CUMBERLAND COUNTY SCHOOL DISTRICT		
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE		
School: CCES	Subject: Technology	Grade: 5th
Benchmark Assessment 1		
Instructional Timeline: 1st 9 Weeks		
Topic(s): Introduction to Computers and Using the Internet		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
Unit 1: **Big Idea: Information, Communication and Productivity** Students demonstrate a sound understanding of the nature and operations of technology systems. Students use technology to learn, to communicate, to increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts. **NETS Standards** **Unit 1 – Intro to Computers** **Standard 6: Technology operations and concepts.** Students demonstrate a sound understanding of technology concepts, systems, and operations **6a.** Understand and use technology systems **6b.** Select and use applications effectively and productively **6c.** Troubleshoot systems and applications **6d.** Transfer current knowledge to learning of new technologies.	**Unit 1 – Intro to Computers** **6a:** • I can turn on my computer and log into it. • I can take good care of my school's technology equipment so I can use it every day. • I can find certain keys on the keyboard. • I can click and drag with a mouse. • I can use a mouse or touchscreen to open applications. • I can tell if I am online or not. • I can adjust my computer's volume. **6b:** • I can open a web browser and use a website. • I can find things on the Internet and bookmark websites I like. • I can use proper posture when using the computer. • I can use word processing software to type. **6c:** • I can plug headphones into my computer or digital devices. • I can mute/unmute and adjust the volume on my computer or other technology so it does	**Unit 1 – Key Vocabulary** • Keyboard • Speakers • Headphones • Mouse • CPU • Laptop • Desktop • Hardware • Software • Printer • Volume • Web browser • Website • Online • Click • Drag

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not disturb others.
- I can force quit an application when it is not working.
- I can tell when my battery is low.

Unit 2 – Digital Citizenship
5a:

- I can list which information I should avoid sharing online because it is private.
- I can classify information that should be kept private online.

5b:

- I can debate how to respond if an online-only friend asks them personal questions.

5c:

- I can identify characteristics that make someone an upstanding citizen.
- I understand which kinds of websites have privacy policies, and why.
- I can recognize some of the key similarities and differences between in-person bullying and cyberbullying.
- I can identify strategies for dealing responsibly with cyberbullying.

Unit 2 – Digital Citizenship
Big Idea: Safety and Ethical/Social Issues
Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.
NETS Standards
Unit 2 – Digital Citizenship
Standard 5: Digital citizenship.
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
5a. Advocate and practice safe, legal, and responsible use of information and technology
5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
5c. Demonstrate personal responsibility for lifelong learning
5d. Exhibit leadership for digital citizenship

Unit 2 Key Vocabulary

- **Private information:** Details about yourself, such as your date of birth or full name (that someone could use to pretend to be you on the Internet)
- **Private information:** information that can be used to identify you (for example, your Social Security number, street address, email, phone number, etc.)
- **citizen:** a member of a community
- **digital citizen:** a member of a worldwide community linked by the Internet
- **responsibility:** a duty or obligation
- **uncomfortable:** anxious; uneasy
- **monitor (noun):** someone who closely observes and controls a situation, like a referee
- **monitor (verb):** to observe closely
- **Target:** The person being bullied
- **Upstander:** Someone who helps a person being bullied
- **Bystander:** Someone who sees bullying when it's happening but does nothing to help
- **Cyberbully:** Someone who does something on the internet, usually

		again and again, to make another person feel sad, angry, or scared. • **empathize:** to imagine the feelings that someone else is experiencing • **message:** a communication of ideas or information

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BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE		
School: CCES	Subject: Technology	Grade: 5th
Benchmark Assessment 2		
Instructional Timeline: 2nd 9 weeks		
Topic(s): Careers		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
Big Idea: Career Awareness, Exploration, Planning Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers. The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning. *Academic Expectations* *2.36* Students use strategies for choosing and preparing for a career. *2.37* Students demonstrate skills and work habits that lead to	*2.36* • I can develop an understanding of self to build and maintain a positive self-concept. • I can develop positive interpersonal skills including respect for diversity. • I can integrate growth and change into my career development. • I can balance personal, leisure, community, learner, family and work roles. • I can attain educational achievement and performance levels needed to reach my personal and career goals. *2.37* • I can participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy. • I can create and manage a career plan that meets my career goals. *5.4* • I can use a process of decision-making as one component of career development. • I can use accurate, current and unbiased career information during career planning and management. • I can master academic, occupational and	• **UNIT 1 THEME: ALL ABOUT ME** **Occupations in this episode:** farmer, reporter, doctor, pharmacist, fitness instructor, hairstylist, police officer, dentist, animal services worker • **UNIT 15 THEME: GOAL SETTING AND PLANNING FOR ACTION** **Occupations in this episode:** industrial designer, power plant operator, bank manager, environmental technician, journalist • **UNIT 16 THEME: RESPONSIBILITY AND DECISION MAKING** **Occupations in this episode:** water treatment plant operator, pilot, engineer, police officer, firefighter, plumber, salesperson, park warden, farmer, reporter • **UNIT 17 THEME: FLEXIBILITY, ADAPTABILITY, ADVERSITY** **Occupations in this episode:** meteorologist, sound engineer, camera operator, doctor, pharmacist, medical secretary, carpenter, hairstylist, marketing coordinator, journalist • **UNIT 18 THEME: CHARACTER**

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success in future schooling and work. <mark>5.4</mark> Students use a decision-making process to make informed decision among options.	general employability skills in order to obtain, create, maintain and/or advance my employment.	**TRAITS** **Occupations:** tailor, security guard, museum curator, architect, fashion designer, tour guide, architect, journalist • **UNIT 19 THEME: NEGOTIATION** • **Occupations in this episode:** pilot, farmer, librarian, museum curator, dentist, teacher, fossil technician, urban planner, journalist • **UNIT 20 THEME: USE OF INFORMATION** • **Occupations in this episode:** bank manager, lawyer, investment advisor, architect, interior designer, graphic designer, computer programmer, reporter • **UNIT 21 THEME: SELF CONFIDENCE & SELF ESTEEM** • **Occupations in this episode:** community worker, office manager, librarian, chef, cashier, urban planner, reporter

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BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE		
School: CCES	Subject: Technology	Grade: 5th
Benchmark Assessment 3		
Instructional Timeline: 3rd 9 weeks		
Topic(s): Spanish		
KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. **Through learning another language, learners will connect with other disciplines and gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.** **Summary of** *World Readiness Standards for Learning Languages* **1. Interpretive Listening (IL) and Reading (IR)** I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.	• I can talk about my family. • I can recognize family words. • I can tell you who lives in my home. • I can count to ten. • I can tell you how old I am. • I can tell you my phone number. • I can greet others. • I can start a conversation. • I can end a conversation. • I can use polite words. • I can talk about how I feel. • I can describe myself. • I can recognize words about food. • I can tell you what I want to eat. • I can tell you what I like and don't like to eat. • I can name different jobs. • I can tell you what I want to be when I grow up. • I can tell you where I want to go. • I can name different parts of my body. • I can say which part of my body hurts.	1. mamá 2. papá 3. hermana 4. hermano 5. abuela 6. abuelo 7. tía 8. tío 9. primos 10. casa 1. uno 2. dos 3. tres 4. cuatro 5. cinco 6. seis 7. siete 8. ocho 9. nueve 10. diez 11. cero 12. Número 1. Hola 2. Buenos días 3. Buenas tardes 4. Buenas noches 5. Adiós 6. Muy bien 7. Bien, gracias 8. Por favor 1. feliz 2. triste 3. emocionado/a 4. molesto/a 5. asustado/a 6. fuerte 7. grande 8. pequeño/a 9. rápido/a 10.Yo soy… 1. leche 2. jugo 3. frutas 4. verduras 5. carne 6. maíz 7. desayuno 8. almuerzo 9. cena 10. arroz 1. bombero/a 2. policía 3. doctor/a 4. artista 5. autor/a 6. presidente/a 7. tienda 8. biblioteca 9. parque 10. museo 1. cabeza 2. cara 3. ojos 4. nariz 5. boca 6. orejas 7. manos 8. piernas 9. brazos 10. pies

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BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE

School: CCES	Subject: Technology	Grade: 5th
Benchmark Assessment 4		
Instructional Timeline: 4th 9 weeks		
Topic(s): Spanish		

KCAS Standards	Learning Target (I Can Statement)	Key Vocabulary
Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. **Through learning another language, learners will connect with other disciplines and gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.** **Summary of** *World Readiness Standards for Learning Languages* **1. Interpretive Listening (IL) and Reading (IR)** I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics. **2. Interpersonal Communication (IC)** I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.	• I can identify different animals. • I can name my favorite animal. • I can name which animals I like and don't like. • I can name different colors. • I can name my favorite color. • I can tell you which colors I like and don't like. • I can talk about clothes. • I can say what clothes I am wearing. • I can say what clothes I have and don't have. • I can describe the weather. • I can name the four seasons of the year. • I can describe the seasons. • I can talk about my classroom. • I can recognize classroom words. • I can say what I have in my backpack. • I can name the days of the week. • I can tell you what today is. • I can tell you what yesterday was. • I can tell you what tomorrow will be. • I can name the twelve months of the year. • I can tell you which month it is now. • I can say which month my birthday is in.	1. perro 2. gato 3. caballo 4. león 5. mono 6. elefante 7. oso 8. tigre 9. pájaro 10. pez 1. rojo/a 2. amarillo/a 3. azul 4. verde 5. anaranjado/a 6. morado/a 7. blanco/a 8. negro/a 9. marrón 10. rosado/a 1. pantalón 2. camisa 3. blusa 4. vestido 5. falda 6. zapatos 7. botas 8. suéter 9. chaqueta 10. pajama 1. soleado 2. nublado 3. lloviendo 4. nevando 5. Hace viento 6. invierno 7. primavera 8. verano 9. otoño 10. estación 1. escuela 2. maestro/a 3. amigos 4. escritorio 5. lápices 6. cuaderno 7. libros 8. crayones 9. mochila 10. recreo 1. domingo 2. lunes 3. martes 4. miércoles 5. jueves 6. viernes 7. sábado 8. día 9. semana 10. mes 1. enero 2. febrero 3. marzo 4. abril 5. mayo 6. junio 7. julio 8. agosto 9. septiembre 10. octubre 11.noviembre 12. diciembre

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