

# High School Library Media

Certified Blue Valley Librarians collaborate with classrooms to meet any of the Kansas library standards through a point of need basis. Library Media curriculum has three Big Ideas that guide instruction: **Connect with the World, Information Formats, Solving Problems.** Each Big Idea is essential to and supports our library mission: *Literate citizens prepared for an evolving world.*



## Connect with the World

### ESSENTIAL QUESTION

How can information help me understand and connect to the world around me?

### BIG IDEAS

- Students participate and collaborate as members of a social and intellectual network of learners.
- Students build cultural understanding by accessing information from different global perspectives.
- Students evaluate and communicate multiple perspectives on issues.
- Students understand the social nature of information and how it changes over time.
- Students develop an appreciation of literature written from diverse perspectives.
- Students understand how technology is used to find and disseminate information.
- Students can use information ethically and responsibly.
- Students implement a research model to find, analyze and synthesize information.
- Students will use reflective processes to enhance learning.

### GUIDING QUESTIONS

#### Content

What does collaboration mean?

What are various types of authority with respect to different information sources?

How do social networks affect information?

What is media literacy?

#### Process

What do the different roles in collaboration require?

How do I evaluate information for conflicting facts, inconsistencies or false claims?  
How do I evaluate information for relevance, timeliness, and accuracy?  
When do I use information from an academic expert, political report, historical event, etc?  
How do I evaluate and share information within social networks?  
How do I recognize false information and/or bias?  
How do I create my own content using information ethically and responsibly?  
How do I explain the difference between fact and opinion?  
In what ways can I practice empathy and equity during learning activities?  
How do I engage in conversation and collaboration in which multiple viewpoints are expressed?  
How can I widen my learning by reading literature from different cultures and perspectives?  
How do I determine the strengths and weaknesses of literature to help me grow in my understanding of the world?  
How can I demonstrate my understanding of social responsibility in my interactions with others?

### **Reflective**

In what ways was my collaboration effective?  
How did being an effective collaborator help me grow as an individual?  
What variety of perspectives did my information reflect?  
How is diversity and perspective reflected in my personal reading choices?  
How did I demonstrate social responsibility while completing my task?

## **Information Formats**

### **ESSENTIAL QUESTION**

How can I become an effective user of a variety of information formats?

### **BIG IDEAS**

- Students use appropriate tools to organize and share information.
- Students gather information from a variety of formats.
- Students understand the differences between diverse formats.
- Students create products that apply to real world context.
- Students use social networks to work together and meet goals.
- Students recognize that content is affected by format.
- Students explore and appreciate the work of different authors, genres and formats.
- Students analyze information to determine meaning.
- Students can use information ethically and responsibly.
- Students implement a research model to find, analyze and synthesize information.
- Students will use reflective processes to enhance learning.

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## Solving Problems

### ESSENTIAL QUESTION

How can I use information to identify and solve problems?

### BIG IDEAS

- Students will use information to investigate questions.
- Students will use a variety of quality information resources.
- Students will choose sources of an appropriate level and complexity.
- Students can use information ethically and responsibly.

- Students collaborate with a learning community to create new information products.
- Students understand how technology is used to communicate and find information.
- Students will use information to demonstrate understanding and create new knowledge.
- Students implement a research model to find, analyze and synthesize information.
- Students analyze information to summarize, synthesize, and comprehend.
- Students make connections across multiple and diverse information sources.
- Students will use reflective processes to enhance learning.

## GUIDING QUESTIONS

### Content

How do I find information and use it to answer questions?  
 What do I already know about my topic?  
 What information resources are available and appropriate?  
 What is fair use?  
 What does it mean to use technology ethically?

### Process

How do I determine what information will answer my question?  
 How do I know if I need more information? How do I revise based on the information I have?  
 How do I access various types of information?  
 What constitutes a quality source in terms of credibility, accuracy, appropriateness for needs, and relevancy?  
 How do I give proper credit to sources through attribution and citation?  
 Can I paraphrase and summarize effectively to avoid plagiarism?  
 How do I modify and reuse sources legally and responsibly?  
 What methods of collaboration are appropriate for the task?  
 What technology can facilitate collaboration?  
 Am I able to select the appropriate tools for the task at hand?  
 What is the best method for demonstrating new knowledge and understanding?  
 How do I integrate existing information to support my ideas?  
 How do I use the design thinking process to create solutions?

**Reflective**

How did my information adequately answer my questions?

How was I able to read these sources without personal bias?

How do I know my sources credible, accurate, appropriate, and relevant?

Why is it important to respect intellectual property?

How effective was my role in collaboration?

In what ways did I use information to solve the problem?

What could make my research process more effective?

**RESOURCES**

*AASL National School Library Standards*. American Library Association. November 2017. [Standards.aasl.org](https://standards.aasl.org)

*Kansas Curricular Content Standards for Library/Information and Technology*. Kansas Department of Education. June 2016.

<https://www.ksde.org/LinkClick.aspx?fileticket=9IEAE56aAc0%3d&tabid=476&portalid=0&mid=3268>