

SEVENTH 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:

SEVENTH GRADE:

- Define an information problem
- Analyze task in terms of what is required
- Seek clarification from teachers and others through a variety of all communications media; e.g., in person, electronic mail, written, fax
- Select and narrow or broaden topics into a manageable focus
- Formulate a topic sentence or thesis statement
- Identify audience
- Conceptualize form of final product based on personal learning style, assignment constraints, and/or nature of information to be presented
- Formulate criteria for evaluation of the process for efficiency and effectiveness and the product for effectiveness
- Build a reasonable timeline for completion of tasks
- Identify information needed
- Analyze task in terms of information already known
- Analyze task in terms of information needed, considering amount, format, location, and type; e.g., numerical, text, pictorial information
- Formulate primary research questions
- Select and narrow or broaden keyword search terms
- Identify, evaluate, and select resources
- Determine a wide range of resources
- Develop an information search strategy based on a personal information search style, beginning with the resources available in or through the school library media center
- Identify potential information resources in such formats as CD-ROM, video, network, virtual reality, print, and videodisk, including: **a) general references; e.g., encyclopedias, almanacs, newspapers, periodicals, dictionaries, atlases, thesauruses b)Subject-specific references; e.g., geographical dictionaries, art encyclopedias, automotive manuals, computer handbooks c)General collection resources, both nonfiction and fiction, including literature d)Human resources; e.g., interviews, in person, or on radio, on television e)Community resources; e.g., other libraries, art galleries, museums, chambers of commerce, historical organizations, private and governmental agencies f) Databases on local and global networks; e.g., news and**

weather services, stock market reports, library catalogs, full-text services g)Information and resources available through electronic bulletin boards, discussion groups, e.g., mailing lists, newsgroups

- Recognize recreational uses of literature in print and non-print resources
- Select the best resources
- Evaluate for relevance, accuracy, availability, timeliness, cost, authority, and ease of use
- Evaluate for differing points of view and absence of bias and prejudice
- Apply for understanding of the difference between primary and secondary resources
- Determine if resource can be obtained within the defined timeline of the task
- Select only materials meeting above criteria
- Locate potential resources in electronic, print, media, and/or human form
- Locate service areas and collections in the school library media center
- Understand and use circulation and distribution systems
- Understand and use the Dewey Decimal System and other classification systems
- Search automated or card catalogs
- Obtain resources through interlibrary loan
- Search local and global networks; e.g., electronic databases, bulletin boards, mailing lists, newsgroups, and other discussion groups
- Use appropriate indexes and abstracts
- Use location skills including: **a) alphabetizing skills, b) searching with keyword search terms, c)narrowing or broadening keywords based on search success, d) truncation, e)Boolean and proximity searching**
- Use distance learning education technologies
- Recognize and apply the handling and use requirements of print, media, and electronic resources
- Use features of print, media, electronic, and human resources; e.g., indexes, glossaries, tables of contents, appendixes, menus, and interview techniques
- Apply information access skills; e.g., alphabetizing, keyword search terms, interview techniques
- Understand and use circulation and distribution systems
- Develop skills to formulate questions that most effectively elicit information
- Develop skills for interactive listening to enhance the connection between new information and personal knowledge base
- Survey and interview others
- Choose appropriate comprehensive level
- Read, listen, and view critically for significant concepts and details, using appropriate skills: e.g., skimming, highlighting
- Read and interpret maps, graphs, charts, illustrations, cartoons, art, and other visual information
- Read a variety of literature to: share common experiences, appreciate classic and contemporary themes and genres, understand United States and world cultures and traditions

- Respect the principle of intellectual freedom
- Respect the rights of others regarding the use and handling of information resources
- Recognize the need for equal access to materials and resources
- Follow guidelines and etiquette using electronic information sources
- Recognize and apply handling and use requirements of print, media, and electronic resources
- Maintain the physical integrity of information resources and facilities
- Follow policies and procedures for use of facilities, systems, and resources
- Evaluate and select information in terms of authority, completeness, relevance, format, point of view, reliability, and timeliness
- Apply an understanding of the differences between primary and secondary sources
- Distinguish between fact and opinion
- Recognize propaganda and the presence of bias and prejudice
- Recognize gratuitous violence in forms of popular culture
- Use a variety of note-taking methods; e.g., notecards, photocopy and highlighting, cut-and-paste, downloading and uploading
- Recognize copyright as protection for the copyright holder
- Paraphrase instead of plagiarize
- Abstract and summarize
- Credit appropriate sources using accepted citation format
- Use remembering, encoding, and recalling skills
- Use word-, image-, and sound-processing tools individually or in combination
- Organize information from multiple resources
- Establish a clear purpose for product
- Select a product format based on personal learning style, assignment constraints, and/or nature of information to be presented
- Practice ethical use of information and information technologies
- Evaluate critically how selected information integrates to complete the task
- Use webbing and outlining
- Use word-processing programs to organize textual information
- Use electronic spreadsheets to organize numerical information
- Use electronic presentation programs or other techniques to organize pictorial information
- Relate literature to classroom curricula; e.g., folk tales and mythology to explanations of scientific phenomena, biography to mathematics, natural history writing to science
- Understand the qualities inherent in various genres of literature and consider use of literary genres in reporting information
- Create, revise, and refine drafts; e.g., script, manuscript, storyboard, scientific abstract, as necessary
- Apply criteria for quality and craftsmanship based on existing models and personal criteria
- Present information using appropriate formats; e.g., electronic, print, media, and hypermedia:
 - a) Use word-processing programs to present textual information**
 - b) Use electronic**

spreadsheets to present numerical information and graphs c)Tell stories and give booktalks in all forms; e.g., skits, mime, puppet shows, games

- Cite sources in note and bibliographies according to accepted citation and bibliographic format standards
- Use remembering, encoding, and recalling skills in tests and other presentations.
- Use facilities and equipment responsibly for production and presentation
- Evaluate the process and the product
- Judge the process for efficiency and effectiveness
- Reflect upon personal information problem-solving skills (The Big Six) as a means of ongoing self-evaluation throughout the assignment
- Develop and complete a checklist
- Keep a journal
- Assess learning style(s)
- Solicit and reflect upon peer reviews and teacher comments about process performance
- Conference with peers and teachers
- Read and respond to written evaluation from peers and teachers
- Reflect on level of personal satisfaction
- Compare product with criteria from the original task definition
- Solicit and reflect upon peer reviews and teacher comments about the product
- Evaluate use of on-task time for personal satisfaction and intellectual and aesthetic growth
- Evaluate use of leisure time for personal satisfaction and intellectual and aesthetic growth

ASSESSMENTS: Students will be given a variety of assessments, projects, research projects, and fun activities to learn the 7th 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.

Seventh 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.

Parent Signature

Student Signature