Montana 6 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	6 (Middle)
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 — Secure and Non-Secure Websites

Unit 3: Safety, Security and Systems · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How can you tell whether a site is safe to send information to?
Standards	**Secure and Non-Secure Websites** -> **CS.NI.6-8.1 Montana Computer Science K-12 / networks and the internet** — explain how physical and digital security measures protect electronic information **Recurring: Safe Use of Devices** -> **CS.NI.6-8.1 Montana Computer Science K-12 / networks and the internet** — explain how physical and digital security measures protect electronic information
Learning target	“I can tell a secure site from a non-secure one and explain the difference.”
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will differentiate between a secure and a non-secure website including how they affect personal data.

Success criteria (student-friendly)

- “I identify the indicator.”
- “I explain what it does and does not mean.”
- “I explain the effect on data.”

Academic vocabulary

secure, encryption, protocol, personal data, indicator

Materials and technology

- Paper
- Whatever devices exist
- Chart paper
- Notebooks
- Class devices

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.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
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

Secure and non-secure sites differentiated with the data effect explained.

Family communication

Ask your child what a secure connection does and does not guarantee.

Day 41 — Before This Unit

Week 9, Day 1 · Unit 3 · Standards: CS.NI.6-8.1

Focus	The safeguarding note.
Learning target	“I can tell a secure site from a non-secure one and explain the difference.”
Vocabulary in use	secure, encryption, protocol
Local date	_____

Learning sequence

TEACHER NOTE: read this before teaching. Units 3 and 5 cover online safety, privacy and permanence, and a lesson in either may prompt a disclosure. READ YOUR SCHOOL'S SAFEGUARDING AND E-SAFETY POLICIES AND KNOW YOUR DISCLOSURE ROUTE FIRST. Tell pupils plainly that reporting something is never getting anyone into trouble unnecessarily. NO PUPIL IS ASKED ABOUT THEIR OWN ACCOUNTS, POSTS, MESSAGES, SEARCHES OR DEVICES anywhere in this plan. Connect: the class agreement. Teach: how these units run. Try: shared setting of expectations. Apply: pupils note it. Reflect: the standards are met without any disclosure.

Check for understanding

Student states what this unit will and will not ask of them.

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 — What the Indicator Means

Week 9, Day 2 · Unit 3 · Standards: CS.NI.6-8.1

Focus	The mechanism.
Learning target	“I can tell a secure site from a non-secure one and explain the difference.”
Vocabulary in use	secure, encryption, protocol
Local date	_____

Learning sequence

Connect: the frame. Teach: that a secure connection means the traffic between device and site is encrypted, demonstrated unplugged with a sealed envelope against a postcard. Try: shared demonstration. Apply: pupils explain. Reflect: the Example names HTTP against HTTPS.

Check for understanding

Student explains what a secure connection protects.

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 — What It Does Not Mean

Week 9, Day 3 · Unit 3 · Standards: CS.NI.6-8.1

Focus	The crucial half.
Learning target	“I can tell a secure site from a non-secure one and explain the difference.”
Vocabulary in use	secure, encryption, protocol
Local date	_____

Learning sequence

Connect: the mechanism. Teach: that secure does NOT mean trustworthy, honest or safe - a dishonest site can be encrypted - which is what most pupils and adults get wrong. Try: shared reasoning. Apply: pupils state both. Reflect: the misconception that makes this standard worth a week.

Check for understanding

Student explains what a secure connection does not guarantee.

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 — Effect on Personal Data

Week 9, Day 4 · Unit 3 · Standards: CS.NI.6-8.1

Focus	The standard's second half.
Learning target	“I can tell a secure site from a non-secure one and explain the difference.”
Vocabulary in use	secure, encryption, protocol
Local date	_____

Learning sequence

Connect: both. Teach: what happens to information sent over each kind of connection, in general terms. Try: shared reasoning. Apply: pupils explain. Reflect: NO PUPIL'S OWN DATA IS DISCUSSED.

Check for understanding

Student explains the effect on data sent to each kind of site.

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 — Checking a Site

Week 9, Day 5 · Unit 3 · Standards: CS.NI.6-8.1

Focus	CS.NI.6-8.1 assessed.
Learning target	“I can tell a secure site from a non-secure one and explain the difference.”
Vocabulary in use	secure, encryption, protocol
Local date	_____

Learning sequence

Connect: the week. Teach: the routine for checking before sending anything, and who to tell if something looks wrong. Try: shared practice on teacher-selected examples. Apply: pupils apply. Reflect: this week's standard recorded.

Check for understanding

Student applies a checking routine to a site.

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. SIXTH THROUGH EIGHTH IS ONE BAND IN THIS STATE, NOT THREE GRADES. Montana's 2021 Computer Science standards are written for grades 6-8 together, and this row registers ALL TWENTY-THREE OF THEM: ten algorithms and programming, three computing systems, three data and analysis, four impacts of computing and three networks and the internet. THE CODES THEMSELVES CARRY THE BAND -- they read CS.AP.6-8.1, not CS.AP.6.1 -- so a citation that named a single grade would not be this state's. The rows for grades 7 and 8 in this series cite these same codes and differ in what the year does with them. 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