

Correlation of “THINK FIRST – THE CRITICAL THINKER’S SECRET WEAPON” to Alabama Course of Study Standards

Big Ideas in This Lesson

This video directly supports DLCS goals that Alabama spells out for all students: using technology to **find, evaluate, create, and communicate information**, while thinking critically and acting responsibly online. [Alabama Achieves](#)

Key focus areas in this script:

- Critical thinking as a **digital citizenship superpower**
- Evaluating weird/“wild” claims (dinosaurs at Gulf Shores, pizza trees, flying hamster, pudding house)
- **Stop – Think – Check:** pause before reacting
- Asking:
 - **Who made this – and why?**
 - **Where’s the proof?**
 - **Why do I feel this way?** (emotional triggers, manipulation, AI fakes)
- Understanding that AI-generated media can **look real but be fake**, so students must look for **evidence and trustworthy sources**

These all sit squarely in the DLCS strands “Digital Literacy” and “Citizen of a Digital Culture” and in ELA literacy standards about evaluating evidence, purpose, and claims in media. [Alabama Achieves+1](#)

Primary Grades (K–5)

1. Digital Literacy & Computer Science (DLCS)

Kindergarten

- **Strand: Digital Literacy – K.1 & K.2 (DLCS)**

- *K.1: Understand and use technology tools to engage with digital content.* Students view sample posts/videos (dinosaurs at the beach, pizza trees, pudding house) and talk about them. [Media Masters ROCK!](#)
- *K.2: Identify and describe safe and responsible use of technology.* The “Stop. Think. Check.” routine and “think first before you click/share” supports early safe-use habits. [Media Masters ROCK!+1](#)

Grade 1

- **Digital Citizenship / Safety & Ethics**
 - Recognize that not everything online is true; begin to tell the difference between **real** and **make-believe** posts (dinosaurs at Gulf Shores, pizza trees).
 - Practice **asking an adult** or checking before sharing something surprising or upsetting.

Grade 2

- **Citizen of a Digital Culture – Safety, Privacy, and Security (K–2 band)**[Alabama Achieves](#)
 - Explain why they should **pause** when a post makes them feel strong emotions (angry, scared, amazed).
 - Describe simple strategies for checking: “Who posted this? Does it make sense? Should I show this to a trusted adult before I share?”

Grade 3

- **Impact of Computing – Assess validity and purpose of digital content**
 - DLCS 3rd-grade guidance explicitly includes: “Assess the validity and identify the purpose of digital content.”[Banzai](#)
 - Students learn to:
 - Ask “**Who made this, and why?**” (motivation & purpose)
 - Decide whether a wild claim (flying hamster, pudding house) is probably fake and **needs more research**.

Grade 4

- **Digital Literacy / Citizen of a Digital Culture – Critical evaluation**[Alabama Achieves+1](#)
 - Explain how to **check for proof** (look for multiple trusted sources: news, school, science sites).
 - Recognize that some videos may be **AI-generated** and that “seeing it” is not enough; you still need **evidence**.

Grade 5

- **Digital Literacy – Evaluating online information and emotional impact**[Alabama Achieves+1](#)
 - Analyze how a post or video might try to **trigger emotions on purpose** (anger, fear, amazement) to get quick shares.
 - Describe and practice the **Stop. Think. Check.** process as a strategy for:
 - Verifying truthfulness
 - Avoiding impulsive comments/shares
 - Choosing *not* to respond when something seems manipulative or untrue.

2. English Language Arts (ELA), K–5

The lesson also supports ELA informational-text and media literacy goals in the Alabama ELA Course of Study.[Alabama Achieves](#)

- **Grades 2–3**
 - Asking and answering questions to demonstrate understanding of a text/ media (who made this, what are they claiming, does it make sense?).
 - Beginning to **distinguish fact from opinion** in simple digital examples.
- **Grades 4–5**
 - **Explaining the relationship between ideas:** wild claim → evidence → conclusion (real/fake/needs more research).
 - **Using evidence** (“Is there proof?” “Can I find this story in more than one trusted place?”).

- Discussing **author's purpose** and **audience** ("What do they want me to think, feel, or do?").

Middle Grades (6–8)

1. Digital Literacy & Computer Science (DLCS)

The 6–8 overview emphasizes students as **Citizens of a Digital Culture** who can use technology responsibly, evaluate information, and understand societal impact. [Alabama Achieves+1](#)

Grade 6

- **Citizen of a Digital Culture – Evaluating Content & Safety**
 - Explain that **realistic-looking media can still be fake** (AI-generated pudding house, dinosaurs surfing).
 - Apply a **checklist** for evaluating online content:
 - Source & motivation (Who made this, and why?)
 - Corroboration (Can I find it in multiple credible sources?)
 - Emotional manipulation (Is it trying to make me feel something *fast* so I'll share it?).

Grade 7

- **Ethical & Societal Impact of Computing** [Alabama Achieves+1](#)
 - Analyze how AI fakes and manipulated media can spread misinformation.
 - Discuss the **ethical responsibility** of not sharing content that is unverified, misleading, or designed to provoke outrage.
 - Connect critical thinking to **responsible participation** in online communities (Media Masters take responsibility for what they say and do).

Grade 8

- **Critical Evaluation, Bias, and Emotional Influence**

- Evaluate **credibility** of digital sources and identify possible **bias or hidden motives** behind posts (attention, money, persuasion).
- Explain how emotional triggers (fear, anger, amazement) are used in **clickbait and mis/disinformation** and how critical thinking counters this.
- Relate AI-generated content to DLCS ideas about the **societal impact of computing** (trust, truth, and public understanding of reality). [Alabama Achieves+1](#)

2. English Language Arts (ELA), 6–8

From Appendix E and the ELA Course of Study, your script dovetails with literacy-in-technology/media standards such as: [Alabama Achieves+1](#)

- **Grades 6–8 Reading in Science/Technical/Media Texts**
 - Distinguish **fact, reasoned judgment, and speculation** in a text or digital source.
 - **Assess the reasoning and evidence** in a text or video and determine whether claims are adequately supported.
 - Compare a claim in one source (wild video/post) with information from other sources (news, science sites).
- **Grades 6–8 Writing & Speaking**
 - Conduct **short research** based on focused questions (“Is this wild claim true?”, “Can AI make fake videos like this?”).
 - Present an argument using valid reasoning and relevant evidence (e.g., why a post is likely fake, manipulative, or trustworthy).

How This Lesson Functions Instructionally

Core DLCS/Media Literacy Skills in the Script

- **Critical Thinking as a Process**
 - STOP → THINK → CHECK = an age-appropriate version of evaluating claims, sources, and evidence.
- **Source & Motivation Analysis**

- “Who made this—and why?” leads students directly into **author’s purpose, point of view, and bias** (aligned with both DLCS and ELA).
- **Evidence & Corroboration**
 - “Is there proof?” “Can I find this somewhere else from a trusted source?” mirrors DLCS expectations that students **assess validity and purpose of digital content** and ELA expectations that they **assess credibility and accuracy of sources**. [Banzai+1](#)
- **Emotional Self-Awareness**
 - “Why do I feel this way?” directly supports DLCS attention to **responsible digital behavior and self-regulation** in networked environments. [Alabama Achieves](#)

Conclusion

“**Lesson #5 – THINK FIRST – THE CRITICAL THINKER’S SECRET WEAPON**” is a tight match for Alabama’s Digital Literacy & Computer Science Course of Study and supporting ELA standards in grades **K–8**.

It gives teachers a concrete, memorable routine—**Stop. Think. Check.**—that:

- Builds **digital citizenship** (responsible posting, not sharing harmful or false content)
- Teaches **critical evaluation of online information** (source, evidence, emotional manipulation, AI fakes)
- Supports **ELA skills** in analyzing claims, evidence, and author’s purpose across media

In short, it’s a ready-to-use, standards-aligned piece for Media Masters Rock and fits beautifully into Alabama’s DLCS vision of students as thoughtful, ethical **Citizens of the Digital Culture**.

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