## American Association of School Librarians

### GRADES 9-12

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>

## 1. Inquire, think critically, and gain knowledge.

### 1.1 Skills

- **1.1.1** Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
- **1.1.2** Use prior and background knowledge as context for new learning.
- **1.1.3** Develop and refine a range of questions to frame the search for new understanding.
- **1.1.4** Find, evaluate, and select appropriate sources to answer questions.
- **1.1.5** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- **1.1.6** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- **1.1.7** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- **1.1.8** Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- **1.1.9** Collaborate with others to broaden and deepen understanding.

### 1.2 Dispositions in Action

- **1.2.1** Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- **1.2.2** Demonstrate confidence and self direction by making independent choices in the selection of resources and information.
- **1.2.3** Demonstrate creativity by using multiple resources and formats.
- **1.2.4** Maintain a critical stance by questioning the validity and accuracy of all information.
<table>
<thead>
<tr>
<th>1.2.5</th>
<th>Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.6</td>
<td>Display emotional resilience by persisting in information searching despite challenges.</td>
</tr>
<tr>
<td>1.2.7</td>
<td>Display persistence by continuing to pursue information to gain a broad perspective.</td>
</tr>
</tbody>
</table>

### 1.3 Responsibilities

- **1.3.1** Respect copyright/intellectual property rights of creators and producers.  
- **1.3.2** Seek divergent perspectives during information gathering and assessment.  
- **1.3.3** Follow ethical and legal guidelines in gathering and using information.  
- **1.3.4** Contribute to the exchange of ideas within the learning community.  
- **1.3.5** Use information technology responsibly.

### 1.4 Self-Assessment Strategies

- **1.4.1** Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.  
- **1.4.2** Use interaction with and feedback from teachers and peers to guide own inquiry process.  
- **1.4.3** Monitor gathered information, and assess for gaps or weaknesses.  
- **1.4.4** Seek appropriate help when it is needed.

### 2 Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.

#### 2.1 Skills

- **2.1.1** Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  
- **2.1.2** Organize knowledge so that it is useful.
## American Association of School Librarians

### GRADES 9-12

- [ ] Unit 1
- [ ] Unit 2
- [ ] Unit 3
- [ ] Unit 4

<table>
<thead>
<tr>
<th>2.1.3</th>
<th>Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.4</td>
<td>Use technology and other information tools to analyze and organize information.</td>
</tr>
<tr>
<td>2.1.5</td>
<td>Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</td>
</tr>
<tr>
<td>2.1.6</td>
<td>Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</td>
</tr>
</tbody>
</table>

### 2.2 Dispositions in Action

- [ ] 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- [ ] 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- [ ] 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- [ ] 2.2.4 Demonstrate personal productivity by completing products to express learning.

### 2.3 Responsibilities

- [ ] 2.3.1 Connect understanding to the real world.
- [ ] 2.3.2 Consider diverse and global perspectives in drawing conclusions.
- [ ] 2.3.3 Use valid information and reasoned conclusions to make ethical decisions.

### 2.4 Self-Assessment Strategies

- [ ] 2.4.1 Determine how to act on information (accept, reject, modify).
- [ ] 2.4.2 Reflect on systematic process, and assess for completeness of investigation.
- [ ] 2.4.3 Recognize new knowledge and understanding.
- [ ] 2.4.4 Develop directions for future investigations.
3 Share knowledge and participate ethically and productively as members of our democratic society.

### Skills

| 3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.1.3 Use writing and speaking skills to communicate new understandings effectively. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.1.5 Connect learning to community issues. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.1.6 Use information and technology ethically and responsibly. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

### Dispositions in Action

| 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.2.3 Demonstrate teamwork by working productively with others. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

### Responsibilities

| 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 3.3.4 Create products that apply to authentic, real-world contexts. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
### American Association of School Librarians

**GRADES 9-12**

- Unit 1
- Unit 2
- Unit 3
- Unit 4

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.3

- 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.
- 3.3.6 Use information and knowledge in the service of democratic values.
- 3.3.7 Respect the principles of intellectual freedom.

### 3.4 Self-Assessment Strategies

- 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- 3.4.2 Assess the quality and effectiveness of the learning product.
- 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

### 4 Pursue personal and aesthetic growth.

#### 4.1 Skills

- 4.1.1 Read, view, and listen for pleasure and personal growth.
- 4.1.2 Read widely and fluently to make connections with self, the world, and previous reading.
- 4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.
- 4.1.4 Seek information for personal learning in a variety of formats and genres.
- 4.1.5 Connect ideas to own interests and previous knowledge and experience.
- 4.1.6 Organize personal knowledge in a way that can be called upon easily.
- 4.1.7 Use social networks and information tools to gather and share information.
- 4.1.8 Use creative and artistic formats to express personal learning.
### American Association of School Librarians

**GRADES 9-12**

- **Unit 1**
- **Unit 2**
- **Unit 3**
- **Unit 4**

#### 4.2 Dispositions in Action

- **4.2.1** Display curiosity by pursuing interests through multiple resources.
- **4.2.2** Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- **4.2.3** Maintain openness to new ideas by considering divergent opinions, changing opinions, or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- **4.2.4** Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

#### 4.3 Responsibilities

- **4.3.1** Participate in the social exchange of ideas, both electronically and in person.
- **4.3.2** Recognize that resources are created for a variety of purposes.
- **4.3.3** Seek opportunities for pursuing personal and aesthetic growth.
- **4.3.4** Practice safe and ethical behaviors in personal electronic communication and interaction.

#### 4.4 Self-Assessment Strategies

- **4.4.1** Identify own areas of interest.
- **4.4.2** Recognize the limits of own personal knowledge.
- **4.4.3** Recognize how to focus efforts in personal learning.
- **4.4.4** Interpret new information based on cultural and social context.
- **4.4.5** Develop personal criteria for gauging how effectively own ideas are expressed.
- **4.4.6** Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.