The Civics for All Initiative:
K-12 Media Literacy & Electoral Politics Instruction

Standards & Resources for Media Literacy Instruction

[WA Educational Technology Standards](#)
Media literacy skills related to electoral politics are deeply embedded in OSPI's new 2018 WA Educational Technology Standards. The standards, broken down by grade level below, are based on the following anchor standards:

Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

[Common Core ELA Literacy Standards](#)
While all Common Core ELA standards are related to media literacy, some standards are more explicitly aligned with the goals of media literacy instruction than others. These standards are listed in the chart below.

[WA State Social Studies EALRs](#)
The EALRs offer many media literacy and civics integration opportunities.

Note on the use of "text" in the chart below: Part of media literacy instruction is recognizing that texts come in a multiplicity of formats, including online media. Therefore, "texts" can include visual and audio materials, such as advertisements, podcasts, and social media posts, in addition to more traditional texts likes news articles. Yellow highlighted areas should be emphasized.

Grade K-2

OSPI Educational Technology Standards	Common Core Standards	Resources
Students will be able to: ● Use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest ● Become familiar with age-appropriate criteria for evaluating digital content ● Explore a variety of teacher-selected tools to organize information and make connections to their learning. ● Explore real-world issues and problems and share their ideas about them with others	Students will be able to: ● Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text (RI.1.5) ● Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently (RI.2.5) ● Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text (RI.2.7)	Common Sense News & Media Literacy Lessons *5 lessons* Teaching Tolerance: Digital and Civic Literacy Skills *3 lessons*

Grade 3-5

OSPI Educational Technology Standards	Common Core Standards	Resources
Students will be able to: ● Collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process ● Learn how to evaluate sources for accuracy, perspective, credibility and relevance ● Organize information and make meaningful connections between resources ● Explore real world problems and issues and collaborate with others to find answers or solutions ● Learn how and why democracy depends on a free press and a media literate citizenry	Students will be able to: ● Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently (RI.3.5) ● Distinguish their own point of view from that of the author of a text (RI.3.6) ● Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (RI.4.7)	Common Sense News & Media Literacy Lessons *8 lessons* Teaching Tolerance: Digital and Civic Literacy Skills *7 lessons*

Grade 6-8

OSPI Educational Technology Standards	Common Core Standards	Resources
Students will be able to: ● Demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning ● Practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance ● Locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes ● Explore real-world issues and problems and actively pursue an understanding of them and solutions for them ● Learn how and why democracy depends on a free press and a media literate citizenry ● Learn to identify how traditional and social media affect electoral politics and elections in positive and negative ways ● Learn to distinguish between real news and fake news as it relates to electoral politics and elections	Students will be able to: ● Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources (W.6-8.8) ● Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (RI.6.8) ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone (RI.7.4) ● Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea (RI.8.7) ● Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation (RI.8.9)	[Checkology from the News Literacy Project](#) *4 modules of 3 lessons each* [Teaching Tolerance: Digital and Civic Literacy Skills](#) *7 lessons* [Common Sense News & Media Literacy Lessons](#) *9 lessons* [Civic Online Reasoning Assessments](#)

Grade 9-12

WA Educational Technology Standards	Common Core Standards	Resources
Students will be able to: ● Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits ● Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources ● Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions ● Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions ● Learn how and why democracy depends on a free press and a media literate citizenry ● Learn to identify how traditional and social media affect electoral politics and elections in positive and negative ways ● Learn to distinguish between real news and fake news as it relates to electoral politics and elections	Students will be able to: ● Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (W.9-12.8) ● Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning (RI.9-10.8) ● Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text (RI.11-12.6) ● Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem (RI.11-12.7)	Checkology from the News Literacy Project *4 modules of 3 lessons* Facing Ferguson: News Literacy in a Digital Age from Facing History & the News Literacy Project *Unit of 11 lessons* Teaching Tolerance: Digital and Civic Literacy Skills *7 lessons* Common Sense News & Media Literacy Lessons *9 lessons* Four Moves & A Habit from Web Literacy For Student Fact Checkers by Mike Caulfield *Handout and ebook describing a fact-checking process for students* Civic Online Reasoning Assessments