SUBJECT: Library	GRADE: 10
Unit Title: Citizenship	
UNIT OVERVIEW	
In this unit, I practice safe, legal, and ethical methods when creating and sharing knowledge.	

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Honesty, Integrity, & Responsibility: Citing sources (D3C)	**1.2.9-10.G:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **1.2.9-10.H:** Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. **1.4.9-10.W:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **1.5.9-10.B:** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
COMPETENCIES	**LEARNING TARGETS**
I follow ethical and legal guidelines for gathering and using information.	I evaluate information for accuracy, validity, social, cultural context.
I use valid information and reasoned conclusions to make ethical decisions.	I acknowledge authorship through citing all sources.

SUBJECT: Library	GRADE: 10
Unit Title: Collaborate	
UNIT OVERVIEW	
In this unit, I strive to work effectively with others to broaden perspectives and achieve common goals.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**

Collaboration & Teamwork: Class directed research projects (S1C)	**1.5.9-10.A:** Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
COMPETENCIES	**LEARNING TARGETS**
I participate in self-directed learning.	I hold myself accountable for my learning.
I actively participate with others in learning situations.	I participate respectfully in group dynamics to reach a common goal.
	I actively contribute to group discussions.

SUBJECT: Library	**GRADE: 10**
Unit Title: Curate	
UNIT OVERVIEW	
In this unit, I make meaning by collecting, organizing, and sharing resources.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Critical Thinking & Problem Solving: Persuasive and analytical research (S4C)	**1.2.9-10.F:** Analyze how words and phrases shape meaning and tone in texts. **1.2.9-10.G:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **1.4.9-10.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. **1.4.9-10.U:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **1.4.9-10.V:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **1.4.9-10.W**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

	1.5.9-10.F: Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
COMPETENCIES	**LEARNING TARGETS**
I act on my information needs.	I selectively make choices about sources and information to include in my research process.
I gather information appropriate to the task.	I assess the validity and accuracy of my sources and information.
I exchange information resources within and beyond my learning community.	I contribute to a greater body of knowledge and understanding.

SUBJECT: Library	**GRADE: 10**
Unit Title: Explore	
UNIT OVERVIEW	
In this unit, I discover and innovate in a growth mindset developed through experience and reflection.	
LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Reading for growth (D2C)	**1.2.9-10.L:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **1.3.9-10.K**: Read and comprehend literary fiction on grade level, reading independently and proficiently.
COMPETENCIES	**LEARNING TARGETS**
I construct new knowledge through resources.	I read for increased knowledge.
I discover and develop my personal curiosity.	I read for personal enjoyment.

SUBJECT: Library	**GRADE: 10**
Unit Title: Feedback	
UNIT OVERVIEW	

In this unit, I reflect and participate in the feedback process.	

LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Continual Learning & A Growth Mindset: Research paper conferences (D2C)	**1.2.9-10.G:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. **1.4.9-10.D:** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. **1.4.9-10.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. **1.4.9-10.X:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

COMPETENCIES	**LEARNING TARGETS**
	I use reflection to guide my informed decisions.
I develop through experience and reflection.	I use reflection and feedback as a tool for growth.
	I design, implement, and reflect while problem solving.
I engage with my learning community.	I solicit and respond to constructive feedback.

SUBJECT: Library	**GRADE: 10**
Unit Title: Include	

UNIT OVERVIEW	
In this unit, I am committed to including and respecting diversity.	

LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Communication & Empathy: Reading for growth; Diverse research sources and topics (S2C)	**15.2.12.O:** Formulate and demonstrate strategies for working with diverse populations.

	15.3.12.O: Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management).
COMPETENCIES	**LEARNING TARGETS**
I contribute a balanced perspective when participating in the learning community.	I engage in informed conversation and respond appropriately when varied viewpoints are expressed.
I exhibit empathy with and tolerance for diverse ideas.	I value diverse perspectives and cultural relevance.
	I reflect on my personal place within a global community.

SUBJECT: Library	**GRADE: 10**
Unit Title: Inquire	

UNIT OVERVIEW
In this unit, I build new knowledge through inquiry, critical thinking, and implementing strategies for problem solving.

LRG SKILLS AND DISPOSITIONS	**PA STANDARDS**
Critical Thinking & Problem Solving: Class directed research projects (S4C) Resilience & Grit: Applying the steps of the research process (D4C)	**1.2.9-10.J:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **1.4.9-10.C:** Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. **1.4.9-10.D:** Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. **1.4.9-10.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. **1.4.9-10.V:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or

	broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	1.4.9-10.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	3.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.
COMPETENCIES	**LEARNING TARGETS**
I display curiosity and initiative.	I devise questions related to personal interests or curricular topics.
I engage with new knowledge by following a process.	I create projects that demonstrate my learning.
	I investigate questions to find evidence / answers.
I adapt, communicate, and exchange learning products with others in a cycle.	I share products with an authentic audience.
	I devise and implement a plan to fill my knowledge gaps.
I participate in an ongoing inquiry-based process.	I engage in sustained inquiry.