

FIFTH 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:

FIFTH GRADE:

- Determine types of information, i.e., textual, pictorial, or numerical, needed to complete a task
- Identify and select subject and keyword search terms for print, audiovisual, or electronic resources
- 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, indexes, and handbooks
- 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
- Compare community resources, e.g., libraries, museums, businesses, government agencies
- Analyze and compare content of electronic resources, e.g., CD-ROM, Pioneer, the Internet, Fact Monster
- Evaluate and select informational resources that are understandable, available, relevant, current, and valid
- Classify information based on fact and opinion
- Select and evaluate information resources for objectivity, i.e., information that does not show prejudice, stereotyping, bias, and propaganda
- Select resources in a variety of formats
- Locate within the school library media center, circulation desk, computer workstations, picture books, informational and fictional books, audiovisual materials, periodicals, and any special collections
- 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, etiquette and “netiquette”, inter-library loan procedures
- 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
- Use location skills for finding print and non-print sources, e.g., alphabetical order, the Dewey Decimal Classification number, relationship between call number and location
- Access information within print resources, e.g., copyright date, volume number, guide words, glossary, bibliography, author's notes, introduction, footnotes, appendixes, preface
- Demonstrate knowledge of operational procedures for accessing information in electronic resources
- Use appropriate interview techniques and prepare effective yes-no, open-ended, and probing questions that relate to the topic and subtopics, arrange appointments, record the interview with audio, video, or note-taking
- Skim headings and subheadings for information within resource
- Skim information for main idea under relevant headings
- Read and interpret graphic information found in illustrations, maps, and charts
- Explain how people can have expertise and be a source of information
- Evaluate and select information that is understandable, available, relevant, current, objective, and valid
- Apply note-taking skills to record information, e.g., take notes on cards, photocopy, download, dictate, highlighting most significant information
- Paraphrase or summarize information to avoid plagiarism
- Use direct quotation skills in note-taking, when needed, and verify quote
- 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
- Explain how sidebars and timelines enhance understanding of the text
- Use graphics to enhance writing and research projects, e.g., illustrations, charts, graphs, maps, timelines
- Locate, define, and identify the purposes of 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, preface
- Describe the steps authors use to write books
- Infer how known stories would differ if there were changes in one of the components of literary style, e.g., pacing, sentence patterns, mood, rhythm, voice, alliteration, personification
- Describe the process an illustrator uses to create pictures for a book

- Create illustrations for stories using a combination of compositional elements, e.g., shape, space, color, line, medium, perspective
- Find examples of the elements of “story”, e.g., character, setting, plot, point-of-view, theme
- Select a favorite character and analyze the author’s or illustrator’s techniques to give definition to the character, e.g., verbal or visual descriptions, dialogue
- Identify and describe the elements of the plot, i.e., rising action, climax, and ending
- Identify and describe the themes in stories, e.g., loyalty, determination, courage
- Categorize stories by theme
- Modify setting in particular stories and predict the effects on the action, characters, and theme
- Identify the point-of-view, i.e., who tells the story, and explain how authors and illustrators establish point-of-view
- 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, ballads
- Read informational works, e.g., science, art, “how-to” books, picture dictionaries, technology, sports and recreation, pets, communication, transportation, economics, ecology, reference, history, geography, government, fine arts
- Define and use a variety of evaluative criteria when selecting materials, e.g., interest, readability, relevance, currency, accuracy, authority
- Evaluate and select a variety of literary formats e.g., short stories, literary magazines, films, videos, multimedia
- Listen to, read, and evaluate 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
- Explain and use basic terms, e.g., media, media literacy, mass media, local media
- Compare, contrast, and rank, according to potential impact, a variety of media and explain the advantages and limitations of each, e.g., availability, cost, audience, appeal, frequency, and ease of use
- Use examples to show how vicarious experiences through media can provide cultural, geographical, and historic insights
- Explain how media experiences have the potential to help develop creativity and change perspectives, values, or lives
- Interpret with examples 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, ratings
- 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, flyers
- Recognize the value of differing viewpoints

- Explain how understanding and interpretation of media differs based on emotions and experiences
- Explain how social and cultural attitudes and backgrounds influence understanding and interpretation of media, e.g., sports ability bias, gender bias, cultural content
- Identify examples of media productions that create or influence a perception of reality
- Identify how media messages influence the political, economic, and social attitudes of an individual and society
- Classify examples of real, realistic, and unreal content in media
- Identify examples of advertising with multiple messages, e.g., associating an advertised product with the concepts that the right clothing brings popularity, adult authority figures are incompetent, being rude to adults is acceptable behavior
- List and define elements of communication, i.e., sender, message, receiver
- Identify and analyze the purposes and perspectives or bias of media messages
- Analyze how sound is manipulated in constructing media messages, e.g., music, sound effects, decibel level, laugh track
- Analyze how written and verbal texts are manipulated in constructing a media message, e.g., amount, color, repetition of text, pace, content, volume
- Analyze media messages and infer how they may have been edited to achieve desired impressions
- Summarize the main points of media messages that convey the same subject or event
- Differentiate between advertisements and other content material, e.g., television, periodicals, radio, the Internet, movies, videos, and “infomercials”
- Identify the possible intents, obvious and hidden, of media messages, e.g., in advertising, educational programming, public service announcements, documentaries, sponsorships
- Analyze examples of fact and opinion in a variety of media messages
- Identify and classify persuasive techniques in advertising, e.g., negative side-by-side comparison, “torture test”, “plain folks”, health and nature, theatrical extravaganza
- Analyze media messages for a balance of diversity, e.g., gender, age, ethnic representation, physical and mental ability, and socio-economic level
- Analyze the possible effects of advertising, e.g., accurate vs. misleading information, positive vs. damaging portrayals
- Analyze 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
- Evaluate how the intent is communicated in media messages in a variety of media productions, e.g., advertising, educational and entertainment programming, sponsorship
- Evaluate the use of persuasive techniques in media messages, e.g., manipulation of statistics and research findings, emotional and visual appeal, humor

- Assess the impact of stereotyping on various groups
- Evaluate print and non-print versions of the same media message and determine the best format for intended purposes and audiences, e.g., book and film version of a story, advertising on billboards, radio, television
- Determine if the amount of time devoted to media is in balance with other activities, e.g., reading, exercise, sports, the arts, etc.
- Recognize criteria and evaluative resources in making wise media choices, e.g., conferring with parents and teachers, consulting reputable reviews and ratings
- Evaluate media messages for accuracy, authenticity, relevance, and source authority
- 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.

Fifth 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.
