Montana 1 Technology / Computer Science

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Montana
Grade	1 (Elementary)
Subject	Technology / Computer Science
Course category	Technology
Standards family	Science
Framework	Montana Content Standards for Computer Science (2021)
Issuing agency	Montana Office of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — The Parts We Can See

Unit 3: Inside and Outside a Device · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	What are the parts of a device called?
Standards	**Naming the Parts of a Device** -> **CS.CS.1.2 Montana Computer Science K-12 / computing systems** — use appropriate terminology in identifying common hardware and software problems
Learning target	“I can name the parts of a device.”
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will label visible components of digital devices.
- Students will use the correct name for each visible component.

Success criteria (student-friendly)

- “I name four parts.”
- “I point to each part correctly.”
- “I label a picture of a device.”

Academic vocabulary

screen, keyboard, speaker, component, label

Materials and technology

- A device the class can examine closely
- Blank device diagrams
- Label cards
- Headphones
- Chart paper

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Observation: child labels four visible components correctly.

Family communication

Ask your child to name three parts of a device at home.

Day 41 — The Parts We Can See

Week 9, Day 1 · Unit 3 · Standards: CS.CS.1.2

Focus	Surveying components.
Learning target	“I can name the parts of a device.”
Vocabulary in use	screen, keyboard, speaker
Local date	_____

Learning sequence

Connect: devices we use. Teach: parts have names. Try: examining a device together. Apply: children point and name. Reflect: parts listed.

Check for understanding

Student points to and names three visible components.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — The Screen

Week 9, Day 2 · Unit 3 · Standards: CS.CS.1.2

Focus	Display.
Learning target	“I can name the parts of a device.”
Vocabulary in use	screen, keyboard, speaker
Local date	_____

Learning sequence

Connect: the parts list. Teach: what a screen does. Try: observing changes. Apply: children describe the screen's job. Reflect: term recorded.

Check for understanding

Student explains what the screen does.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — The Keyboard and the Mouse

Week 9, Day 3 · Unit 3 · Standards: CS.CS.1.2

Focus	Primary inputs.
Learning target	“I can name the parts of a device.”
Vocabulary in use	screen, keyboard, speaker
Local date	_____

Learning sequence

Connect: the screen. Teach: how we tell a device what to do. Try: keys and pointer. Apply: children use both. Reflect: terms recorded.

Check for understanding

Student names the keyboard and mouse and states their purpose.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Speakers and Headphones

Week 9, Day 4 · Unit 3 · Standards: CS.CS.1.2

Focus	Audio components.
Learning target	“I can name the parts of a device.”
Vocabulary in use	screen, keyboard, speaker
Local date	_____

Learning sequence

Connect: inputs. Teach: how sound comes out. Try: plugging in headphones. Apply: children connect and test. Reflect: care rules added.

Check for understanding

Student connects headphones and explains what a speaker does.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Labelling a Device Together

Week 9, Day 5 · Unit 3 · Standards: CS.CS.1.2

Focus	Week 9 consolidation.
Learning target	“I can name the parts of a device.”
Vocabulary in use	screen, keyboard, speaker
Local date	_____

Learning sequence

Connect: all parts named. Teach: making a labelled diagram. Try: shared labelling. Apply: children label their own diagram. Reflect: diagrams displayed.

Check for understanding

Student labels four visible components on a device diagram.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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Source citation

Montana Office of Public Instruction. Montana Content Standards for Computer Science (2021). Codes and statements are transcribed from the MONTANA CONTENT STANDARDS FOR COMPUTER SCIENCE FOR K-12, which records on every page "Document Created April 5, 2021 | Standards Effective date July 1, 2021". It was produced on the same day, in the same template and with the same coding scheme as the social studies standards: SUBJECT.STANDARD.GradeLevel SUBSTANDARD.sub-substandard, with CS computer science and the content areas AP algorithms and programming, CS computing systems, DA data and analysis, IC impacts of computing and NI networks and the internet. THE SAME SINGLE-STANDARD RULE APPLIES: an area with one standard at a grade states it on the area line and its code ends at the grade, with no final number. NOT EVERY CONTENT AREA APPEARS AT EVERY GRADE -- networks and the internet has no standards in the earliest grades -- and no standard is invented to fill the gap. A TYPOGRAPHICAL ERROR IN THE SOURCE IS RECORDED RATHER THAN CORRECTED IN SILENCE: the kindergarten data and analysis stem reads "standards TO kindergarten" where every other stem reads "for". It affects a stem line rather than a standard, so no registered statement is changed by it. THIS ENTRY IS THE GRADE 1 ROW of the 2021 Montana Content Standards for Computer Science, and it registers ALL ELEVEN GRADE 1 STANDARDS: three algorithms and programming, three computing systems, three data and analysis and two impacts of computing. THE CODE FORM IS THE DOCUMENT'S OWN, CS..., so CS.AP.1.3 is the third algorithms and programming standard for grade 1. THE PLANNER IS TOOL-NEUTRAL AND THE STANDARDS ARE TOO: no product, platform, brand or vendor is named in either, so a school can teach the year on whatever it already licenses. Montana publishes computer science as a K-12 strand in its own right rather than folding it into science or library media, which is why this row cites computer science codes and not science ones. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Computer%20Science/CS%20K12.pdf