

****Correlation of “Lesson 2 – AQBS Rule: Ask Questions. Be Skeptical.”**

to Alabama Course of Study Standards (K–8)**

This lesson teaches students the **critical thinking habit** of pausing when strong emotions arise online, asking questions, and being skeptical about posts, claims, and emotional reactions. It aligns directly with Alabama’s Digital Literacy and Computer Science focus on evaluating digital information, emotional awareness, credibility assessment, and responsible online communication.

PRIMARY GRADES (K–5)

1. Digital Literacy & Computer Science (DLCS)

Kindergarten

- **DL.K.1 – Safe and Responsible Use of Technology**
Students begin learning that before they click, like, or comment, they should *ask questions* and *be careful online*.

Grade 1

- **DL.1.4 – Recognize Responsible Use of Technology**
The AQBS Rule teaches kids that when something online makes them feel upset, scared, or excited, they should pause and **not react immediately**.

Grade 2

- **DL.2.3 – Explain Positive Digital Citizenship**
Students learn:
 - Strong emotions can trick them online
 - They should ask: “Is it true? What’s the evidence?”
 - It’s okay *not* to respond to emotional posts

Grade 3

- **DL.3.6 – Explain How Emotions Affect Digital Behavior**

The lesson covers:

- Emotional triggers
- Pausing before responding
- Considering whether responding will harm self or others

- **DL.3.12 – Assess Validity & Purpose of Digital Content**

Students practice:

- Identifying truth vs. falsehood
- Asking who made a post and why
- Looking for evidence

Grade 4

- **DL.4.7 – Verify Accuracy of Digital Information**

Students evaluate:

- Whether posts have real proof
- Whether claims make sense
- Whether emotions are being manipulated intentionally

- **DL.4.3 – Demonstrate Responsible Digital Conduct**

The AQBS Rule trains students to stop and evaluate posts before liking or sharing.

Grade 5

- **DL.5.8 – Identify How Emotions Influence Digital Decisions**

Students learn to analyze:

- Why they feel a strong reaction
- Whether that emotion should guide their behavior
- Whether someone online is *trying* to provoke emotion

- **DL.5.7 – Describe Consequences of Digital Actions**

AQBS connects directly to preventing harmful impulsive reactions.

2. English Language Arts (ELA), K–5

Grades 3–5 – Media & Informational Text Standards

- **Ask and answer questions to evaluate a message**
("Is it true?" "What's the evidence?")
- **Explain how multimedia messages influence emotions**
("Does this post try to make me angry, scared, embarrassed?")
- **Determine author's purpose and possible biases**
("Why did they post this?")
- **Distinguish fact from opinion**
("Is this a real event or just someone's feelings?")

MIDDLE GRADES (6–8)

1. Digital Literacy & Computer Science (DLCS)

Grade 6

- **DL.6.4 – Evaluate Online Content Using Critical Thinking**
Students practice checking:
 - Truthfulness
 - Evidence
 - Source credibility
 - Emotional manipulation
- **DL.6.6 – Recognize How Emotions Influence Digital Communication**
AQBS explains emotional hijacking and teaches students to *slow down* online.

Grade 7

- **DL.7.4 – Identify Ethical & Societal Impacts of Digital Content**
The AQBS rule reveals how misinformation spreads when people react emotionally instead of thinking critically.

- **DL.7.6 – Demonstrate Thoughtful Online Decision-Making**
Students apply AQBS to evaluate:

- Strong emotional claims
- Partial stories
- Rumors and heated comments

Grade 8

- **DL.8.8 – Evaluate the Validity of Online Content**
Students learn to:

- Examine evidence
- Compare sources
- Detect emotional manipulation
- Notice missing context

- **DL.8.14 – Compare Human Reasoning with Digital Influences**
The lesson touches on:

- Emotional bias
- Cognitive shortcuts
- How emotion-driven posts influence judgment

2. English Language Arts (ELA), 6–8

Media Literacy, Argumentation & Critical Thinking Standards

- **Evaluate claims and evidence in digital messages**
Students examine whether a post provides real proof.
- **Identify how media uses emotional appeals**
“Does this post make me feel a strong emotion on purpose?”
- **Determine author/creator purpose and point of view**
“Why did they post it? What do they want me to believe?”

- **Conduct short research to verify claims**
Students practice checking other sources before believing a viral or emotional claim.

Specific Script Connections to Alabama COS Standards

“If something on social media makes you feel a strong emotion... ASK QUESTIONS. BE SKEPTICAL.”

→ Supports DLCS standards on **emotion-aware digital behavior** and **critical consumption of media**.

“Why am I responding to it so emotionally?”

→ Links to DLCS standards requiring **self-awareness** and **emotional regulation** in online spaces.

“Is it true? What’s the evidence?”

→ Direct link to **credibility evaluation**, a core DLCS expectation in grades 3–8.

“If I act on these feelings, will it harm me or someone else?”

→ Supports DLCS digital citizenship & ethical behavior standards.

“It’s okay not to respond at all.”

→ Reinforces digital responsibility, self-regulation, and safe online behavior.

“Be skeptical of your emotions AND the post.”

→ Connects to ELA standards on analyzing **author influence**, **tone**, **bias**, and **purpose**.

“Everything you do online snaps back on you.”

→ Relates to DLCS standards requiring awareness of **digital footprints** and **online consequences**.

Conclusion

“**Lesson 2 – The AQBS Rule: Ask Questions. Be Skeptical.**” strongly supports Alabama’s DLCS expectations for digital citizenship, credibility evaluation, emotional awareness, and safe online communication across **all grades K–8**.

This script gives students a simple, powerful framework:

- ✓ Stop
- ✓ Ask questions
- ✓ Be skeptical

—building essential media literacy and critical thinking skills for lifelong digital citizenship.

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