

## K-12 MEDIA AND LIBRARY CURRICULUM GUIDE

### **Vision of school media-library program**

The Quad Districts believe the media center and related educational services and staff are integral to a vibrant and multifaceted school program articulated across pre-kindergarten through twelfth grade. To achieve this vision, lifelong learning and intellectual curiosity are cultivated through collaborative instruction. Critical literacies, in the areas of reading, media, information, and technology, are taught comprehensively and equitably to students in various settings.

### **Media program goals**

*The media center-library serves as a dynamic curricular and professional **site** by:*

- Creating opportunities for purposeful and active engagement of its myriad sources.
- Supplying physical and intellectual access to information using innovative technology, software, databases, and other electronic information.
- Serving as the hub for learning and providing multiple opportunities for collaboration between the media specialists, classroom teachers, support staff, and students on a daily basis.
- Introducing students and staff to high quality, diverse literature and texts from multiple points of view and forms.

*The media-library curriculum serves as a source for learning, appreciation, and skill development by:*

- Fostering a love of reading for aesthetic appreciation and intellectual growth in each subject area.
- Constructing an analytical framework to access, evaluate, and create messages in a variety of forms and to better understand what role media plays in our society.
- Developing the skills for inquiry and self-expression.
- Teaching safe, secure, and ethical access to and/or use of information.
- Promote respect for intellectual property, copyright, and fair usage laws.

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- Differentiating learning materials for students with a wide range of interests, backgrounds, and educational needs.

## **Philosophy of instruction**

Teaching and learning involving media curricula is grounded in inquiry-based, constructivist, and interdisciplinary methods. Students are encouraged and guided to undertake authentic, global, and relevant learning tasks in their engagement with media curricula. Significant focus, in terms of knowledge and skills, attends to student interest, motivation, and aptitude in reading, while also developing critical literacy skills with multiple media.

Constructive use of the media center involves effective design of space and time to enhance interactions and progressive learning. Collaboration forged between staff members, strategic scheduling decisions, and opportunities for school-community partnerships are core dimensions of the media curriculum and instructional focus. The media center is a “center” for learning, though instruction associated with media curricula also takes places in the classroom setting and outside the school setting. Beyond the scope of students’ education, the media center and its sources serve to enrich the professional learning and culture of the schools.