



A404
Arts in Education CoSer
Student Program Request Form

**Please submit this form a minimum of 6 weeks in advance of the program start date.
 Please attach a copy of your written confirmation of agreement from the program provider.
 Paperwork for current year programs must be received by May 1st.**

1. District: _____ Participating Building(s): _____
 Contact: _____ Phone: _____ E-Mail: _____

2. Program Provider: _____
 Mailing Address: _____
 Individual Providing Service: _____ Phone: _____
 E-mail: _____ Fax: _____
 Social Security # or Federal ID #: _____
 Checks should be made payable to: _____

3. Title of program & brief description: _____

4. Learning standards addressed (please circle all that apply)

New York State Learning Standards for the Arts

- 1. Creating, Performing and Participating in the Arts: Dance, Music, Theatre, Visual Arts
- 2. Standard 2: Knowing and Using Arts Materials and Resources: Dance, Music, Theatre, Visual Arts
- 3. Responding to and Analyzing Works of Art: Dance, Music, Theatre, Visual Arts
- 4. Understanding Cultural Dimensions & Contributions of the Arts: Dance, Music, Theatre, Visual Arts

Common Core State Standards through the Arts

The Arts have been Common Core aligned long before they ever existed. Typically students are responding to works of art and/or problem solving to create works of art. Let's think about what constitutes a **text**, and the process of close reading. If the definition of **text** may be expanded to include non-print texts, such as works of dance, media arts, music, or theatre... then **all of the standards** in this category (Reading), at every grade level, can connect directly to arts-based content or investigation. Additionally, writing across the curriculum and presenting research based findings are an essential thread throughout the CCSS. There is a lot to learn from the arts in these areas as we prepare our students to be visually, aesthetically, digitally and globally literate.

On the following page, please indicate the Common Core State Standards that will be addressed.

Common Core State Standards : (please circle all the **Anchor Standards that will be addressed)**

Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Responding to Literature

11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding.

Language

Vocabulary Acquisition and Use

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematics: Standards for Mathematical Practice Comprehension or Expression.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

5. Program Schedule:

Date(s) <i>Include rain/ snow dates</i>	Participating Building(s)	Grade Level(s)	Name of Individual Providing Program	Length of Program (Hours)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

6. Anticipated maximum number of students participating: _____

7. Program Cost: Please outline the agreed to fee below. This information should match the cost listed on the provider's confirmation of agreement. Unanticipated or excessive charges will not be paid by the CoSer.

How is the cost determined? *(circle one)* *Set Fee* or \$ _____ *Per Child*
(price)

Is there a charge for adults? *(explain)* _____

Please outline any additional charges:

What is the anticipated total cost of this program (not to exceed): \$ _____

8. Where will the program take place? _____

When a program provider visits your school or district, they must first complete an Ulster BOCES Independent Contractor Agreement & Criminal History Affidavit. Please inform visiting providers they can expect to receive paperwork that must be completed and returned to Ulster BOCES a minimum of 2 weeks prior to the program start date. When an individual is scheduled to visit your building/ district beyond 5 days in a given school year, they must receive NYS fingerprint clearance. Additional paperwork is not required for field trips to established program providers.

9. Have you attached a copy of your confirmation of agreement from the program provider? Yes or No
The event can not be processed without it. Listed costs should match the costs outlined above.

<u>Optional District Signatures:</u>	
Teacher Initiator: _____	Date: _____
PTA Representative: _____	Date: _____
Building Principal: _____	Date: _____
Arts Coordinator: _____	Date: _____

Required District Signatures

IAC Member: _____ **Date:** _____
(Asst. Supt.)

Business Official: _____ **Date:** _____

Please submit this form a minimum of 6 weeks in advance of the program start date. Please attach a copy of your written confirmation of agreement from the program provider. Send to Ean McDermott by email: emcdermo@ulsterboces.org, or fax: (845) 255-3836.

Program Support: Ean McDermott, 255-1402 x1248, emcdermo@ulsterboces.org
Program Supervisor: Gwendolyn Roraback, 255-1402 x1390, grorabac@ulsterboces.org