledge with a hook. There are NO plans for anticipation of misconceptions, ambiguities, or challenges.  Content is sequential but doesn’t support an appropriate level of challenge for students. | Instructional strategies and related student learning experiences do not ensure students will meet learning objectives:  Content doesn’t directly address CT ARTS STANDARDS nor the learning objectives.  Content is not sequential nor supports the appropriate level of challenge.  Instructional strategies are primarily task-based and don’t promote student cognitive engagement in the four artistic processes of creating, presenting/producing/performing, responding, connecting  . Learning plan DOES NOT engage prior knowledge with a hook. There are NO plans for anticipation of misconceptions, ambiguities, or challenges. Differentiation is NOT evident. |
| **Resources?**  *Communication tools used in the classroom including technology* | Explored numerous resources for artistic solutions. Multiple evidence of inventive use of communication tools, technology and bias-free resources as part of instructional strategies. | Explored some resources for artistic solutions. Some evidence of inventive use of communication tools, technology and bias-free resources as part of instructional strategies. | Explored few resources for artistic solutions. Little evidence of inventive use of communication tools, technology and bias-free resources as part of instructional strategies. | Explored no resources for artistic solutions. No evidence of inventive use of communication tools, technology and bias-free resources as part of instructional strategies. |
| **Repertoire (Music)?**  *Music, songs, composers*  **Media and Materials (Art)?**  *What is used to make the art* | A vast and inventive use of **repertoire** is utilized for instruction. Repertoire is highly appropriate, important and relevant to the standards/objectives.  -OR-  A vast and inventive use of **media and materials** is utilized for instruction. Media and materials are highly appropriate, important and relevant to the standards/objectives. | An inventive use of repertoire is utilized for instruction. Repertoire is mostly appropriate, important and relevant to the standards/objectives.  -OR-  An inventive use of media and materials is utilized for instruction. Media and materials are mostly appropriate, important and relevant to the standards/objectives. | A moderate use of repertoire is utilized for instruction. Repertoire is somewhat appropriate, important and relevant to the standards/objectives.  -OR-  A moderate use of media and materials is utilized for instruction. Media and materials are somewhat appropriate, important and relevant to the standards/objectives. | There is no use of repertoire for instruction. Repertoire is not appropriate, important and relevant to the standards/objectives.  -OR-  There is no use of media and materials is utilized for instruction. Media and materials are not appropriate, important and relevant to the standards/objectives. |
| **Vocabulary?**  *Content-specific links to standards/objectives* | Key content-specific vocabulary fully links to the standards/objectives along with the information embedded in the EUs and EQs. | Key content-specific vocabulary mostly links to the standards/objectives along with the information embedded in the EUs and EQs. | Key content-specific vocabulary somewhat links to the standards/objectives along with the information embedded in the EUs and EQs. | Key content-specific vocabulary does not link to the standards/objectives along with the information embedded in the EUs and EQs. |
| **Differentiation and/or Modification?**  *Ability to adapt instruction in order to meet all students needs* | All learning styles and/or multiple needs, interests and abilities of students are addressed. All students have choices in performance tasks, backgrounds and interests of students are considered. | Most learning styles and/or multiple needs, interests and abilities of students are addressed. Most students have choices in performance tasks, backgrounds and interests of students mostly are considered. | Some learning styles and/or multiple needs, interests and abilities of students are addressed. Some students have choices in performance tasks, backgrounds and interests of students are somewhat considered. | Learning styles and/or multiple needs, interests and abilities of students are not addressed. Students do not have choices in performance tasks, backgrounds and interests of students are not considered. |
| **Assessments?**  *Linked to unit standards and objectives* | Pre-, formative and summative assessments are used throughout instruction and STRONLY LINK to unit standards and learning objectives. Strong evidence used to determine students have met the standards and achieved learning objectives. | Formative and Summative assessments are used throughout instruction and STRONGLY link to unit standards and learning objectives. Strong evidence used to determine students have met the standards and achieved learning objectives. There is no evidence of preassessment. | Formative and Summative assessments are used throughout instruction and SOMEWHAT link to unit standards and learning objectives. SOME evidence used to determine students have met the standards and achieved learning objectives. There is no evidence of preassessment. | Pre-, formative and summative assessments are not used throughout instruction and/or do not link to unit standards and learning objectives. No evidence used to determine students have met the standards and achieved learning objectives. |

**TOTAL POINTS: \_\_\_\_ out of 52 points**

Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Model District Curriculum Project: Peer Review Rubric – SCOPE & SEQUENCE**  (All references to CT ARTS STANDARDS are based on 2016 CT ARTS STANDARDS from NCAS) | | | | |
| **Criteria:** | **4-Exemplary** | **3-Proficient** | **2-Emerging** | **1-Does Not Meet Standards** |
| **Alignment to the CT ARTS STANDARDS?** | The language used is taken directly from the Model Units and is aligned with the CT Arts Standards. Scope covers all artistic processes of creating, performing/presenting/producing, responding and connecting. | Exhibits proficient alignment with the CT ARTS STANDARDS. Proficient scope and sequence in terms of creating, performing/presenting/producing, responding and connecting. | Exhibits some alignment with the CT ARTS STANDARDS. Scope and sequence is emerging in terms of creating, performing/presenting/producing, responding and connecting. | Exhibits limited to no alignment with the CT ARTS STANDARDS. Scope and sequence does not meet standards in terms of creating, performing/presenting/producing, responding and connecting. |
| **Sequence?** | Units demonstrate scaffolded, sequential progress along each grade and proficiency level, using a variety of performance standards and learning objectives for each. | Units demonstrate a proficient scaffolded, sequential progress along each grade and proficiency level, using a variety of performance standards and learning objectives for each. | Units demonstrate an emerging scaffolded, sequential progress along each grade and proficiency level, using a variety of performance standards and learning objectives for each. | Units demonstrate no scaffolded, sequential progress along each grade and proficiency level, using a variety of performance standards and learning objectives for each. |
| **Completion of Scope and Sequence categories?** | All Scope and Sequence categories are completed for each grade level and proficiency level. | Most Scope and Sequence categories are completed for each grade level and proficiency level. | Some Scope and Sequence categories are completed for each grade level and proficiency level. | No Scope and Sequence categories are completed for each grade level and proficiency level. |
| **Enduring Understandings, Essential Questions, Knowledge, Skills, Learning Objectives, Resources/Repertoire/**  **Media/Materials, CT ARTS STANDARDS, Content-Specific Vocabulary, Assessments?** | Scope category descriptions directly link to corresponding Model District Unit categories for each grade and proficiency level. | Scope category descriptions mostly link to corresponding Model District Unit categories for each grade and proficiency level. | Scope category descriptions somewhat link to corresponding Model District Unit categories for each grade and proficiency level. | Scope category descriptions do not link to corresponding Model District Unit categories for each grade and proficiency level. |

**TOTAL POINTS: \_\_\_\_ out of 16 points**

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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