SUBJECT: Library	GRADE: 11
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)	**1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words to address a question or solve a problem. **1.4.11-12.W:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **1.5.11-12.B:** Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
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: 11
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)	**1.5.11-12.A:** Initiate and participate effectively in a range of collaborative discussions on grade-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: 11**
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)	**1.2.11-12.F:** Evaluate how words and phrases shape meaning and tone in texts. **1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words to address a question or solve a problem. **1.4.11-12.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. **1.4.11-12.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. **1.4.11-12.W:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

	1.5.11-12.B: Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. **1.5.11-12.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: 11**
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)	**1.2.11-12.L:** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. **1.3.11-12.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: 11**
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 conferences (D2C)	**1.2.11-12.G:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words to address a question or solve a problem. **1.4.11-12.D:** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. **1.4.11-12.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. **1.4.11-12.T:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **1.4.11-12.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 develop through experience and reflection.	I use reflection to guide my informed decisions.
	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: 11
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: 11
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)	**1.4.11-12.C:** Develop and analyze the topic thoroughly by selecting the most significant and relevant 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. **1.4.11-12.D:** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. **1.4.11-12.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. **1.4.11-12.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.

1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

3.6.11-12.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.