

****Correlation of “Lesson 4 – HOW FULL IS IT?”**

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

This lesson gives students a *three-part evaluation tool* for analyzing digital posts:

1. **How Truthful Is It?**
2. **How Helpful Is It?**
3. **How Hurtful Is It?**

This aligns strongly with Alabama’s DLCS standards around **evaluating online information, ethical posting, critical thinking**, and **safe digital engagement**, along with supporting ELA media literacy standards.

PRIMARY GRADES (K–5)

1. Digital Literacy & Computer Science (DLCS)

Kindergarten

- **DL.K.1 – Safe & Responsible Digital Behavior**
Students begin identifying which posts are kind or unkind (helpful vs. hurtful).

Grade 1

- **DL.1.4 – Recognize Responsible Use of Technology**
Students learn not to repost hurtful or unkind messages (“Don’t repost it!”).

Grade 2

- **DL.2.3 – Explain Positive Digital Citizenship**
Students apply the three “FULL” questions to understand:
 - Why kindness matters
 - Why truthful posts are important
 - Why hurtful posts spread harm

Grade 3

- **DL.3.6 – Explain How Digital Actions Impact Others**

The lesson teaches real-life cause-and-effect:

- Sharing hurtful content → harm
- Sharing helpful content → benefit
- Sharing truthful content → better internet

- **DL.3.12 – Assess Validity of Online Content**

Students begin evaluating:

- Truthfulness
- Evidence
- Intent

Grade 4

- **DL.4.7 – Evaluate Online Information for Accuracy & Bias**

Students look for:

- Evidence supporting claims
- Whether content is misleading
- Whether the post is designed to provoke emotions

- **DL.4.3 – Demonstrate Responsible Posting**

Students learn not to repost content that is hurtful or false.

Grade 5

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

Harmful or false posts have lasting digital footprints — perfectly aligned to the “Hurtful” part of the lesson.

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

Students learn to *pause*, think, and evaluate before reacting to posts.

2. English Language Arts (ELA), K–5

Grades 3–5 – Media Literacy & Comprehension

- **Identify main purpose and message of digital content**
Why was a post created? What effect does it have?
- **Distinguish truthfulness from opinion or manipulation**
Students learn to check for evidence before believing or sharing.
- **Analyze how multimedia content shapes feelings**
“Is it hurtful?” connects directly to emotional impact analysis.
- **Explain how text and media influence others**
Students learn that reposting hurtful or false content amplifies harm.

MIDDLE GRADES (6–8)

1. Digital Literacy & Computer Science (DLCS)

Grade 6

- **DL.6.4 – Evaluate Online Content Using Critical Thinking**
Students assess:
 - Accuracy
 - Credibility
 - Truthfulness
 - Evidence
- **DL.6.6 – Recognize Emotional Manipulation Online**
The “hurtful” and “truthful” categories directly address emotional influence tactics.

Grade 7

- **DL.7.4 – Identify Ethical Impacts of Digital Content**
This lesson deals heavily with ethics:
 - Don’t spread hurtful posts
 - Don’t amplify falsehoods

- Sharing helpful content is a positive contribution
- **DL.7.6 – Use Critical Judgment Before Posting**
Students apply the “FULL” framework to:
 - Sharing
 - Commenting
 - Liking
 - Posting original content

Grade 8

- **DL.8.8 – Evaluate Validity of Online Information**
Students examine:
 - Evidence
 - Source credibility
 - Truthfulness
 - Manipulation
 - Intention
- **DL.8.14 – Compare Human Judgment with Digital Influence**
“How hurtful is it?” helps students analyze emotional triggers and persuasion techniques.

2. English Language Arts (ELA), 6–8

Media Literacy, Persuasion, Credibility & Evidence

- **Analyze author’s purpose and intent**
Students learn to ask:
 - “Why was this posted?”
 - “Is this trying to make me laugh? Or hurt someone?”
- **Evaluate claims for truthfulness and evidence**
The lesson explicitly teaches evidence-checking.

- **Determine how digital posts influence attitudes and behavior**
Hurtful posts → harm
Helpful posts → support
Truthful posts → informed decisions
- **Analyze emotional appeals and manipulation**
Students identify whether a post attempts to provoke anger, shame, or mockery.

Specific Script Connections to Alabama COS Standards

“How truthful is it? Is there evidence?”

→ Directly addresses DLCS standards about **evaluating online information** and ELA standards on **evidence-based reasoning**.

“How hurtful is it? Don’t repost it!”

→ Applies DLCS standards on **ethical digital behavior**, cyber safety, and preventing harm.

“How helpful is it? Share it if it helps!”

→ Supports standards requiring **positive digital citizenship** and **helpful online participation**.

“Media Masters always pause and think: How FULL is it?”

→ Reinforces the DLCS requirement for **critical thinking before posting**.

“Truth makes the internet better. Lies make the internet worse.”

→ Aligns with evaluating credibility, misinformation prevention, and safe digital communication.

“What if it were me being made fun of?”

→ Matches DLCS expectations for **empathy**, **self-regulation**, and **social responsibility online**.

Conclusion

“Lesson 4 – HOW FULL IS IT?” beautifully aligns with Alabama’s DLCS standards for **digital citizenship, media literacy, responsible posting, and critical evaluation of online content** across grades **K–8**.

By teaching students to ask

Is it truthful? Is it helpful? Is it hurtful?

this lesson gives children and teens a simple, powerful digital decision-making tool that directly supports the state’s expectations for safe, responsible online behavior.

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