

# Sunshine State Standards

## Kindergarten

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.K.6.3.1	- recognize print and nonprint media; and	
LA.K.6.3.2	- state the main idea after viewing print media.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will answer literal yes/no questions about persons, objects, and actions after viewing familiar print media (e.g., pictures, books).	<i>Supported:</i> The student will answer literal yes/no questions about persons after viewing familiar print media (e.g., pictures, books).	<i>Participatory:</i> The student will respond to familiar print media (e.g., pictures, books).

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
LA.K.6.4.1	The student will use technology (e.g., drawing tools, writing tools) resources to support learning.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will use technology resources (e.g., interactive books, software, or hardware) to support learning.	<i>Supported:</i> The student will use a technology resource (e.g., interactive books, software, or hardware) to support learning.	<i>Participatory:</i> The student will respond to a technology resource.

## First Grade

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.1.6.3.1	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and	
LA.1.6.3.2	- identify types of mass communication (e.g., film, newspapers, radio, digital technology).	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will: - identify feelings suggested by familiar nonprint media (e.g., graphics, music); and - identify two types of mass communication (e.g., television, radio, newspaper).	<i>Supported:</i> The student will: - recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music); and - identify one type of mass communication (e.g., television, radio, newspaper).	<i>Participatory:</i> The student will: - respond to familiar nonprint media (e.g., videos, music); and - respond to one familiar type of mass communication (e.g., television, radio).

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
LA.1.6.4.1	The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will use technology resources (e.g., interactive books, software, hardware) to support learning.	<i>Supported:</i> The student will use technology resources (e.g., interactive books, software, hardware) to support learning.	<i>Participatory:</i> The student will respond to a technology resource.

## Second Grade

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.2.6.3.1	- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and	
LA.2.6.3.2	- identify types of mass communication (e.g., film, newspapers, radio, digital technology).	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will: - identify feelings suggested by nonprint media (e.g., graphics, music); and - identify two types of mass communication (e.g., television, radio, newspaper).	<i>Supported:</i> The student will: - recognize happy or sad feelings suggested by familiar nonprint media (e.g., pictures, music); and - identify one type of mass communication (e.g., television, radio, newspaper).	<i>Participatory:</i> The student will: - respond to familiar nonprint media (e.g., videos, music); and - respond to one familiar type of mass communication (e.g., television, radio).

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:	
LA.2.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and	
LA.2.6.4.2	- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will: - use technology resources (e.g., interactive books, software, hardware) to support learning; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words.	<i>Supported:</i> The student will: - use technology resources (e.g., interactive books, software, hardware) to support learning; and - use digital tools (e.g., writing, drawing software) to produce pictures or letters.	<i>Participatory:</i> The student will: - use technology resources to support learning; and - use an input device (e.g., keyboard, switches, joystick) to interact with a technology resource.

## Third Grade

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.3.6.3.1	- determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and		
LA.3.6.3.2	- identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
- identify main ideas and details in print media (e.g., pictures, symbols, text); and - identify basic production elements used in media messages (e.g., color, sound, animation).	- identify details in print media (e.g., pictures, symbols, text); and - recognize basic production elements used in familiar media messages (e.g., color, sound).	- respond to familiar print media (e.g., pictures, symbols, text); and - respond to basic production elements in media messages (e.g., motion sound).	
<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.3.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and		
LA.3.6.4.2	- use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
- use appropriate available technologies to enhance communication; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, and words.	- use an appropriate available technology to enhance communication; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words.	- use an appropriate available technology to enhance communication; and - use technology resources to support learning.	

# Fourth Grade

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:		
LA.4.6.3.1	- examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and		
LA.4.6.3.2	- recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
- recognize similarities and differences in the way information is presented in a variety of print; and - identify production elements (e.g., graphics, color, sound) used to enhance communication in media.	- identify information communicated in print; and - recognize basic production elements (e.g., color, sound) used in media.	- respond to familiar print or graphic materials; and - respond to basic production elements in media messages (e.g., motion, color, sound).	
<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:		
LA.4.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and		
LA.4.6.4.2	- determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.		
<b>Access Points for Students with Significant Cognitive Disabilities</b>			
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:	
- use appropriate available technologies to enhance communication; and - use digital tools (e.g., writing, drawing software) for publishing information or a story.	- use an appropriate available technology to enhance communication; and - use digital tools (e.g., writing, drawing software) to produce pictures, letters, or words.	- use an appropriate available technology to enhance communication; and - use technology to communicate information or preferences.	

## Fifth Grade

<b>Media Literacy</b>	<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.	
	The student will:	
LA.5.6.3.1	- examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and	
LA.5.6.3.2	- use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- recognize similarities and differences in the way information is presented in a variety of print and nonprint media; and</li> <li>- use media sources to obtain information and communicate to a specific audience.</li> </ul>	<ul style="list-style-type: none"> <li>- identify information communicated in print and nonprint media; and</li> <li>- use a media source to obtain information.</li> </ul>	<ul style="list-style-type: none"> <li>- respond to familiar print or nonprint materials; and</li> <li>- respond to basic production elements in media messages (e.g., motion, color, sound).</li> </ul>

<b>Technology</b>	<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.	
	The student will:	
LA.5.6.4.1	- select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and	
LA.5.6.4.2	- determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- use appropriate available technology to enhance communication; and</li> <li>- use digital tools for publishing or presenting a topic or story.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate available technology to enhance communication; and</li> <li>- use digital tools to produce pictures, letters, and words to communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- use an appropriate available technology to enhance communication; and</li> <li>- use technology to communicate information or preferences.</li> </ul>

## Sixth Grade

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.6.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and	
LA.6.6.3.2	- demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will respond to production elements (e.g., motion, sound, color) used in media.
- identify how production elements (e.g., graphics, color, sound) enhance communication in media; and - select media to enhance communication.	- recognize production elements (e.g., color, sound, motion) used in media; and - use teacher-recommended media to communicate information.	

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:	
LA.6.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and	
LA.6.6.4.2	- determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
- use appropriate available technologies to enhance communication; and - use digital tools for publishing or presenting a topic or story with text and graphics.	- use an appropriate available technology to enhance communication; and - use digital tools to present a topic or story.	- use an appropriate available technology to enhance communication; and - use a technology tool to communicate information.

## Seventh Grade

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.7.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;	
LA.7.6.3.2	- demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and	
LA.7.6.3.3	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media;</li> <li>- select and use media to enhance communication; and</li> <li>- recognize persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text.</li> </ul>	<ul style="list-style-type: none"> <li>- recognize production elements (e.g., motion, sound, color) used in media;</li> <li>- use media to enhance communication; and</li> <li>- recognize examples of basic persuasive techniques (e.g., emotional appeal, appeal to authority).</li> </ul>	<ul style="list-style-type: none"> <li>- respond to production elements (e.g., sound, color, motion) used in media; and</li> <li>- use media to obtain information.</li> </ul>

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:	
LA.7.6.4.1	- select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
LA.7.6.4.2	- evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- use digital tools and media to present a topic or story.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- use digital tools and media to present a topic or story.</li> </ul>	<ul style="list-style-type: none"> <li>- use an appropriate available technology to enhance communication; and</li> <li>- use a technology tool to communicate information in various settings.</li> </ul>

## Eighth Grade

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.8.6.3.1	- analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;	
LA.8.6.3.2	- demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and	
LA.8.6.3.3	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- identify how production elements (e.g., graphics, color, sound) are used to enhance communication in media;</li> <li>- use media with graphics, sound, or color to communicate information on a topic; and</li> <li>- identify persuasive techniques (e.g., word choice, emotional appeal, appeal to authority) in text.</li> </ul>	<ul style="list-style-type: none"> <li>- recognize production elements of color, sound, and motion used in media;</li> <li>- use media with sound or color to complete tasks; and</li> <li>- identify examples of basic persuasive techniques (e.g., emotional appeal, appeal to authority).</li> </ul>	<ul style="list-style-type: none"> <li>- respond to production elements of motion, sound, and color used in media; and</li> <li>- use media to obtain information.</li> </ul>

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:	
LA.8.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and	
LA.8.6.4.2	- evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- select and use technology tools to publish and present information on a topic.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- use technology tools to present a topic or story with text and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- use a technology tool to communicate information to a familiar person in various settings.</li> </ul>

## Ninth & Tenth Grades

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.910.6.3.1	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
LA.910.6.3.2	- ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and	
LA.910.6.3.3	- demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- identify persuasive techniques used in advertisements in multiple media sources (e.g., television, internet, newspaper, magazines);</li> <li>- use media with graphics, sound, or color to communicate information on a topic; and</li> <li>- select print and nonprint media to use in oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>- recognize persuasive techniques used in advertisements in a media source (e.g., television, internet, newspaper, magazines);</li> <li>- use media with graphics to communicate information; and</li> <li>- select print and nonprint media to use in an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- recognize persuasive information presented in mass media;</li> <li>- use media to obtain information.; and</li> <li>- use print or nonprint media to communicate information.</li> </ul>

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:	
LA.910.6.4.1	- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and	
LA.910.6.4.2	- routinely use digital tools for publication, communication and productivity.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- select and use technology tools to publish and present information on a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- use technology tools to publish and present a topic or story with text and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- use a technology tool to communicate information to a variety of listeners in various settings.</li> </ul>

## Eleventh & Twelfth Grades

<b>Media Literacy</b>		<b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.
	The student will:	
LA.1112.6.3.1	- distinguish between propaganda and ethical reasoning strategies in print and nonprint media;	
LA.1112.6.3.2	- ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles; and	
LA.1112.6.3.3	- demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- identify persuasive techniques in mass media and determine if media messages are from reliable sources;</li> <li>- use media with graphics, sound, or color to communicate information on a topic; and</li> <li>- select print and nonprint media to use in oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>- recognize persuasive techniques in mass media and identify information that is obviously not correct;</li> <li>- use media with graphics to communicate information; and</li> <li>- select print and nonprint media to use in an oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>- recognize persuasive information presented in mass media;</li> <li>- use media to obtain information; and</li> <li>- use print or nonprint media to communicate information.</li> </ul>

<b>Technology</b>		<b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
	The student will:	
LA.1112.6.4.1	- select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and	
LA.1112.6.4.2	- routinely use digital tools for publication, communication and productivity.	
<b>Access Points for Students with Significant Cognitive Disabilities</b>		
<i>Independent:</i> The student will:	<i>Supported:</i> The student will:	<i>Participatory:</i> The student will:
<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- select and use technology tools to publish and present information on a variety of topics.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- use technology tools to publish and present a topic or story with text and graphics.</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate available technologies to enhance communication; and</li> <li>- use a technology tool to communicate information in real-world situations.</li> </ul>