Sixth and Seventh Grade Disclosure Statement

**PHILOSOPHY:** The primary purpose of our Cosgriff library program is to 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.

**ASSESSMENTS:** Students will be given a variety of assessments, projects, research projects, and fun activities to learn the 6-8th 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. Kindergarten-second grade will not be receiving a grade for library course work.

**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. Some students enjoy learning in a setting away from others and for those students, I will place them on one of the islands throughout the library, where they are close enough for group interaction and yet far enough away to facilitate learning to the best of their ability.

**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 I will be calling your parent after school and talking to them about the behavior issue in library for that day.
* If 3 warnings are issued for the same disruptive behavior, then the student will be sent to the office with a referral paper and I will be talking to your parents.

**Sixth and 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.**

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**Parent Signature Student Signature**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_\_\_\_\_\_ Quarter \_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Conduct/Citizenship** | **N** | **S** | **H** |
| **Preparedness** | `1. **Rarely** has appropriate materials  2. **Rarely** contributes to class discussions and is actively disengaged, and distracting  3. Avoids opportunities to do well in class  4. Not an equal partner in cooperative activities | 1. **Usually** has appropriate materials  2. Contributes to class discussions, although at times is disengaged and distracted.  3. Sometimes takes advantage of opportunities to do well in class.  4. Can be an active contributor in cooperative activities. | 1. **Always** has appropriate materials and is ready to begin class.  2. Contributes to class discussions.  3. **Always** exceeds requir4ements and helps others, takes initiative in his/her own learning.  4. No late work during the quarter |
| **Respect** | 1. **Rarely** listens and participates appropriately.  2. **Rarely** respects property (desks, cubbies, books, materials) of others and school.  3. **Rarely** respects the opinions of others  4. **Rarely** promotes respect and shows courtesy appropriately to classroom expectations. | 1. **Usually** listens and participates appropriately  2. **Usually** respects property (desks, cubbies, books, materials) of others and school.  3. **Usually** respects opinions of others  4. Promotes respect and shows courtesy appropriate to classroom expectations. | 1. **Always** listens and participates appropriately  2. **Always** respects property of others (desks, cubbies, books, materials)and school  3. **Always** respects opinions of others  4. Promotes respect and shows courtesy appropriate to classroom expectations. |
| **Behavioral Choices** | 1. **Rarely** follows directions and school rules; uses language appropriately  2. **Rarely** demonstrates positive character traits (Christian Virtue and Social Skills)  3. **Rarely** works cooperatively  4. **Rarely** accepts responsibility for actions.  5. **Rarely** exercises self-control  6. Receives **one** or **more** disciplinary referrals during the quarter. | 1. **Usually** follows directions; follows school rules; uses appropriate language.  2. **Usually** demonstrates positive character traits (Christian Virtue and Social Skills)  3. **Usually** works cooperatively with others  4. **Usually** accepts responsibility for actions.  5. **Usually** exercises self-control  6. Receives **no** disciplinary referrals during the quarter | 1. **Always** follows directions; school rules; uses language appropriately  2. **Always** demonstrates positive character traits (Christian Virtue and Social Skills)  3. **Always** works cooperatively  4. **Always** accepts responsibility for actions  5. **Always** exercises self-control  6. Receives **no** disciplinary referrals during the quarter |
| **Week 1** |  |  |  |
| **Week 2** |  |  |  |
| **Week 3** |  |  |  |
| **Week 4** |  |  |  |
| **Week 5** |  |  |  |
| **Week 6** |  |  |  |
| **Week 7** |  |  |  |
| **Week 8** |  |  |  |
| **Week 9** |  |  |  |
| **Totals for the quarter** |  |  |  |

**Sixth-Twelfth Grade Standards:**

* Build reading behaviors for lifelong learning and enjoyment of reading
* Select texts from a variety of formats and genres to read for enjoyment, acquire knowledge, and answer questions
* Make personal connections while respecting the right to read, seek information, and speak freely
* Demonstrate resiliency, perseverance and stamina when reading a variety of text
* Contribute to a reading and learning community including recommending reading materials to peers
* Connect with family, neighborhood, and community libraries
* Apply appropriate reading strategies in literary and informational texts
* Read, listen to, view and integrate information to build background knowledge
* Define an information problem
* Analyze the task to identify the information problem
* Seek clarification from teachers and others
* Select and narrow (or broaden) topics into a manageable focus
* Conceptualize the forma of the final product based on target audience and criteria for evaluation
* Identify the information sources (e.g., texts, places, people)
* Analyze the task and information needed in terms of students’ previous knowledge
* Compile and refine a range of significate questions by considering the amount, format, location and type of information to guide inquiry
* Select and narrow or broaden keyword search terms
* Determine a wide range of general and specific sources
* Identify potential information sources and access tools
* Select relevant sources
* Evaluate print and digital sources for relevancy, accuracy, credibility, availability, currency, authority, accessibility within time limits and ease of use
* Apply an understanding of the difference between primary and secondary sources
* Locate identified sources and access information within sources
* Understand the library layout, the library classification system, and the circulation process
* Demonstrate how to navigate library catalogs, web browsers, and databases
* Locate sources with divergent perspectives that answer research questions by considering primary and secondary sources, general and subject specific references, and scholarly and popular articles
* Locate potential digital, print, artifacts and human sources to meet the research need
* Revise and focus search by demonstrating the effective use of location skills and advanced search strategies
* Access information within sources
* Apply relevant information access skills using table of contents, indexes, keyword searches, an related subjects
* Engage with information by reading, listening, and viewing sources in a variety of formats
* Use appropriate reading, viewing, and listening skills and strategies to gather evidence to support the research task
* Build connections between prior knowledge and new information through engaging with information and collaborate with others to broaden and deepen understanding
* Gather information by surveying and interviewing others
* Modify questions, sources, or strategies as needed to accomplish the research task
* Monitor gathered information for gaps or weaknesses and seek additional sources as necessary
* Extract relevant information that answers the information problem and meets task requirement
* Apply critical thinking skills to evaluate and select information in terms of relevance, authority, completeness, format, point-of-view, and timeliness
* Distinguish between fact and opinion and evaluate for the presence of bias, prejudice, or propaganda
* Validate and compare information in sources, noting difference, contradictions, and types of data or research
* Use a variety of note-taking strategies
* Abstract, summarize, and paraphrase
* Credit appropriate sources using accepted citation format
* Organize information from multiple sources
* Establish a clear purpose for the learning product
* Analyze and organize information to support conclusions
* Use technology and other information tools to integrate and organize textual, numerical, and pictorial information from multiple sources
* Evaluate critically whether or not the selected information supports the proposed conclusions
* Follow ethical and legal guidelines in using information, avoiding plagiarism and copyright violations
* Create, revise, and refine drafts of the learning product
* Finalize the learning product by applying criteria for quality and craftsmanship based on existing models, including assignment criteria and personal standards
* Present research learning products
* Present research learning products, using a variety of media formats effectively to promote new understanding
* Update and publish learning products, individually or collaboratively, considering fair use and Creative Commons licensing
* Assess the process and product for efficiency and effectiveness
* Compare and evaluate the process and product with criteria from the original task definition
* Assess ability to select sources that are current, valid, authoritative, and relevant to the task
* Reflect on personal growth, development of technology skills, ability to collaborate, and personal performance during the research process
* Assess development of time-management skills during and after the research process
* Critique the quality and effectiveness of the process and product and determine areas needing improvement and how to make changes in the future
* Understand and use basic terms and concepts of media with their potential impact, advantages, and limitations
* Evaluate and select media for appropriate personal, educational, and professional use
* Consult reliable sources to critique and evaluate personal media choices
* Evaluate and select media materials to meet educational, personal, and career needs
* Determine whether the amount of time and attention devoted to media, including social networking, Internet gaming, and texting, is in balance with other activities