

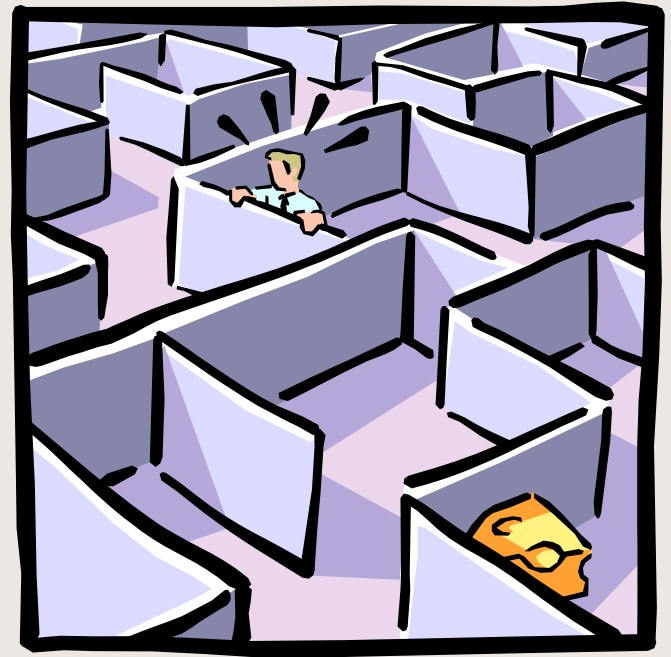
Library Media Core Curriculum

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A Challenge for Educators

In a time of constant and rapid change, educators are faced with the challenge of preparing students for the experiences they will encounter as they proceed through life.



The Library Media Core Curriculum

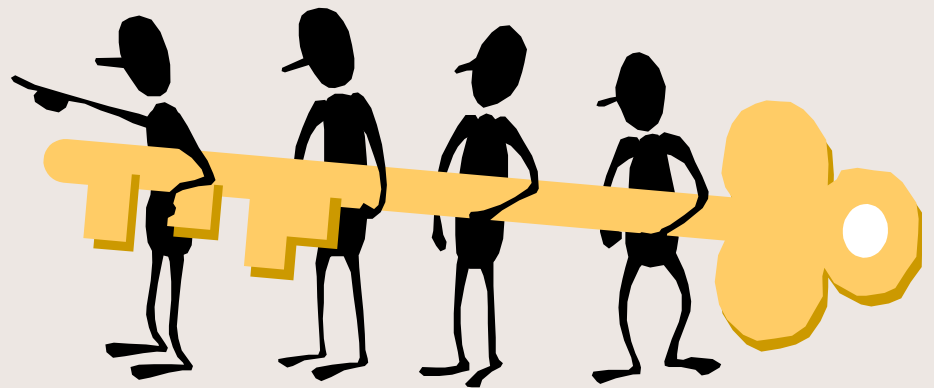
- Is an **“inclusion”** core.
- Is a series of **“process”** skills that **support and strengthen all subject areas.**
- Contains opportunities in all the **“Life Skills”** as set forth by the Utah State Office of Education.

Life Skills

- Lifelong Learning
- Complex Thinking
- Effective Communication
 - Collaboration
- Responsible Citizenship
 - Employability
- Character Development/Ethics

A Key to Success ---

- Integrate
- Collaborate
- Cooperate

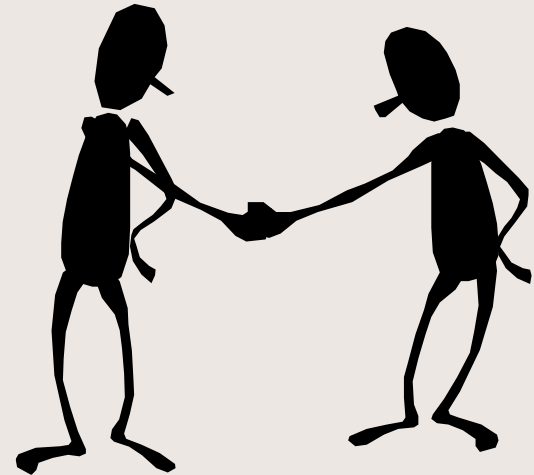


Why?

Integrate?

Collaborate?

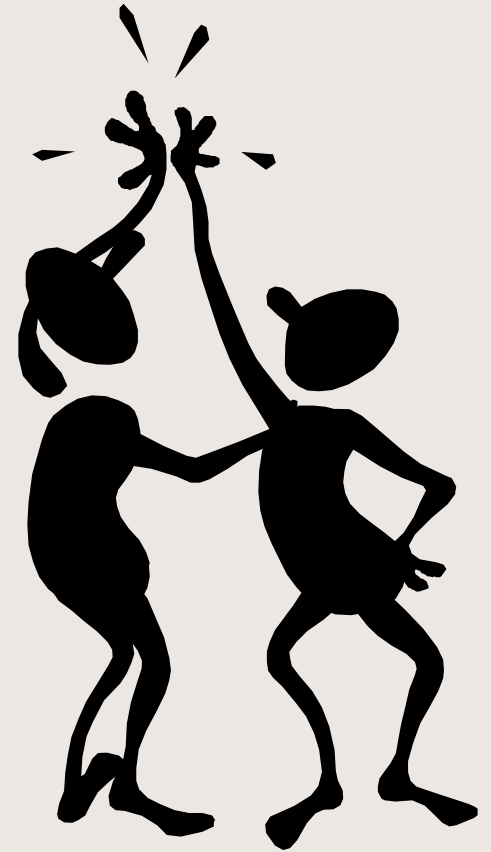
Cooperate?



The Library Media Core Curriculum requires collaboration.

This involves **working together** in a joint effort **to focus on student opportunities** for intellectual development.

Collaboration facilitates the creation of a professional camaraderie where members work together in a mutually supportive way and share the craft of teaching.



That's Why!!

- Relevancy
- Reinforcement
- Retention
- Rewarding



Guide Words

“Progress comes from caring more about what needs to be done than about who gets the credit.”

---Dorothy Height

Library Media Core Curriculum

Information Literacy

Big6™




The Information Literacy Strand of the K-6 and the 7-12 Library Media Core Curriculums are based on Information Problem-Solving: The Big Six Skills©
Approach to Library and Information Skills
Instruction

by Michael B. Eisenberg and
Robert E. Berkowitz.

The Big6™

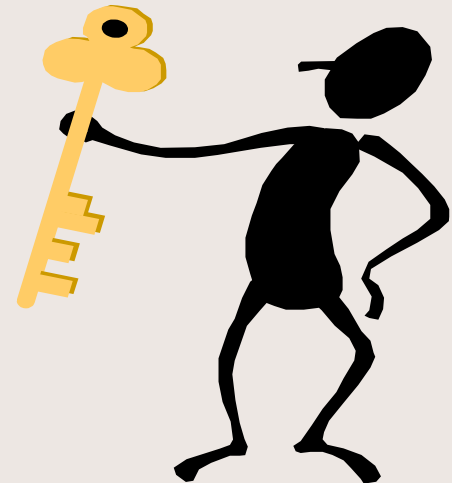
The **Big6™** is a systematic approach for solving life's essential questions or, on a daily basis, to simply satisfy the “need to know.”

A silver metal spiral binding is visible on the left side of the page, winding through a series of holes in a brown cover.

The **Big6TM** places the
Library Media Core
Curriculum *not* in isolation,
but as an **integral part** of
all other curricula.

The **Big6**TM process allows students to communicate what they learn as they

- become critical users of information.
- develop high standards for their work.
- create quality products

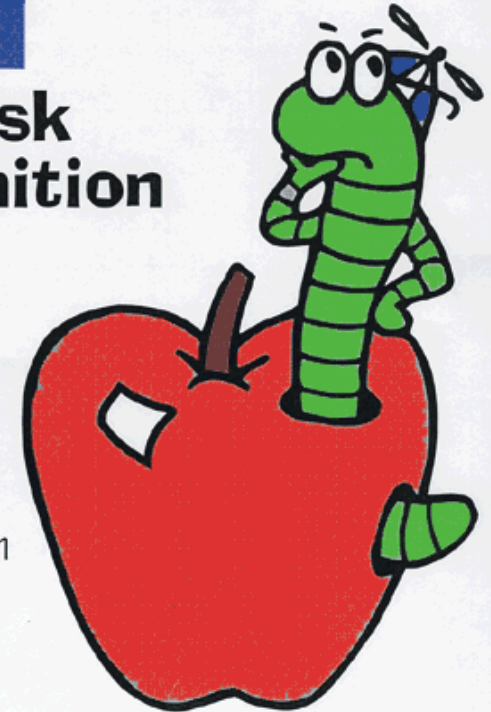


Integrate Collaborate **Cooperate**

- **Plan with classroom teacher**
 - Set subject for project
 - Identify criteria
 - Locate and assess resource needs

#1 Task Definition

- What's the task?
- What types of information do I need?

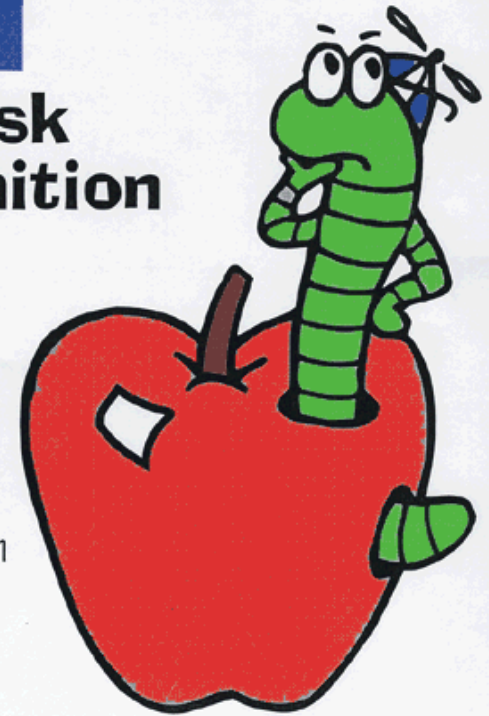


Integrate Collaborate Cooperate

- Plan with classroom teacher
- **Adapt your lessons to fit curriculum**
 - Grade level
 - Research topic
 - Resources
 - Classroom
 - LMC
 - Community

#1 Task Definition

- What's the task?
- What types of information do I need?

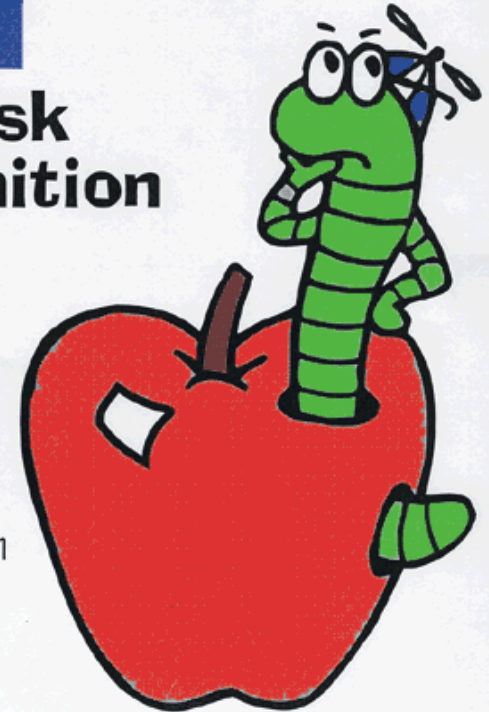


Integrate **Collaborate** Cooperate

- Plan with classroom teacher
- Adapt lessons to fit curriculum
- **Share teaching with the classroom teachers**
 - Plan ahead who will do what and when
 - Divide responsibilities
 - Confer **frequently**

#1 Task Definition

- What's the task?
- What types of information do I need?



Collaborate Integrate Cooperate

#2 Information Seeking Strategies

- What are possible sources?
- Which are the best?



- Introduce, teach, or review LMC resources--- print, non-print, electronic


Objective - *Students will understand that “the best source” depends on information needed.*

Cooperate Collaborate Integrate

- Introduce, teach, or review organization of LMC, location of community resources
- Introduce, teach, or review parts of a book
- Introduce, teach, or review search strategies

#3
**Location
And
Access**

- Where is each source?
- Where is the information in each source?

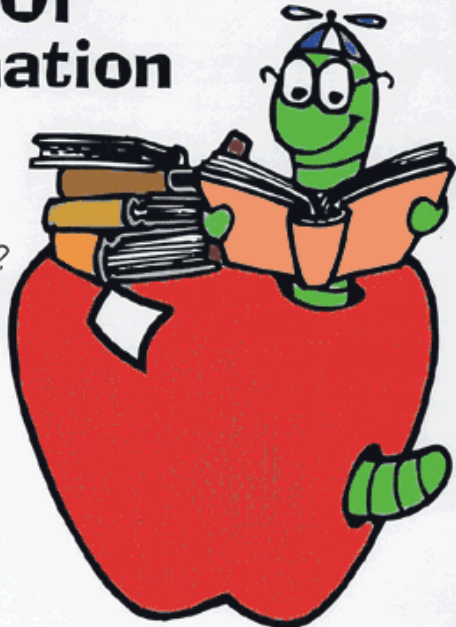


Collaborate **Integrate** Cooperate

- Introduce, teach, or review copyright
- Introduce, teach, or review methods for recording information
 - Note-taking
 - Photocopying
 - Downloading
 - Etc.

#4
Use Of Information

- How can I best use each source?
- What information in each source is useful?

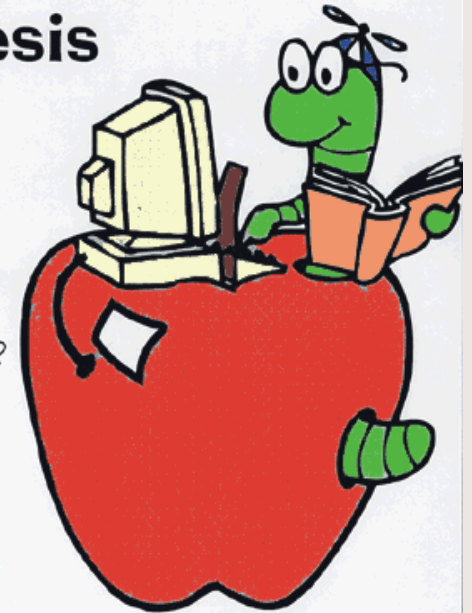


Integrate **Collaborate** Cooperate

- Introduce, teach or review bibliographies, outlining, and proper format
- Review copyright and define plagiarism
- Discuss various formats or projects to share information

#5 Synthesis

- How can I organize all the information?
- How can I present the result?

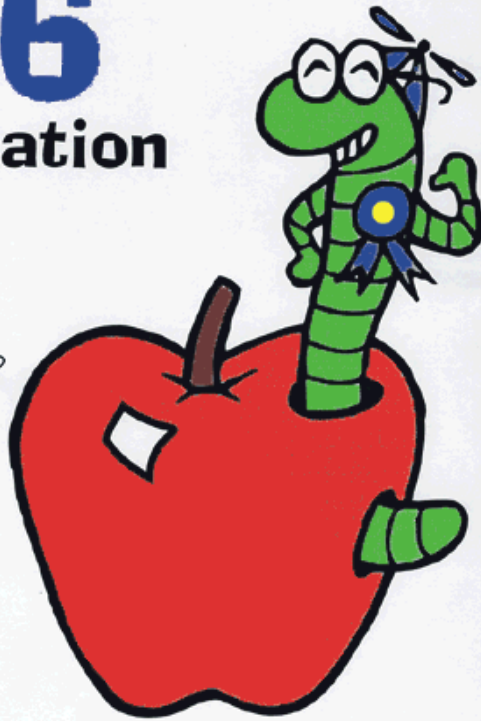


Integrate Collaborate *Cooperate*

- Evaluate products with students and classroom teacher using criteria established in Step 1
- Evaluate process with students and classroom teacher
- ***Record reflections and assessment of unit for refinement and future use***

#6
Evaluation

- Is the task completed?
- How can I do things better?



The Big6™ is sequential *BUT*

- Accommodates
 - Branching
 - Jumping out of sequence
 - Looping back to any previous stage

***Note:** Step 1 and Step 6 must be first and last respectively. However, Step 1 may need to be revisited within the process.

Not Tested—don't believe it!

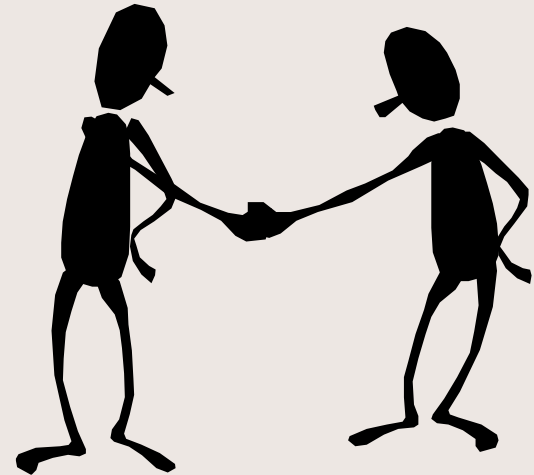
- The information skills taught in the Library Media Core are an integral part of the research, experiments, and reports required in the Science Core.
- The end of level tests for Science include specific questions that test the ability of students to use the Information Literacy skills of the Library Media Core.

Why?

Integrate?

Collaborate?

Cooperate?



That's Why!!

- Relevancy
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THE LIBRARY MEDIA K-6 CORE CURRICULUM

- STRAND ONE: INFORMATION LITERACY
 - ACCESS, EVALUATE AND APPLY INFORMATION
- STRAND TWO: LITERATURE
 - ENCOURAGE READING
- STRAND THREE: MEDIA LITERACY
 - EDUCATE FOR SOCIAL EMPOWERMENT

Format

- The Library Media K-6 Core Curriculum is presented in a scope and sequence format.
- This layout gives the teacher an easy-to-understand picture of where concepts are presented, **reinforced** and **mastered**.

Literature

The Purpose of the literature strand is to enrich a student's life by encouraging reading for pleasure, enrichment, and information.

Literature

- *Physical features of books and other resources.*
 - *Pictures, graphic material and text*
 - *Parts of a book*
 - *Electronic resources---locate, identify and use*

Literature 2

- *Various aspects of literature in books and other formats.*
 - *Authors and illustrators*
 - *Elements of “story”*
 - *Different types of literature*

Literature 3

- *Reading as part of self-directed, lifelong learning.*
 - *Listening to and reading a variety of literature*
 - *Life experiences and perspectives from literature*
 - *Reading for information, enrichment, and enjoyment*

Media Literacy

- The aim of media literacy is for students to make healthy and wise choices as consumers of media. Students must use judgement in managing media through awareness, analysis, evaluation and production.

Four Components of Media Literacy

Awareness

Analysis

Evaluation

Production

Awareness

- Basic terms and concepts of media.
- Media as an educational experience.
- Rights and responsibilities with respect to media.
- Cultural heritage and experiences and interpretation of media.
- Purposeful and careful construction of media productions

Analysis

- Techniques used to construct media messages.
- Questioning and critical thinking about media messages.
- Effects of media messages on the receiver.

Evaluation

- Aesthetic elements of media messages.
- Effectiveness of media for intended results from targeted audiences.
- Media for personal and educational use.

Production

- Messages for presentation.
- Criteria for quality media productions.
- Presentation of media messages.
- Evaluation of final products.

Collaboration

- *No curriculum stands alone -- each is integral to the others.*
- The standards and objectives within the Library Media K-6 Core form a foundation that strengthen other core curriculums, specifically **Social Studies, Science, Language Arts and Healthy Life Styles.**

More Collaboration

- The information skills taught in the Library Media Core are an integral part of the **research**, experiments, and reports **required** in the **Science Core**.
- The end of level tests for Science include specific questions that test the ability of students to use the Information Literacy skills of the Library Media Core.

Finally

What next?

Implementation!

In other words, it's up to us---
You and Me---all of us!

It's up to us...

*“T.F.G.M.I.N.C.”**

* “The Fairy God Mother is **not** Coming!”