



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	ECE	Kindergarten	1st	2nd	3rd	4th	5th
A. An Efficient Information & Technology User	1. Computer Operations, Electronic Tools, Terminology	<ul style="list-style-type: none"> <li>talk about basic vocabulary for technology components (i.e. mouse, keyboard, monitor, printer, cursor)</li> <li>use a simplified desktop such as <i>Kid Desk</i> or <i>Finderella</i></li> <li>practice mouse skills: point and click, double-click</li> </ul>	<ul style="list-style-type: none"> <li>talk about basic vocabulary (i.e. mouse, keyboard, monitor, printer, cursor)</li> <li>What is "technology"?</li> <li>discuss various forms of digital technology (i.e. computers, cameras, scanners, printers)</li> <li>Wake-up computer from sleep</li> <li>start a program</li> <li>refine mouse skills: double-click</li> <li>use a four function calculator</li> </ul>	<ul style="list-style-type: none"> <li>talk about and use basic vocabulary (i.e. icon, file, document, folder, hard drive, software, hardware menu, save, print, quit, window, trash or recycle bin)</li> <li>discuss common uses of technology in daily life (i.e. ATMs, cell phones, cash registers)</li> <li>start and quit a program</li> <li>insert and use a CD</li> <li>delete and revise text</li> <li>refine mouse skills: point, click &amp; drag</li> <li>introduce use of microscopes</li> <li>use a four function calculator</li> </ul>	<ul style="list-style-type: none"> <li>introduce and use basic vocabulary (i.e. tools and toolbars, palettes, Save As)</li> <li>discuss advantages/disadvantages of technology use in daily life</li> <li>proper care and use of a CD</li> <li>save and retrieve documents to and from specific locations</li> <li>refine mouse skills: highlight and move text</li> <li>introduce use of microscopes</li> <li>use a four function calculator</li> </ul>	<ul style="list-style-type: none"> <li>introduce and use basic vocabulary (i.e. printer cable, USB, Internet, search, server, font, style)</li> <li>cut, copy &amp; paste text and graphics</li> <li>navigate to save and open files on server</li> <li>multi-task between multiple programs</li> <li>practice use of microscopes</li> <li>use a four function calculator</li> </ul>	<ul style="list-style-type: none"> <li>introduce and use basic vocabulary (i.e. network, Ethernet cable, search engine, alias and shortcut, scroll bars, minimize, maximize, resize, alignment, format, columns, rows, cells)</li> <li>introduce use of scanners and digital cameras</li> <li>use of microscopes to observe items</li> <li>use a four function calculator</li> </ul>	<ul style="list-style-type: none"> <li>introduce and use basic vocabulary (i.e. file types, Help menu, LCD projector)</li> <li>send data from computer to AlphaSmart using Get Utility</li> <li>use advanced editing tools (i.e. thesaurus)</li> <li>use of templates for document creation</li> <li>introduce use of calculators</li> <li>practice use of microscopes</li> <li>use a four function calculator</li> </ul>
	2. Location Skills – Library and Internet	<ul style="list-style-type: none"> <li>find easy fiction in the library</li> </ul>	<ul style="list-style-type: none"> <li>visit, identify and use the major areas of the library</li> </ul>	<ul style="list-style-type: none"> <li>organization of materials – alphabetically by author (first letter of last name) or by Dewey number</li> </ul>	<ul style="list-style-type: none"> <li>introduce the use of call numbers</li> <li>properly re-shelve materials</li> </ul>	<ul style="list-style-type: none"> <li>focus on locating books by call numbers</li> <li>introduce basic use of Internet browser</li> <li>use "Favorites" or "Bookmarks"</li> </ul>	<ul style="list-style-type: none"> <li>focus on locating books by call numbers and with the Dewey Decimal System</li> <li>introduce components and construction of URLs</li> </ul>	<ul style="list-style-type: none"> <li>emphasis on Dewey Decimal System</li> <li>understand and use web URLs to locate information</li> </ul>
	3. Online, Electronic, Print and AV Research Tools	<ul style="list-style-type: none"> <li>awareness that books and electronic resources are used to find information</li> </ul>	<ul style="list-style-type: none"> <li>understand the difference between fiction and non-fiction</li> <li>know book parts – cover, spine, title page</li> </ul>	<ul style="list-style-type: none"> <li>know the difference between an encyclopedia and dictionary</li> <li>awareness of table of contents and index</li> <li>awareness of electronic research tools</li> </ul>	<ul style="list-style-type: none"> <li>emphasis on alphabetical order</li> <li>introduction to maps and atlases</li> <li>introduction to the internet - EBSCO Searchasuarus,</li> <li>use video or DVD as info resources</li> </ul>	<ul style="list-style-type: none"> <li>introduction to almanacs, periodicals, newspapers</li> <li>obtain info from an encyclopedia</li> <li>introduction to Electric Library, World Book Online</li> <li>use age- appropriate search engines</li> </ul>	<ul style="list-style-type: none"> <li>use special subject encyclopedia</li> <li>practice cross-referencing skills</li> <li>independent use of the encyclopedia –book and electronic forms – EBSCO Primary Search, ACLIN for Kids and the Heritage Colorado Digitization Project</li> <li>learn Boolean search strategies using "and", "or", "not"</li> </ul>	<ul style="list-style-type: none"> <li>independent use of atlases, almanacs, periodicals, newspapers, Electric Library, World Book Online</li> <li>periodical indexes</li> <li>practice Boolean search strategies using "and", "or", "not"</li> <li>introduce strategies for refining/limiting searches on the internet and databases – use quotation marks, + and * symbols, keywords vs. natural language</li> </ul>
	4. Library Catalog (LION)/Dewey Decimal System	<ul style="list-style-type: none"> <li>awareness of alphabet and spine labels</li> <li>awareness of library organization</li> </ul>	<ul style="list-style-type: none"> <li>introduce use of alphabet and spine labels to find books in the Easy Fiction section</li> <li>identify Fiction and Non-fiction sections</li> </ul>	<ul style="list-style-type: none"> <li>use spine labels to locate books in Fiction and Non-Fiction sections</li> </ul>	<ul style="list-style-type: none"> <li>introduction to use of call letters to locate books</li> </ul>	<ul style="list-style-type: none"> <li>introduce Dewey Decimal System and its 10 categories</li> <li>introduce the LION Catalog system using author, title and subject keywords</li> </ul>	<ul style="list-style-type: none"> <li>independently locate books using Dewey Decimal and LION Catalog systems</li> </ul>	<ul style="list-style-type: none"> <li>access other library databases through the LION Catalog system</li> </ul>
	5. Keyboarding	<ul style="list-style-type: none"> <li>Letter awareness</li> <li>Number awareness</li> <li>Upper &amp; lower case letters</li> </ul>	<ul style="list-style-type: none"> <li>Letter awareness</li> <li>Number awareness</li> </ul>	<ul style="list-style-type: none"> <li>Hunt &amp; peck to type words and short sentences</li> <li>Know shift, return, end punctuation keys</li> </ul>	<ul style="list-style-type: none"> <li>Hunt &amp; peck to type words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Introduce two-handed typing</li> <li>Know tab key and internal punctuation keys</li> </ul>	<ul style="list-style-type: none"> <li>Two-handed typing with home row awareness</li> </ul>	<ul style="list-style-type: none"> <li>Two-handed typing with home row awareness</li> </ul>



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B. A Responsible Citizen	1. Copyright and Plagiarism	<ul style="list-style-type: none"> <li>emphasis on creating original work</li> </ul>	<ul style="list-style-type: none"> <li>emphasis on creating original work</li> </ul>	<ul style="list-style-type: none"> <li>emphasis on creating original work</li> </ul>	<ul style="list-style-type: none"> <li>emphasis on creating original work</li> </ul>	<ul style="list-style-type: none"> <li>introduce idea of intellectual property</li> </ul>	<ul style="list-style-type: none"> <li>introduce idea of copyright for both print and electronic resources</li> </ul>	<ul style="list-style-type: none"> <li>practice appropriate use of copyrighted materials – both print and electronic</li> </ul>
	2. Bibliographic Information	<ul style="list-style-type: none"> <li>awareness of title, author</li> </ul>	<ul style="list-style-type: none"> <li>awareness of title, author, illustrator, title page</li> </ul>	<ul style="list-style-type: none"> <li>awareness of title, author, illustrator, title page, place of publication, publisher, copyright date</li> <li>create a simple picture bibliography indicating resource type (i.e. book, magazine, computer, video, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>create a simple bibliography including author, illustrator, title, publisher</li> <li>introduce guidelines for citing books, encyclopedias, and websites</li> </ul>	<ul style="list-style-type: none"> <li>create a bibliography including author, illustrator, title, place of publication, publisher, copyright date</li> <li>be able to cite books or encyclopedia, websites following guidelines</li> </ul>	<ul style="list-style-type: none"> <li>refine bibliographies to include page numbers, volume numbers, editions, web URLs</li> <li>cite a periodical</li> <li>produce complete bibliographies of print and non-print sources</li> </ul>	<ul style="list-style-type: none"> <li>produce a complete, alphabetic bibliography of more than two print and non-print sources</li> </ul>
	3. Care of Books & Technology	<ul style="list-style-type: none"> <li>awareness of checkout procedures</li> <li>develop and practice careful book and computer habits</li> </ul>	<ul style="list-style-type: none"> <li>awareness of checkout procedures</li> <li>practice proper care and handling of books, CD's, tapes, computers, technology components</li> </ul>	<ul style="list-style-type: none"> <li>awareness of checkout procedures</li> <li>practice proper care and handling of books, CD's, tapes, computers, technology components</li> </ul>	<ul style="list-style-type: none"> <li>awareness of checkout procedures</li> <li>practice proper care and handling of books, CD's, tapes, computers, technology components</li> </ul>	<ul style="list-style-type: none"> <li>use proper checkout procedures</li> <li>practice proper care and handling of books, CD's, tapes, computers, technology components</li> </ul>	<ul style="list-style-type: none"> <li>use proper checkout procedures</li> <li>practice proper care and handling of books, CD's, tapes, computers, technology components</li> </ul>	<ul style="list-style-type: none"> <li>use proper checkout procedures</li> <li>practice proper care and handling of books, CD's, tapes, computers, technology components</li> </ul>
	4. Safety Issues in a Digital World	<ul style="list-style-type: none"> <li>understand and agree to the district's Acceptable Use Policy</li> <li>internet use is under the direct supervision of an adult</li> </ul>	<ul style="list-style-type: none"> <li>understand and agree to the district's Acceptable Use Policy</li> <li>internet use is under the direct supervision of an adult</li> </ul>	<ul style="list-style-type: none"> <li>understand and agree to the district's Acceptable Use Policy</li> <li>internet use is under the direct supervision of an adult</li> <li>know and understand rules for password security</li> </ul>	<ul style="list-style-type: none"> <li>understand and agree to the district's Acceptable Use Policy</li> <li>internet use is under the direct supervision of an adult</li> <li>know and understand DPS Student Guidelines for On-line Safety</li> </ul>	<ul style="list-style-type: none"> <li>understand and agree to the district's Acceptable Use Policy</li> <li>internet use is under the direct supervision of an adult</li> <li>know and understand DPS Student Guidelines for On-line Safety</li> </ul>	<ul style="list-style-type: none"> <li>understand and agree to the district's Acceptable Use Policy</li> <li>internet use is under the direct supervision of an adult</li> <li>know and understand DPS Student Guidelines for On-line Safety</li> </ul>	<ul style="list-style-type: none"> <li>understand and agree to the district's Acceptable Use Policy</li> <li>internet use is under the direct supervision of an adult</li> <li>know and understand DPS Student Guidelines for On-line Safety</li> </ul>



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C. A Knowledge Constructor	1. Research Process	<ul style="list-style-type: none"> <li>•use discussions and pictures to gather, collect and share information</li> </ul>	<ul style="list-style-type: none"> <li>•use discussions and pictures to gather, collect and share information</li> <li>•sort information into graphic organizers (e.g. <i>Kidspiration</i>)</li> </ul>	<ul style="list-style-type: none"> <li>•participate with the class in identifying a research topic or question</li> <li>•gather information pertinent to topic with teacher guidance</li> <li>•use the first letters of the alphabet to locate books</li> <li>•sort info into major categories using graphic organizers (e.g. <i>Kidspiration</i>)</li> <li>•report info to others</li> <li>•use calculator to develop, extend and confirm numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>•identify research topic and develop a research question – “I wonder...”</li> <li>•gather information pertinent to topic</li> <li>•organize information into an obvious organizational structure</li> <li>•identify main idea and supporting details in text</li> <li>•use table of contents and index to locate and select relevant information</li> <li>•arrange information in a meaningful format (i.e. story, graphic or slideshow)</li> <li>•report to others</li> <li>•use calculator to develop, extend and confirm numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>•select a topic to research, create a research question, plan research steps, skim and scan for info from at least 2 sources</li> <li>•be able to divide research information into appropriate paragraph structure</li> <li>•use tools of the text (e.g. table of contents, chapter titles, charts, diagrams, maps, tables index headings and sub-headings) to locate and select relevant information</li> <li>•introduce two-column note-taking format</li> <li>•arrange information in a meaningful format (i.e. story, graphic or slideshow)</li> <li>•report to others</li> <li>•use calculator to develop, extend and confirm numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>•select a topic to research, create a research question, plan research steps, skim and scan for info from at least 2 sources</li> <li>•be able to divide research information into appropriate paragraph structure</li> <li>•use tools of the text (e.g. table of contents, chapter titles, charts, diagrams, maps, tables index headings and sub-headings) to locate and select relevant information</li> <li>•take notes using two-column format</li> <li>•select a topic to research, create a research question, plan research steps, skim and scan for info from at least 2 sources</li> <li>•arrange information in a meaningful format (i.e. story, graphic or <i>PowerPoint</i>)</li> <li>•report to others</li> <li>•use calculator to develop, extend and confirm numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>•be able to divide research information into appropriate paragraph structure</li> <li>•use tools of the text (e.g. table of contents, chapter titles, charts, diagrams, maps, tables index headings and sub-headings) to locate and select relevant information</li> <li>•take notes using two-column format</li> <li>•select a topic to research, create a research question, plan research steps, skim and scan for info from at least 2 sources</li> <li>•arrange information in a meaningful format (i.e. story, graphic or <i>PowerPoint</i>)</li> <li>•report to others</li> <li>•use calculator to develop, extend and confirm numerical patterns</li> </ul>
	2. Evaluation of Information	<ul style="list-style-type: none"> <li>•know what is true and what is not true</li> </ul>	<ul style="list-style-type: none"> <li>•know what is true and what is not true</li> <li>•determine what information is appropriate with teacher guidance</li> </ul>	<ul style="list-style-type: none"> <li>•select a book from a range of choices for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>•select a book from a range of choices for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>•select a book or an electronic resource from a range of choices for a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>•select books and electronic content from a range of choices for a specific purpose</li> <li>•begin to evaluate the accuracy, relevance, and appropriateness of information sources</li> </ul>	<ul style="list-style-type: none"> <li>•begin to evaluate the accuracy, relevance, appropriateness and bias of information sources</li> </ul>



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D. A Quality Producer	1. Sharing of Information	<ul style="list-style-type: none"> <li>verbally share information about one topic in an organized way</li> <li>discuss a topic in detail</li> </ul>	<ul style="list-style-type: none"> <li>verbally share information about one topic in an organized way</li> <li>discuss a topic in detail</li> </ul>	<ul style="list-style-type: none"> <li>present information in an organized format of choice (i.e. story, graph, chart, picture)</li> <li>discuss a topic in detail</li> <li>orally present information to a group</li> </ul>	<ul style="list-style-type: none"> <li>present information in an organized format of choice (i.e. story, graph, chart, picture, multimedia presentation)</li> <li>discuss a topic in detail</li> <li>orally present information to a group</li> </ul>	<ul style="list-style-type: none"> <li>present information in an organized format of choice (i.e. paper, graph, chart, picture, multimedia presentation)</li> <li>orally present information to a group</li> </ul>	<ul style="list-style-type: none"> <li>present information in an organized format of choice (i.e. paper, graph, chart, picture, multimedia presentation)</li> <li>orally present information to a group</li> </ul>	<ul style="list-style-type: none"> <li>present information in an organized format of choice (i.e. paper, graph, chart, picture, multimedia presentation)</li> <li>orally present information to a group</li> </ul>
	2. Document Production – Word Processing	<ul style="list-style-type: none"> <li>dictate labels for everyday objects</li> <li>tell a simple sentence or story to an adult to be transcribed using a word processing program</li> </ul>	<ul style="list-style-type: none"> <li>create labels for everyday objects</li> <li>write a simple sentence or story using phonetic spelling with a word processing program</li> </ul>	<ul style="list-style-type: none"> <li>write a story using a word processing program including title and author</li> <li>introduce simple formatting (i.e. single space between words, double space between lines, one return at the end of a sentence)</li> </ul>	<ul style="list-style-type: none"> <li>write a story using a word processing program or AlphaSmart</li> <li>know how to center and indent text</li> <li>practice simple formatting (i.e. single spacing, returns, upper case letters)</li> <li>introduce use of AlphaSmart (i.e. text entry and transfer)</li> </ul>	<ul style="list-style-type: none"> <li>create a word processing document</li> <li>understand simple formatting (i.e. bold, italics, uppercase keys, accent marks)</li> <li>introduce use of AlphaSmart (i.e. text entry and transfer)</li> <li>introduce Spell Check function</li> <li>at the keyboard, proofread and correct errors</li> </ul>	<ul style="list-style-type: none"> <li>create a word processing document</li> <li>understand formatting (i.e. line spacing, paragraphs, fonts and sizes)</li> <li>use AlphaSmart for composition, revision and publication</li> <li>use Spell Check function</li> <li>at the keyboard, proofread and correct errors – using spell check, thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>create a word processing document</li> <li>understand formatting (i.e. bullets, columns, sections, page numbers)</li> <li>use AlphaSmart for composition, revision and publication</li> <li>use Spell Check and Thesaurus functions</li> <li>at the keyboard, proofread and correct errors – using spell check, thesaurus</li> </ul>
	3. Document Production – Spreadsheets	<ul style="list-style-type: none"> <li>talk about concept of rows (weeks) and columns (days) on a wall calendar</li> </ul>	<ul style="list-style-type: none"> <li>recite rows (weeks) and columns (days) on a wall calendar</li> </ul>	<ul style="list-style-type: none"> <li>understand difference between rows and columns</li> <li>collect survey data (e.g. favorite ice cream, pets, transportation to school) as a class and record in a simple spreadsheet using <i>Graph Club</i> or other software</li> <li>interpret data from a simple spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>understand cell identification (i.e. cell B5)</li> <li>collect survey data (e.g. daily temperature, absences, lunch counts) as a class and record in a spreadsheet using <i>Graph Club</i> or other software</li> <li>interpret data from a spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>understand cell identification (i.e. cell B5)</li> <li>collect survey data and record in a spreadsheet using <i>The Cruncher</i> or other software</li> <li>convert data from a spreadsheet into a graph or chart</li> <li>interpret data from a spreadsheet</li> <li>use a spreadsheet to complete simple calculations (i.e. totals)</li> <li>create a simple rubric chart</li> </ul>	<ul style="list-style-type: none"> <li>understand and use appropriate cell identification (i.e. cell B5)</li> <li>collect data of 4 or more items and record in a spreadsheet using <i>Excel</i> or other software</li> <li>convert data from a spreadsheet into a bar graph or pie chart</li> <li>interpret data from a spreadsheet</li> <li>use a spreadsheet to perform calculations (i.e. sum, total, difference)</li> <li>create a rubric chart</li> <li>use AlphaSmart to create tab delimited spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>understand and use appropriate cell identification (i.e. cell B5)</li> <li>collect data of 4 or more items and record in a spreadsheet using <i>Excel</i> or other software</li> <li>convert data from a spreadsheet into a appropriate visual representation</li> <li>interpret data from a spreadsheet</li> <li>use a spreadsheet to perform calculations (i.e. count, average)</li> <li>basic cell formatting (e.g. number, date, currency, autofill)</li> <li>create a rubric chart</li> </ul>
	4. Document Production – Presentation Tools	<ul style="list-style-type: none"> <li>create a picture using Kid Pix</li> </ul>	<ul style="list-style-type: none"> <li>create a picture using Kid Pix</li> </ul>	<ul style="list-style-type: none"> <li>create a document using Kid Pix</li> </ul>	<ul style="list-style-type: none"> <li>create a simple slideshow using Kid Pix (e.g. Life Cycle of Butterfly, Plant Journal)</li> </ul>	<ul style="list-style-type: none"> <li>create a multimedia presentation (using PowerPoint or other appropriate software), that contains a minimum of 3 slides including text and graphics</li> </ul>	<ul style="list-style-type: none"> <li>create a multimedia presentation (using PowerPoint or other appropriate software), that contains a minimum of 4 slides including text, transitions, animations and graphics</li> </ul>	<ul style="list-style-type: none"> <li>create a multimedia presentation (using PowerPoint or other appropriate software), that contains a minimum of 5 slides including text, transitions, graphics imported from other electronic sources</li> </ul>
	5. Evaluation of Process and Product	<ul style="list-style-type: none"> <li>begin to evaluate self and peer products using specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>begin to evaluate self and peer products using specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>begin to evaluate self and peer products using specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>create and use rubrics to evaluate self and peer products using specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>create and use rubrics to evaluate self and peer products using specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>create and use rubrics to evaluate self and peer products using specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>create and use rubrics to evaluate self and peer products using specific criteria</li> </ul>



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A multi-faceted, creative, well-rounded user	Benchmark projects to be completed in partnership with classroom teachers, librarians and computer teachers	<ul style="list-style-type: none"> <li>•Picture Book</li> </ul>	<ul style="list-style-type: none"> <li>•My First Picture Book or Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>•Me Poster</li> <li>•All About My Community</li> </ul>	<ul style="list-style-type: none"> <li>•Science Journal</li> </ul>	<ul style="list-style-type: none"> <li>•Complete Denver WebQuest</li> <li>•On-Line Book Review</li> </ul>	<ul style="list-style-type: none"> <li>•Complete Colorado WebQuest</li> <li>•Information Writing Genre Study</li> <li>•Author Study</li> <li>•On-line Book Review</li> </ul>	<ul style="list-style-type: none"> <li>•Personal Learning Portfolio</li> <li>•Research Paper</li> <li>•Author Studies</li> <li>•On-Line Book Review</li> </ul>