

A collection of historical artifacts is arranged on a light-colored surface. On the left, a portion of a wooden chessboard with a checkered pattern and several chess pieces is visible. Next to it are two ornate medals: one with a red ribbon and a white star, and another with a blue ribbon and a white star. A pair of round, gold-rimmed glasses lies horizontally across the middle. In the bottom left corner, a circular compass with a white face and black markings is partially visible.

Library Media Core Curriculum

K-6



Intent

The intent of the Library Media Core Curriculum is to prepare students for life in an information age---

- to manage and utilize resources in a constantly changing learning environment;
- to enjoy and use literature to develop imagination and nourish the thinking process;
- and to manage and understand media messages which inundate their lives.



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



Information Literacy

This strand is based on *Information Problem-Solving: The Big Six Skills*© Approach to Library & Information Skills Instruction by Michael B. Eisenberg and Robert E. Berkowitz.



Literature

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



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.



- ◆ **Media is part of everyday life** --- every class, every age, every activity.
- ◆ **Media literacy** is a desirable life-long skill that should be part of **everyone's** education.