# Digital Citizens: Unit Overview

**ENL1W, Grade 9 English (De-streamed), Unit 4.** 14 classes of 75 minutes (about three weeks).

### The big question

How do we stay safe, smart and kind online, and how do we tell what's true?

A hands-on unit on digital and media literacy (Strand A2): digital footprints, privacy policies, kindness and upstanding online, curated feeds, misinformation and disinformation, professional fact-checking moves, a misinformation escape room and AI-made content. Students finish with two summatives: a fact-check report and a digital guide for younger students, built through a design sprint.

## Lessons

| # | Lesson | Classes | Question | Expectations | What's inside |
|---|---|---|---|---|---|
| 1 | **My Digital Footprint** | 1 | What do our posts say about us? | A2.1, A2.2, C3.3 | Footprint audit of a fictional profile; safer post rewrites |
| 2 | **Privacy Policy Decoder** | 1 | What did we agree to? | A2.2, C3.3, A2.5 | Decode a fictional policy; privacy in Canada; redesign a sign-up screen |
| 3 | **Kind Online** | 1 | How do we stay respectful and help others? | A2.7, A2.1, B1.1 | Scenarios; upstander moves; reply lab |
| 4 | **Two Feeds** | 1 | How do curated feeds shape what we believe? | A2.3, A2.5, C3.5 | Compare two feeds; filter bubbles; widen your feed |
| 5 | **Mis- or Dis-?** | 1 | Why does false information spread? | A2.3, C3.5, C3.3 | Sort it; motive map; pause before you share |
| 6 | **The Fact-Check Toolkit** | 1 | How do professionals check claims? | C3.3, D1.3, A2.3 | SIFT moves; lateral reading; reverse image search; practice log |
| 7 | **Misinformation Escape Room** | 1 | Can we crack five cases? | A2.3, C3.3, A2.7 | Five rooms; the code spells TRUTH |
| 8 | **Real, Edited or Generated?** | 1 | How do we use AI honestly? | A2.3, A2.4, A2.1 | Generative AI in plain words; scenario sort; class AI guidelines |
| 9 | **Fact-Check Investigation** | 2 | Is this claim true? | C3.3, D1.3, A2.3, D2.1 | Fact-check report (summative 1) |
| 10 | **Design Sprint** | 2 | What do younger students need? | A2.6, D1.1, D2.1, A2.4 | Understand, define, crazy eights, prototype, test |

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|---|---|---|---|---|---|
| 11 | **Build the Guide** | 1 | Does our guide work for its audience? | D3.1, A2.6, D1.3, C1.4 | Final guide with accessibility and credits (summative 2) |
| 12 | **Showcase and Reflect** | 1 | Did our choices work? | D3.2, D3.3, A2.7 | Gallery showcase; creator's reflection |

## Assessment

| Type | In this unit |
|---|---|
| Assessment for learning | Footprint audit, decoder, sort it, practice log, escape room code sheet, exit tickets |
| Assessment as learning | Upstander plan, AI guidelines, prototype testing, feedback cards |
| Assessment of learning | Fact-check report and a digital guide for younger students, each with a rubric |

## About the texts

All profiles, apps, policies, posts, feeds, messages and websites are original and fictional, with mock-up images included. One escape room case uses a real, widely misattributed quotation.

Check your school or board's policy on AI tools before Lesson 8. Know your school's procedures for reporting online harassment before Lesson 3. Students need devices for Lessons 6, 9 and 11.

## What's in each lesson

- Teacher lesson plan with expectations, timed sequence, differentiation, look-fors and answer guides
- Slides with speaker notes
- Student handouts and organizers
- Editable Word and PowerPoint files, plus PDFs

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