

Course Title:	Digital Literacy
Grade(s):	6

Course Description
Digital Literacy provides students with essential skills for evaluating and navigating online information. The curriculum focuses on developing critical reading strategies, including lateral reading, to determine the reliability and trustworthiness of sources. Students learn to distinguish between strong and weak evidence when analyzing claims, particularly those encountered on social media. A key component of the course is learning to "zone" information by purpose (news, propaganda, opinion, advertising, raw information, entertainment). The course culminates in an AI Literacy unit, equipping students with the knowledge to identify AI-generated content, understand the ethical implications of these tools, and determine their appropriate use in academic and personal life.
Approved Curricular Materials/Textbook(s)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Evidence	Unit Objectives: - Students will be able to differentiate between strong evidence (e.g., verifiable facts, expert testimony, data) and weak evidence (e.g., anecdotal examples, generalizations, unsupported opinions). - Students will be able to identify the different types of evidence used to support a claim on social media. - Students will be able to analyze claims found on social media platforms and evaluate the strength and relevance of the supporting evidence. - Students will be able to articulate a judgment on the validity of a social media claim based on their evaluation of the evidence.	2 weeks

Unit 2: Evaluating Online Information	Unit Objectives: • Students will be able to define and accurately use important vocabulary related to website evaluation, such as credibility, bias, source, and evidence. • Students will be able to explain the concept of lateral reading and its purpose in evaluating online sources. • Students will be able to apply lateral reading as a strategic process to determine the reliability and trustworthiness of websites and online information. • Students will be able to distinguish between reliable and unreliable online information based on evidence gathered through their evaluation methods.	2-3 weeks
Unit 3: Infozones	Unit Objectives: • Students will be able to define and explain the six zones of information: news, propaganda, opinion, advertising, raw information, and entertainment. • Students will be able to apply the concept of "zoning" to information they encounter online to determine its primary purpose. • Students will be able to analyze online content and accurately distinguish between the six different types of information. • Students will be able to explain how the purpose of information influences how they should evaluate and use it.	3 weeks
Unit 4: AI Literacy	Unit Objectives: • Students will be able to define generative AI and explain how it creates content (text, images, etc.). • Students will be able to apply skills to identify characteristics and indicators that suggest a piece of content (e.g., text, image) may be AI-generated. • Students will be able to analyze the ethical implications of using AI, including issues of plagiarism, bias, and misinformation.	2 weeks

	• Students will be able to determine the appropriate use of generative AI tools in academic and personal contexts. • Students will be able to demonstrate an understanding of the creative limitations of AI by comparing AI-generated writing with their own original written work.	
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