The Model Curriculum for Pennsylvania School Library Programs
Stage 1 Desired Results: Competencies, Grade Band 9-12

Big Idea: Effective readers use appropriate strategies to construct meaning.

Essential Questions:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Determining Author's Point of View (Perspective)	11-12	Evaluate author's credentials and background to determine point of view or purpose.	CC.1.2.D (9-12)			
	9-10	Identify author's credentials and background to determine point of view.	CC.1.2.D (9-12)			
Evaluating Diverse Media	11-12	Evaluate information found in multiple sources and mediums to address a question or solve a problem.	CC.1.2.G (9-12)			
	9-10	Analyze information found in different mediums.	CC.1.2.G (9-12)			
Evaluating Arguments	11-12	Analyze texts for information based upon purposes and arguments for credibility, relevance, bias, accuracy, and currency.	CC1.2.H (9-12)			
	9-10	Analyze and assess information to extract valid and relevant ideas based on credibility, relevance, bias, accuracy, and currency.	CC.1.2.H (9-12)			

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Selecting Informational Texts and Literary Non-Fiction	**9-10-11-12**	▪ Independently, locate and select literary non-fiction and informational texts on grade level. ▪ Independently, use various print and digital reference sources.	CC.1.2.L (9-12)	CC.3.5.I (9-12)	CC.8.5.I (9-12)	
Drawing Evidence: Primary and Secondary Sources	**9-10-11-12**	Use and cite specific textual evidence in primary and secondary sources.		CC.3.5.A (9-12)	CC.8.5.A CC.8.5.I (9-12)	
Selecting Literary Fiction	**9-10-11-12**	▪ Independently, select grade-level-appropriate literary fiction in a variety of genres. ▪ Apply strategies to create meaning from literary fiction. ▪ Read self-selected literary fiction presented in any format to gain meaning by questioning, reflecting, responding, and evaluating.	CC.1.3.K (9-12)			

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Essential Questions:

- How do readers know what to believe in what they read, hear, and view?
- How does interaction with text provoke thinking and response?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Evaluating Sources (See Also Effective Research Big Idea)	9-10-11-12	▪ Identify alternate or opposing claims. ▪ Evaluate sources for credibility, relevance, currency, accuracy, and bias. ▪ Use variety of sources and points of view to avoid excessive bias. ▪ Acknowledge controversy by incorporating opposing or differing viewpoints when presenting argument.	CC.1.4.I CC.1.4.W (9-12)	CC.3.6.G (9-12)	CC.8.6.G (9-12)	15.3.E (9-12)
Integrating Diverse Media	11-12	Synthesize information found in multiple sources.	CC.1.2.G (9-12)	CC.3.5.G (9-12)	CC.8.5.G (9-12)	15.3.E (9-12)
	9-10	Integrate information from various mediums to understand topic or issue.		CC.3.5.G (9-12)	CC.8.5.G (9-12)	15.3.E (9-12)
Evaluating Arguments	9-10-11-12	Analyze texts for information based upon purposes and arguments: credibility, relevance, bias, accuracy, and currency.	CC.1.2.D (9-12)	CC.3.5.H (9-12)	CC.8.5.H (9-12)	
Synthesizing Information	11-12	Synthesize information found in multiple sources and in experiments, simulations, video, or multimedia sources with information found in text.	CC.1.2.G (9-12)	CC.3.5.I (9-12)	CC.8.5.I (9-12)	15.3.I (9-12)
	9-10-11-12	Select information from informational texts that support analysis, reflection, and research.		CC.3.6.H (9-12)	CC.8.6.H (9-12)	
	9-10	Compare and contrast information found in experiments, simulations, video, or multimedia sources with information found in text.		CC.3.5.I (9-12)	CC.8.5.I (9-12)	15.3.I (9-12)
Research Process: Developing Research Topic and Question(s)	9-10-11-12	As part of research process: ▪ Narrow a self-generated, broad research question by focusing on particular aspects of the question or problem, identifying relevant key words and subject headings, and/ or using search limiters. ▪ Compare several points of view about same issue, evaluating strengths and weaknesses of arguments. ▪ Formulate personal opinion about topic or issue.	CC.1.4.V (9-12)	CC.3.6.F (9-12)	CC.8.6.F (9-12)	15.3.C (9-12)

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Research Process: Accessing, Identifying, and Evaluating Resources	**9-10-11-12**	As part of a research process: ▪ Access print sources using features of OPAC and within source itself. ▪ Use search functions of database to access digitally stored sources. ▪ Differentiate between natural-language searching and keyword/controlled vocabulary searching. ▪ Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. ▪ Evaluate variety of sources and formats, including print and Internet web sites and primary and secondary sources, according to their authorship, objectivity, scholarship, and timeliness. ▪ Verify information by checking facts in alternate sources.		CC.3.6.G (9-12)	CC.8.6.G (9-12)	15.3.I (9-12)
Research Process: Synthesizing Information	**9-10-11-12**	As part of a research process: ▪ Selectively take notes on information to support own position. ▪ Synthesize information gathered from multiple sources. ▪ Use summaries, paraphrasing, and quotations to create report. ▪ Within text, document use of the information and ideas of others using standard bibliographic citation format. ▪ Provide bibliography or list of works cited using standard bibliographic citation format.	CC.1.4.S CC.1.4.W (9-12)			15.3.I 15.4.L (9-12)
Research Process: Note-taking Strategies	**9-10-11-12**	Find and use primary documentation; cite by using standard bibliographic citation format.				15.4.L (9-12)

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
Essential Questions:
▪ What do good listeners do?
▪ How do active listeners make meaning?
▪ How do active listeners know what to believe in what they hear?

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Evaluating, Analyzing, and Integrating Information	11-12	▪ Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly, and timely sources. ▪ Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size, and possibly confusing visual or auditory elements. ▪ Identify any discrepancies among data presented in different formats, whether within a single source or among multiple sources. ▪ Use evaluation tools to determine data most likely to be accurate.	CC.1.5.C (9-12)			
	9-10	▪ Evaluate and integrate visual and audio representations of information from authoritative, objective, scholarly, and timely sources. ▪ Evaluate visual and auditory effectiveness of media by examining such features as appropriate use of color, clarity, volume, size, and possibly confusing visual or auditory elements.	CC.1.5.C (9-12)			

Big Idea: Effective speakers prepare and communicate messages to address the audience and purpose.							

Essential Questions:
- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do speakers employ language and utilize resources to effectively communicate a message?

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Preparing Multimedia Presentations	**9-10-11-12**	▪ Select or create digital media elements that are interesting, appropriate for target audience and help audience, understand research findings, reasoning, and evidence. ▪ Incorporate credible, appropriate charts, graphs and other audio-visual media into oral or visual presentation.	CC.1.5.F (9-12)			

Essential Questions:
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does one organize and synthesize information from various sources?
- How does one best present findings?

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Drawing Evidence from Text	**9-10-11-12**	- Identify wide range of texts that tell a story to make a point, express personal opinion, or provide enjoyable experience as examples of grade-level-appropriate literature or literary non-fiction. - Identify memoirs as examples of grade-level-appropriate literary non-fiction (i.e., non-fiction told as a story). - Draw evidence from text to answer information need.	CC.1.4.S (9-12)			
Research Process: Effective Inquiry	**9-10-11-12**	Conduct short as well as more sustained research projects.	CC.1.4.V (9-12)			
Research Process: Evaluating Sources **(See Also Critical Thinkers Big Idea)**	**9-10-11-12**	- Identify author's purpose and intended audience when evaluating usefulness of source. - Use variety of sources and points of view to avoid excessive bias. - Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument.	CC.1.4.W (9-12)	CC.3.6.G (9-12)	CC.8.6.G (9-12)	15.3.E (9-12)

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Research Process: Evaluating Sources **(See Also Critical Thinkers Big Idea)**	**9-10-11-12**	As part of a research process: ▪ Access print sources using features of OPAC and within source itself. ▪ Use search functions of database to access digitally stored sources. ▪ Differentiate between natural-language searching and keyword/controlled vocabulary searching. ▪ Narrow or broaden search by identifying relevant key words and subject headings and using search limiters. ▪ Evaluate variety of sources and formats, including print and Internet web sites, according to their authorship, objectivity, scholarship, and timeliness. ▪ Verify information by checking facts in alternate sources. ▪ Use summaries, paraphrases and quotations.	CC.1.4.W (9-12)			15.3.E (9-12)
Research Process: Note-taking Strategies and Presenting Research Findings	**9-10-11-12**	As part of a research process: ▪ Selectively take notes on information that will support own position. ▪ Use quotations and paraphrasing in work without plagiarizing. ▪ Within text, document the use of the ideas of others using standard citation formatting. ▪ Provide a bibliography or list of works cited using standard bibliographic citation format.	CC.1.4.W (9-12)			

Big Idea: Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
Essential Questions:
▪ What makes clear and effective writing?
▪ Why do writers write? What is the purpose?
▪ Who is the audience? What will work best for the audience?

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Producing and Publishing with Technology	**9-10-11-12**	▪ Use ongoing feedback and technology to produce, publish, and update individual or shared writing products ethically. ▪ Present relationships between information and ideas.	CC.1.4.U (9-12)	CC.3.6.E (9-12)	CC.8.6.E (9-12)	15.3.W (9-12)

Big Idea: Responsible citizens use information ethically and productively in a global society.

Essential Questions:
- How do responsible citizens use information ethically?
- How do responsible citizens use information productively in a global society?

Library Information Concepts	Grade Level	Competencies What students should be able to do; key skills	ELA Standards 1._._ (Band)	Science Standards 3._._ (Band)	SS & H Standards 8._._ (Band)	BCIT Standards 15._._ (Band)
Using Information Ethically and Responsibly	**11-12**	▪ Use variety of sources and points of view to avoid excessive bias. ▪ Acknowledge controversy by incorporating opposing or differing viewpoints when presenting written argument.		CC.3.6.G (9-12)	CC.8.6.G (9-12)	
	9-10-11-12	▪ Use summaries, paraphrases and quotations. ▪ Within text, document use of information and ideas of others by using standard bibliographic citation format. ▪ Provide bibliography or list of works cited, using standard bibliographic citation format.		CC.3.6.G (9-12)	CC.8.6.G (9-12)	
Demonstrating Technology Etiquette and Safety	**9-10-11-12**	Demonstrate technology etiquette skills and leadership when communicating with others (e.g., using blogs and social media).				15.3.M 15.3.W (9-12)
	9-10-11-12	Advocate and practice safe, legal, and responsible use of information and technology in school and personal situations.				15.3.T (9-12)
Behaving as a Digital Citizen	**9-10-11-12**	▪ Examine, evaluate, and discuss impact of social, legal, ethical, and safe behaviors on digital citizenship. ▪ Exhibit leadership for digital citizenship.				15.3.T 15.4.B (9-12)
Using Digital Media	**9-10-11-12**	Examine and evaluate multimedia work products and make recommendations.				15.4.K (9-12)