SUBJECT: Library	GRADE: 11-12
Unit Title: Information Literacy	
UNIT OVERVIEW	
In this unit, I will locate authoritative sources, evaluate their credibility, and use information ethically in my work. I can recognize bias and distinguish reliable sources from misinformation.	
LRG	**AASL STANDARDS**
Digital Literacy & Technological: Digital Consumer **Critical Thinking & Problem Solving**: Gathering Information; Analyzing Information **Honesty, Integrity, & Responsibility**: Principles	**Learners act on an information need by:** **4.A.1:** Determining the need to gather information. **4.A.2:** Identifying possible sources of information. **4.A.3:** Making critical choices about information sources to use. **Learners gather information appropriate to the task by:** **4.B.1**: Seeking a variety of sources. **4.B.2:** Collecting information representing diverse perspectives. **4.B.3:** Systematically questioning and assessing the validity and accuracy of information. **Learners select and organize information for a variety of audiences by: 1. Performing ongoing analysis:** **4.D.1:** Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources. **Learners display curiosity and initiative by:** **1.A.1:** Formulating questions about a personal interest or a curricular topic. **1.A.2:** Recalling prior and background knowledge as context for new meaning. **Learners engage with new knowledge by following a process that includes:** **1.B.1:** Using evidence to investigate questions. **1.B.2:** Devising and implementing a plan to fill knowledge gaps. **1.B.3:** Generating products that illustrate learning
COMPETENCIES	**LEARNING TARGETS**

Search Skills and Source Evaluation: I can use search techniques, including Boolean operators and filters, to locate authoritative sources and evaluate them for credibility, relevance, currency, and bias.	I can use advanced search strategies and academic databases to find credible sources for research.
	I can evaluate sources using specified criteria and identify potential bias.
	I can distinguish between primary and secondary sources and know when each is appropriate.
Academic Integrity & Citation Proficiency: I can accurately paraphrase, quote, and summarize information, and I will consistently use a standard citation format to ensure proper attribution and avoid plagiarism.	I can cite sources accurately in MLA or APA style and understand why plagiarism matters.

SUBJECT: Library	**GRADE: 11-12**
Unit Title: Media Literacy	
UNIT OVERVIEW	
In this unit, I will analyze how media shapes what people believe and how to spot misinformation. I can recognize persuasion techniques and think critically about the information I consume.	
LRG	**AASL STANDARDS**
Digital Literacy & Technological: Digital Creation; Digital Consumer **Communication & Empathy**: Audience; Clear Purpose	**Learners follow ethical and legal guidelines for gathering and using information by:** **6.A.1:** Responsibly applying information, technology, and media to learning. **6.A.2:** Understanding the ethical use of information, technology, and media **6.A.3:** Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. **Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:** **6.B.1:** Ethically using and reproducing others' work. **6.B.2:** Acknowledging authorship and demonstrating respect for the intellectual property of others. **6.B.3:** Including elements in personal-knowledge products that allow others to credit content appropriately

	Learners responsibly, ethically, and legally share new information with a global community by: **6.C.1:** Sharing information resources in accordance with modification, reuse, and remix policies. **6.C.2:** Disseminating new knowledge through means appropriate for the intended audience **Learners engage with information to extend personal learning by:** **6.D.1:** Personalizing their use of information and information technologies. **6.D.2:** Reflecting on the process of ethical generation of knowledge **6.D.3:** Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. **Learners engage with new knowledge by following a process that includes:** **1.B.3:** Generating products that illustrate learning **Learners adapt, communicate, and exchange learning products with others in a cycle that includes:** **1.C.4:** Sharing products with an authentic audience.
COMPETENCIES	**LEARNING TARGETS**
Digital Consumption: I can recognize that there are varying perspectives presented across media and I can critically examine books, images, films, speeches, and articles to seek out new information.	I can identify rhetorical strategies and persuasive techniques in news, advertising, and social media.
	I can recognize bias, disinformation, and deepfakes and understand their impact.
	I can analyze how social media algorithms and media framing influence public opinion.
Digital Creator: I can design clear, well-formatted multimedia that express my ideas while understanding and explaining how media messages impact opinions and actions.	I can create clear, ethical multimedia that communicates my ideas to a specific audience.

SUBJECT: Library	**GRADE: 11-12**
Unit Title: Digital Literacy	
UNIT OVERVIEW	

In this unit, I can recognize my responsibilities as a digital citizen, protect my personal information, and learn how to engage in civic processes. I can research voting, understand my digital rights, and know how to access community resources.	
LRG	**AASL STANDARDS**
Digital Literacy & Technological: Digital Citizen	**Learners engage with information to extend personal learning by:** **6.D.1:** Personalizing their use of information and information technologies **6.D.2:** Reflecting on the process of ethical generation of knowledge. **6.D.3:** Inspiring others to engage in safe, responsible, ethical, and legal information behaviors. **Learners use valid information and reasoned conclusions to make ethical decisions in the creation of knowledge by:** **6.B.1:** Ethically using and reproducing others' work. **6.B.2:** Acknowledging authorship and demonstrating respect for the intellectual property of others. **6.B.3:** Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
COMPETENCIES	**LEARNING TARGETS**
Privacy & Security Practices: I use practical strategies to protect personal data and accounts.	I can protect my digital identity through strong security practices and recognize scams and social engineering.
Responsible Communication & Participation: I demonstrate respectful, audience-aware communication and collaboration across digital platforms and follow community and school norms for online behavior.	I can locate and evaluate online community resources (libraries, financial services, career centers, voter registration, legal aid).

SUBJECT: Library	**GRADE: 11-12**
Unit Title: Personal Literacy	
UNIT OVERVIEW	
In this unit, I will access information to support my post-secondary goals. I can research options and make informed decisions about my future.	
LRG	**AASL STANDARDS**

Continual Learning & Growth: Awareness **Communication & Empathy:** Audience **Civics, Leadership, and Service:** Civics	**Learners engage with information to extend personal learning by:** **6.D.1:** Personalizing their use of information and information technologies. **Learners develop and satisfy personal curiosity by:** **5.A.1:** Reading widely and deeply in multiple formats and write and create for a variety of purposes **5.B.2:** Reflecting and questioning assumptions and possible misconceptions **5.C.3**: Engaging in inquiry-based processes for personal growth. **Learners engage with the learning community by:** **5.C.1:** Expressing curiosity about a topic of personal interest or curricular relevance **Learners demonstrate empathy and equity in knowledge building within the global learning community by:** **2.D.3:** Reflecting on their own place within the global learning community.
COMPETENCIES	**LEARNING TARGETS**
Reading for Enjoyment: I am able to find texts for enjoyment using the online catalog.	I can discover and explore and access books, audiobooks, and other texts that align with my interests and contribute to my growth as a reader and person outside the school's resources.
Reading for Information: I find and utilize text and resources that find my information needs.	I can research post-secondary options (college, military, trade schools, apprenticeships, gap years) and identify paths aligned to my goals.
	I can access and evaluate health, career, legal, and financial information to make informed decisions on real-world issues.