

FOURTH GRADE DISCLOSURE STATEMENT

PHILOSOPHY: The primary purpose of our Cosgriff library program is teach students to access, evaluate, and apply information. We want to encourage reading for information, enrichment, pleasure, and to aid students in making informed choices of consumers of media.

The following curriculum corresponds to the Utah State Office of Education Library Media Core Curriculum:

FOURTH GRADE:

- Compare different kinds of information contained in textural, pictorial, and numerical sources
- Narrow or broaden subject and keyword search terms for print, audiovisual, or electronic resources
- Construct a timeline to complete the task using the Big 6 Information Problem Solving Process
- Identify general references, e.g., general encyclopedias, picture atlases, dictionaries, maps, globes, pictures, periodicals, timelines, primary thesauri, almanacs, pamphlets, and indexes
- Identify and use subject-specific references, e.g., science and history encyclopedias, historical atlases, sports encyclopedias, biographical dictionaries
- Identify and describe general collection resources, e.g., fiction and informational books, periodicals, audiovisual materials, general reference materials
- Identify community resources, e.g., libraries, museums, businesses, government agencies
- Recognize and use electronic resources, e.g., CD-ROM, Pioneer, the Internet, Fact Monster
- Select informational resources that are understandable, available, relevant, current, and valid
- Distinguish between fact and opinion
- Compare and contrast information resources that show prejudice, stereotyping, and bias with information that does not
- Select resources in a variety of formats
- Locate the school library media center, circulation desk, computer workstations, picture books, informational and fictional books, audiovisual materials, and periodicals
- Apply knowledge of school library media center procedures and policies, e.g., rules, proper care of materials, requests for help, how to use shelf markers
- Use the electronic cataloging system (Alexandria) to search by subject, author, title, keyword, series title
- Locate and use computer information resources, e.g., CD-ROM, Pioneer, e-mail, such Internet sites as periodical and poetry indexes, as available
- Locate picture books and fiction books in alphabetical order by author's last name and information books by the Dewey Decimal Classification number and other book spine information
- Access information within print resources, e.g., posters, illustrations in books, title pages, book jacket text, charts, graphs, table of contents, index, information boxes and side bars, captions,

headings and subheadings, copyright date, volume number, guide words, glossary, bibliography, footnotes

- Demonstrate knowledge of operational procedures for accessing information in electronic resources
- Use appropriate interview techniques and prepare effective questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or note-taking
- Use headings and subheadings in texts to find information
- Identify a main idea under relevant headings, within written information
- Read and interpret graphic information found in illustrations, maps, and charts
- Explain how people can have expertise and be a source of information
- Select information that is understandable, available, and relevant to topics
- Develop note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate
- Paraphrase or summarize information to avoid plagiarism
- Use direct quotation skills in note-taking, when needed
- Record information sources in a simplified bibliographic citation format
- Organize and integrate information, e.g., using sequencing, webbing
- Create a first draft, gather feedback, edit, and refine
- Organize and record information sources in a bibliography using approved bibliographical format
- Use a variety of production technologies for sharing information, e.g., word processing, photographing, audio recording, drawing illustrations, creating multimedia computer presentations
- Use graphics to enhance writing and research projects, e.g., illustrations, charts, graphs, maps
- Locate and define the parts of a book, e.g., author and illustrator names, cover, spine, dust jacket, title, title page, endpapers, dedication page, text, table of contents, glossary index, publisher, copyright information, bibliography
- Identify the role of the author and illustrator
- Find examples of the elements of “story”, e.g., character, setting, plot, point-of-view, theme
- Identify the techniques used by authors and illustrator to give definition to characters, e.g., verbal and visual descriptions, dialogue
- Identify the elements of the plot, i.e., rising action, climax, and ending
- Identify and describe the themes in stories, e.g., loyalty, determination, courage
- Identify and explain setting and how it affects the action, characters, and theme
- Identify and describe the characteristics of various types of literature, e.g., fables, poetry, realistic fiction, folktales, fairy tales, fantasy, drama, myths, historical fiction, science fiction
- Read informational works, e.g., science, art, “how-to” books, picture dictionaries, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference, history, geography
- Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, currency, accuracy

- Distinguish among quality literature, e.g., award books, classics, “notable” or “best” books, works of distinguished authors and illustrators
- Share insights from and connections to fictional characters, people, and cultures from the past and present
- Develop empathy and perspective through interaction with a story’s characters or setting
- Define with examples basic terms, e.g., media, media literacy, mass media, local media
- List and describe a variety of media and the advantages and limitations of each, e.g., availability, cost, audience, appeal, frequency, and ease of use
- Explain how media experiences have the potential to help develop creativity and change values, lives, or perspectives
- Describe ethically and legally responsible ways in which to use print and non-print media
- Identify bibliographic and other important information in print and non-print media, e.g., title, author, director, producer, copyright date, copyright and duplication warnings
- Identify and list how to be active consumers of media, e.g., respond with letters to editors, letters and telephone calls to station programmers and advertisers
- Recognize the value of differing viewpoints
- Explain how social and cultural attitudes and backgrounds can influence responses to media, e.g., sports ability bias, gender bias
- Explain how media productions may be constructed to create or influence a perception of reality
- Classify examples of real, realistic, and unreal content in media, e.g., a dinosaur artifact, a dinosaur museum replica, a cartoon representation of a dinosaur
- Identify examples of advertising with multiple messages, e.g., associating increased athletic ability with certain products, promoting certain cereals as healthy
- List and define elements of communication, i.e., sender, message, receiver
- Identify and describe the purposes and perspectives of media messages
- Identify examples of how sound is manipulated in construction media messages, e.g., music, sound effects, decibel level
- Describe how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume
- Describe how editing alters media messages
- Summarize the content of media messages
- Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, and “infomercials”
- Discuss the possible intents, obvious and hidden, of media messages, e.g., in advertising, educational programming, public service announcements
- Identify fact and opinion in a variety of media messages
- Identify persuasive techniques in advertising, e.g., negative side-by-side comparison, “torture test”, “plain folks”, health and nature, theatrical extravaganza
- Compare and contrast media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level

- Predict the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals
- Identify media messages for ethics and values, e.g., honesty, responsibility, caring, respect, trust, justice
- Explain the possible effects of viewing gratuitous violence and other excessive behaviors, e.g., promoting fear, promoting aggressive behavior, increasing desire for more violent programming, desensitizing viewers, encouraging imitative behavior, offering unrealistic solutions to problems
- Analyze print and non-print versions of the same media message
- Identify and identifying impact of stereotyping on various groups
- Analyze the amount of time devoted to media with the amount of time devoted to reading, exercise, participation sports, the arts
- Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reviews and ratings
- Evaluate media messages for accuracy and authenticity, e.g., verify facts with additional resources
- Evaluate and select media materials to meet educational needs, e.g., presentations, research

ASSESSMENTS: Students will be given a variety of assessments, projects, research projects, and fun activities to learn the 5th grade library core. Part of the grade for library is not only the activities, projects, participation in the reading program and tests that they will routinely have, but also participation in the classroom discussions. If a student misses an assignment, they will be responsible for coming to me to make up any missed work. If a student fails to make up the missed work, they will receive a zero.

CLASSROOM DISCIPLINE POLICY: In order for our library to be a safe and positive learning environment, the students are expected to be on task, to work quietly, and listen attentively at appropriate times. Positive reinforcement is emphasized to teach these behaviors.

ESSENTIAL AGREEMENTS:

- Follow directions the first time they are given
- Be respectful to oneself, to your neighbors, and to our library materials
- Raise your hand and wait for permission to speak

CONSEQUENCES:

- The first time you break one of the essential agreements, you will get a warning.
- If the undesired behavior persists, then the second time you are told to please stop, you will have to go to a time out chair and reflect upon your behavior.

- If the undesired behavior persists, then you will be sent back to the classroom unless the behavior warrants a referral sheet and then you will be sent to Mrs. Hunt with the referral sheet and your parents will be called.

Fourth grade students are allowed to check out three library books for a period of 1 week. They are expected to return the library books the following week during library time. If a student loses a book, they will be expected to pay for the lost book and else buy an exact copy of the book to replace the one that they lost.

Please sign below stating that you have read the disclosure statement.

(Parental signature)

(Student signature)