



DPS Information Literacy and Technology Proficiencies[®]

In order to prepare students to succeed in a global, high-tech, information rich society, the mission of the DPS Information Literacy and Technology Plan is to ensure that all students and staff are effective users of tools, ideas and information to meet the goals and content standards of the Denver Public Schools. All instructional efforts to meet or exceed the DPS Information Literacy and Technology Proficiencies will be completed in partnership by classroom teachers, media specialists, technology teachers and building leaders.

The Student As	Topic	6th	7th	8th	9th	10th	11th	12th
<p>... A. An Efficient Information & Technology User</p>	<p>1. Computer Operations, Electronic Tools, Terminology</p>	<ul style="list-style-type: none"> introduce basic terminology (i.e. network components, hubs, switches, cabling) select a networked printer use file management tools – delete, copy, transfer use advanced editing tools (i.e. thesaurus) use templates for document creation use multiple applications simultaneously use mobile writing devices (i.e. AlphaSmarts) to collect data and compose thoughts introduce GIS know where and how to access multiple maps HISTORY introduce concept mapping and timeline software tools (i.e. Inspiration, Timeliner) MATH use four function calculators use geometry software (i.e. Logo, Geometer's Sketch Pad) PHYSICAL EDUCATION introduce the use of heart rate monitor, pedometer SCIENCE introduce scientific probes (i.e. microscopes, thermometers, etc.) 	<ul style="list-style-type: none"> use proper terminology when referring to technical components use multiple applications simultaneously use mobile writing devices (i.e. AlphaSmarts) to collect data and compose thoughts GEOGRAPHY introduce GIS manipulate maps for comparison HISTORY introduce concept mapping and timeline software tools (i.e. Inspiration, Timeliner) MATH use graphing calculator for various functions and simulations use geometry software (i.e. Logo, Geometer's Sketch Pad) PHYSICAL EDUCATION introduce the use of heart rate monitor, pedometer SCIENCE practice the use of scientific probes (i.e. microscopes, thermometers, etc.) 	<ul style="list-style-type: none"> use proper terminology when referring to technical components use multiple applications simultaneously use graphing calculator for various functions use mobile writing devices (i.e. AlphaSmarts) to collect data and compose thoughts GEOGRAPHY introduce GIS create thematic maps HISTORY use concept mapping and timeline software tools (i.e. Inspiration, Timeliner) MATH use graphing calculator for various functions and simulations use geometry software (i.e. Logo, Geometer's Sketch Pad) PHYSICAL EDUCATION use heart rate monitor, pedometer SCIENCE practice the use of scientific probes (i.e. microscopes, thermometers, etc.) 	<ul style="list-style-type: none"> use proper terminology when referring to technical components review technology infrastructure available at high school (i.e. servers, printers, labs) use multiple applications simultaneously use mobile writing devices (i.e. AlphaSmarts) to collect data and compose thoughts GEOGRAPHY introduce GIS connect with others from around the world via e-mail and web pages to gather information HISTORY review concept mapping and timeline software tools (i.e. Inspiration, Timeliner) MATH use graphing calculator for various functions and simulations computer-based Cognitive Tutor use geometry software (i.e. Logo, Geometer's Sketch Pad) MUSIC introduce electronic musical technology (i.e. MIDI keyboards, synthesizers, tuners, recording systems) PHYSICAL EDUCATION use heart rate monitor, pedometer SCIENCE practice the use of scientific probes (i.e. microscopes, thermometers, etc.) 	<ul style="list-style-type: none"> use proper terminology when referring to technical components use multiple applications simultaneously use mobile writing devices (i.e. AlphaSmarts) to collect data and compose thoughts GEOGRAPHY introduce GIS use concept mapping and timeline software tools (i.e. Inspiration, Timeliner) MATH use graphing calculator for various functions and simulations use geometry software (i.e. Logo, Geometer's Sketch Pad) MUSIC use electronic musical technology (i.e. MIDI keyboards, synthesizers, tuners, recording systems) PHYSICAL EDUCATION use heart rate monitor, pedometer SCIENCE practice the use of scientific probes (i.e. microscopes, thermometers, etc.) 	<ul style="list-style-type: none"> use proper terminology when referring to technical components use multiple applications simultaneously use mobile writing devices (i.e. AlphaSmarts) to collect data and compose thoughts GEOGRAPHY introduce GIS use concept mapping and timeline software tools (i.e. Inspiration, Timeliner) MATH use graphing calculator for various functions and simulations use geometry software (i.e. Logo, Geometer's Sketch Pad) MUSIC use electronic musical technology (i.e. MIDI keyboards, synthesizers, tuners, recording systems) PHYSICAL EDUCATION use heart rate monitor, pedometer SCIENCE practice the use of scientific probes (i.e. microscopes, thermometers, etc.) 	<ul style="list-style-type: none"> use proper terminology when referring to technical components use multiple applications simultaneously use mobile writing devices (i.e. AlphaSmarts) to collect data and compose thoughts GEOGRAPHY introduce GIS use concept mapping and timeline software tools (i.e. Inspiration, Timeliner) MATH use graphing calculator for various functions and simulations use geometry software (i.e. Logo, Geometer's Sketch Pad) MUSIC use electronic musical technology (i.e. MIDI keyboards, synthesizers, tuners, recording systems) PHYSICAL EDUCATION use heart rate monitor, pedometer SCIENCE practice the use of scientific probes (i.e. microscopes, thermometers, etc.)
	<p>2. Location Skills – Library and Internet</p>	<ul style="list-style-type: none"> introduce organization of Middle School Library Practice independent use of location skills identify specific components of URLs and understand the difference between various domains (.com, .gov, .org, .edu, .net) 	<ul style="list-style-type: none"> independent use of location skills identify specific components of URLs and understand the difference between various domains (.com, .gov, .org, .edu, .net) identify personal opinion sites based on URL construction (i.e. ~ sites) 	<ul style="list-style-type: none"> independent use of location skills identify specific components of URLs and understand the difference between various domains (.com, .gov, .org, .edu, .net) identify personal opinion sites based on URL construction (i.e. ~ sites) 	<ul style="list-style-type: none"> introduction to organization of High School library Independent use of location skills identify specific components of URLs and understand the difference between various domains (.com, .gov, .org, .edu, .net) identify personal opinion sites based on URL construction (i.e. ~ sites) 	<ul style="list-style-type: none"> independent use of location skills identify specific components of URLs and understand the difference between various domains (.com, .gov, .org, .edu, .net) identify personal opinion sites based on URL construction (i.e. ~ sites) use of specialized technical or research libraries 	<ul style="list-style-type: none"> independent use of location skills identify specific components of URLs and understand the difference between various domains (.com, .gov, .org, .edu, .net) identify personal opinion sites based on URL construction (i.e. ~ sites) use of specialized technical or research libraries 	<ul style="list-style-type: none"> independent use of location skills identify specific components of URLs and understand the difference between various domains (.com, .gov, .org, .edu, .net) identify personal opinion sites based on URL construction (i.e. ~ sites) use of specialized technical or research libraries



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...	3. Online, Electronic, Print and AV Research Tools	<ul style="list-style-type: none"> review researching skills appropriate to middle school library introduce SIRS, EBSCO Middle Search and Topic Search introduce use of subject specific databases use ACLIN to access Heritage Colorado Digitization Project and other primary resources 	<ul style="list-style-type: none"> refine researching skills - SIRS, EBSCO Middle Search and Topic Search use subject specific databases access other libraries using ACLIN practice strategies for refining/limiting searches on the internet and databases – use quotation marks, + and * symbols, keywords vs. natural language 	<ul style="list-style-type: none"> practice independent researching skills using a variety of sources - SIRS, EBSCO Middle Search and Topic Search use subject specific databases access other libraries using ACLIN 	<ul style="list-style-type: none"> review researching skills appropriate to high school library practice independent researching skills using a variety of sources - EBSCO Host, GaleNet, First Search introduce use of subject specific databases access other libraries using ACLIN 	<ul style="list-style-type: none"> practice independent researching skills using a variety of sources - EBSCO Host, GaleNet, First Search use subject specific databases complete internet searches using search engine access other libraries using ACLIN 	<ul style="list-style-type: none"> practice independent researching skills using a variety of sources - EBSCO Host, GaleNet, First Search use subject specific databases complete internet searches using search engine access other libraries using ACLIN 	<ul style="list-style-type: none"> practice independent researching skills using a variety of sources - EBSCO Host, GaleNet, First Search use subject specific databases complete internet searches using search engine access other libraries using ACLIN
	4. Library Catalog (LION)/Dewey Decimal System	<ul style="list-style-type: none"> review organization of middle school library complete expanded author and subject searches introduce numeric searches (i.e. call number, ISBN, LCCN) 	<ul style="list-style-type: none"> introduce Boolean operators (i.e. and, or, not) construct LION Catalog searches using Boolean operators refine searches by material type and date of publication 	<ul style="list-style-type: none"> construct LION Catalog searches using Boolean operators create and export lists and bibliographies from LION refine searches by material type and date of publication 	<ul style="list-style-type: none"> review organization of high school library review Dewey Decimal System and its 10 categories review Boolean operators (i.e. and, or, not) construct LION Catalog searches using Boolean operators refine searches by material type and date of publication 	<ul style="list-style-type: none"> construct LION Catalog searches using Boolean operators refine searches by material type and date of publication 	<ul style="list-style-type: none"> introduction to how Library of Congress subject headings are constructed construct LION Catalog searches using Boolean operators introduction to library records using MARC format refine searches by material type and date of publication 	<ul style="list-style-type: none"> proximity searches relevancy ranking construct LION Catalog searches using Boolean operators refine searches by material type and date of publication
	5. Keyboarding	<ul style="list-style-type: none"> Formalized keyboarding instruction as per 6th grade keyboarding curriculum 15 WPM at 95% accuracy 	<ul style="list-style-type: none"> Speed and accuracy – see modules for recommendations 	<ul style="list-style-type: none"> Speed and accuracy – see modules for recommendations 	<ul style="list-style-type: none"> Speed and accuracy – see modules for recommendations 	<ul style="list-style-type: none"> Speed and accuracy – see modules for recommendations 	<ul style="list-style-type: none"> Speed and accuracy – see modules for recommendations 	<ul style="list-style-type: none"> Speed and accuracy – see modules for recommendations



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B. A Responsible Citizen	1. Copyright/Plagiarism	<ul style="list-style-type: none"> review concept of intellectual property review copyright rules for appropriate use of copyrighted materials - print, other media and internet sources 	<ul style="list-style-type: none"> practice appropriate use of copyrighted materials - print, other media and internet sources 	<ul style="list-style-type: none"> practice appropriate use of copyrighted materials - print, other media and internet sources 	<ul style="list-style-type: none"> review concept of intellectual property review appropriate use of copyrighted materials - print, other media and internet sources 	<ul style="list-style-type: none"> practice appropriate use of copyrighted materials - print, other media and internet sources 	<ul style="list-style-type: none"> practice appropriate use of copyrighted materials - print, other media and internet sources 	<ul style="list-style-type: none"> practice appropriate use of copyrighted materials - print, other media and internet sources 		
	2. Bibliographic Information	<ul style="list-style-type: none"> introduce formal bibliographic format including sources with multiple authors, citing multimedia and electronic sources 	<ul style="list-style-type: none"> refine and practice formal bibliographic format including sources with multiple authors, citing multimedia and electronic sources 	<ul style="list-style-type: none"> refine and practice formal bibliographic format including sources with multiple authors, citing multimedia and electronic sources 	<ul style="list-style-type: none"> introduction to formal bibliographic style (MLA or APA) 	<ul style="list-style-type: none"> create complete bibliographic entries using multiple sources 	<ul style="list-style-type: none"> create complete bibliographic entries using multiple sources 	<ul style="list-style-type: none"> create complete bibliographic entries using multiple sources 		
	3. Care of Books & Technology	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components 	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components 	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components 	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components 	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components 	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components 	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components 	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components 	<ul style="list-style-type: none"> awareness of rules for checkout practice proper care and handling of books, CD's, tapes, computers, technology components
	4. Safety Issues in a Digital World	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety 	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety 	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety 	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety 	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety 	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety 	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety 	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety 	<ul style="list-style-type: none"> internet use is under the direct supervision of an adult know and understand DPS Student Guidelines for On-line Safety



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C. A Knowledge Constructor	1. Research Process	<ul style="list-style-type: none"> paraphrase, summarize, organize, evaluate and synthesize info from primary and secondary sources select a topic to research, create a research question, plan research steps, skim and scan for info from multiple sources use calculator to develop and confirm conjectures for numerical patterns 	<ul style="list-style-type: none"> paraphrase, summarize, organize, evaluate and synthesize info from primary and secondary sources select a topic to research, create a research question, plan research steps, skim and scan for info from multiple sources use calculator to develop and confirm conjectures for numerical patterns, graphical representations and data analysis 	<ul style="list-style-type: none"> paraphrase, summarize, organize, evaluate and synthesize info from primary and secondary sources select a topic to research, create a research question, plan research steps, skim and scan for info from multiple sources use calculator to develop and confirm conjectures for numerical patterns, graphical representations and data analysis 	<ul style="list-style-type: none"> paraphrase, summarize, organize, evaluate and synthesize info from primary and secondary sources select a topic to research, create a research question, plan research steps, skim and scan for info from multiple sources use calculator to develop and confirm conjectures for numerical patterns, graphical representations and data analysis 	<ul style="list-style-type: none"> independently use the research process to: - refine the research question and focus the topic identify the information requirements of the research question including type, amount and format revise, add and delete questions as information needs change select a variety of appropriate sources to answer a complex research question independently organize notes to extract info pertinent to the research task synthesize info from a variety of sources make informed choices among technology systems, resources, services and production tools use calculator to develop and confirm conjectures for numerical patterns, graphical representations and data analysis and spatial relationships 	<ul style="list-style-type: none"> independently use the research process to: - refine the research question and focus the topic identify the information requirements of the research question including type, amount and format revise, add and delete questions as information needs change select a variety of appropriate sources to answer a complex research question independently organize notes to extract info pertinent to the research task synthesize info from a variety of sources make informed choices among technology systems, resources, services and production tools use calculator to develop and confirm conjectures for numerical patterns, graphical representations and data analysis and spatial relationships 	<ul style="list-style-type: none"> independently use the research process to: - refine the research question and focus the topic identify the information requirements of the research question including type, amount and format revise, add and delete questions as information needs change select a variety of appropriate sources to answer a complex research question independently organize notes to extract info pertinent to the research task synthesize info from a variety of sources make informed choices among technology systems, resources, services and production tools use calculator to develop and confirm conjectures for numerical patterns, graphical representations and data analysis and spatial relationships
	2. Evaluation of Information	<ul style="list-style-type: none"> begin to evaluate the accuracy, relevance, appropriateness and bias of information sources identify the difference between fact and opinion 	<ul style="list-style-type: none"> evaluate the accuracy, relevance, appropriateness and bias of information sources identify the difference between fact and opinion determine the authoritative value and understand the purpose of print, electronic and AV sources 	<ul style="list-style-type: none"> verify accuracy, relevance, appropriateness and bias of information from multiple sources 	<ul style="list-style-type: none"> evaluate information from multiple sources for specific needs, validity, credibility and purpose question and support choice of information sources 	<ul style="list-style-type: none"> evaluate information from multiple sources for specific needs, validity, credibility and purpose question and support choice of information sources 	<ul style="list-style-type: none"> evaluate information from multiple sources for specific needs, validity, credibility and purpose question and support choice of information sources 	<ul style="list-style-type: none"> evaluate information from multiple sources for specific needs, validity, credibility and purpose question and support choice of information sources



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D. A Quality Producer	1. Sharing of Information	<ul style="list-style-type: none"> present information in an organized format of choice (i.e. paper, graph, chart, picture, multimedia presentation) orally present information to a group 	<ul style="list-style-type: none"> present information in an organized format of choice (i.e. paper, graph, chart, picture, multimedia presentation, web-page) orally present information to a group 	<ul style="list-style-type: none"> present information in an organized format of choice (i.e. paper, graph, chart, picture, multimedia presentation, web-page) orally present information to a group 	<ul style="list-style-type: none"> synthesize information from multiple sources in an authentic product or presentation in order to give evidence of new learning 	<ul style="list-style-type: none"> select the most appropriate presentation format for sharing information 	<ul style="list-style-type: none"> select the most appropriate presentation format for sharing information 	<ul style="list-style-type: none"> select the most appropriate presentation format for sharing information
	2. Document Production – Word Processing	<ul style="list-style-type: none"> produce documents at the keyboard, proofread and correct errors – using spell check, thesaurus import and arrange graphics in a document (i.e. use text wrap) 	<ul style="list-style-type: none"> format documents using margins, headers, footers and page numbering create a multi-column document complete with a banner and graphics 	<ul style="list-style-type: none"> create a multi-column document complete with a banner and graphics introduce basic table creation using multiple rows and columns 	<ul style="list-style-type: none"> review general document layout concepts and formatting tools practice desktop publishing using refined page layout and design concepts 	<ul style="list-style-type: none"> correctly format an essay, a formal report create a simple template or form practice desktop publishing using refined page layout and design concepts 	<ul style="list-style-type: none"> merge documents from a data sources into a word processing document (e.g. form letter) practice desktop publishing using refined page layout and design concepts 	<ul style="list-style-type: none"> practice desktop publishing using refined page layout and design concepts introduction to page layout applications (e.g. InDesign, PageMaker, Quark, Publisher)
	3. Document Production – Spreadsheets	<ul style="list-style-type: none"> format cell attributes (i.e. column and row justification, styles, numbers) introduce making a graph from spreadsheet data interpret data from a spreadsheet use basic calculation formulas for adding, subtracting, multiplying, dividing, averaging and determining percentages (i.e. average) 	<ul style="list-style-type: none"> use “fill” for multiple entries of the same value or number cut, copy and paste formulas and values convert data from a spreadsheet into an appropriate type of graph set decimal place accuracy create multi-page spreadsheets use basic calculation formulas for adding, subtracting, multiplying, dividing, averaging and determining percentages (i.e. count) 	<ul style="list-style-type: none"> use “fill” for multiple entries of the same value or number cut, copy and paste formulas and values convert data from a spreadsheet into an appropriate type of graph set decimal place accuracy create multi-page spreadsheets use basic calculation formulas for adding, subtracting, multiplying, dividing, averaging and determining percentages (i.e. count) 	<ul style="list-style-type: none"> review general spreadsheet concepts format cell attributes create a graph from spreadsheet data interpret data from a spreadsheet use calculation formulas for adding, subtracting, multiplying, dividing, averaging and determining percentages (i.e. average) 	<ul style="list-style-type: none"> use general spreadsheet concepts format cell attributes create a graph from spreadsheet data interpret data from a spreadsheet use calculation formulas 	<ul style="list-style-type: none"> use general spreadsheet concepts format cell attributes create a graph from spreadsheet data interpret data from a spreadsheet use calculation formulas 	<ul style="list-style-type: none"> use general spreadsheet concepts format cell attributes create a graph from spreadsheet data interpret data from a spreadsheet use calculation formulas
	4. Document Production – Databases	<ul style="list-style-type: none"> enter information to an existing database sort, retrieve and interpret information from a database 	<ul style="list-style-type: none"> enter information to an existing database sort, retrieve and interpret information from a database create a simple database (i.e. define fields, layout) 	<ul style="list-style-type: none"> enter information to an existing database sort, retrieve and interpret information from a database create a simple database (i.e. define fields, layout, calculation) 	<ul style="list-style-type: none"> enter information to an existing database sort, retrieve and interpret information from a database create a simple database (i.e. define fields, layout, calculation) 	<ul style="list-style-type: none"> enter information to an existing database sort, retrieve and interpret information from a database create a simple database (i.e. define fields, layout, calculation and data type) 	<ul style="list-style-type: none"> enter information to an existing database sort, retrieve and interpret information from a database create a simple database (i.e. define fields, layout, calculation and data type) 	<ul style="list-style-type: none"> enter information to an existing database sort, retrieve and interpret information from a database create a simple database (i.e. define fields, layout, calculation and data type)
	5. Document Production – Presentation Tools	<ul style="list-style-type: none"> create a multimedia presentation (using PowerPoint or other appropriate software), with slides that include text, transitions, graphics imported from other electronic sources 	<ul style="list-style-type: none"> create a multimedia presentation (using PowerPoint or other appropriate software), with animations (i.e. bullets, buttons) and hyperlinks 	<ul style="list-style-type: none"> create a multimedia presentation (using PowerPoint or other appropriate software), that incorporates sound and video clips, graphs and charts 	<ul style="list-style-type: none"> review general presentation concepts including slide layout, transition, timing, animation, graphics 	<ul style="list-style-type: none"> create multimedia presentations on a regular basis share information with classmates using multimedia presentation tools and LCD projectors 	<ul style="list-style-type: none"> create multimedia presentations on a regular basis share information with classmates using multimedia presentation tools and LCD projectors 	<ul style="list-style-type: none"> create multimedia presentations on a regular basis share information with classmates using multimedia presentation tools and LCD projectors
	6. Evaluate Process and Product	<ul style="list-style-type: none"> develop and use rubrics to evaluate self and peer products using rubrics independently evaluate the research process used and the final product 	<ul style="list-style-type: none"> develop and use rubrics to evaluate self and peer products using rubrics independently evaluate the research process used and the final product 	<ul style="list-style-type: none"> develop and use rubrics to evaluate self and peer products using rubrics independently evaluate the research process used and the final product 	<ul style="list-style-type: none"> develop and use rubrics to evaluate self and peer products using rubrics independently evaluate the research process used and the final product 	<ul style="list-style-type: none"> develop and use rubrics to evaluate self and peer products using rubrics independently evaluate the research process used and the final product 	<ul style="list-style-type: none"> develop and use rubrics to evaluate self and peer products using rubrics independently evaluate the research process used and the final product 	<ul style="list-style-type: none"> develop and use rubrics to evaluate self and peer products using rubrics independently evaluate the research process used and the final product



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A multi-faceted, creative, well-rounded user		<ul style="list-style-type: none"> • Complete a WebQuest on Latin America/Canada • newsletter 	<ul style="list-style-type: none"> • e-Mission • brochure • web-page • Magazine writing genre study 	<ul style="list-style-type: none"> • Personal Learning Portfolio 	<ul style="list-style-type: none"> • Studio Coursework • Stock Market/Managing the Month 	<ul style="list-style-type: none"> • Public Service Video/Newsletter/Brochure 	<ul style="list-style-type: none"> • Resume • Formal Research Paper 	<ul style="list-style-type: none"> • Personal Learning Portfolio – College Prep