
Montana K 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	K (Early Childhood)
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 — Ways to Tell a Device What to Do

Unit 3: Meeting Our Devices · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How do I give a device an instruction?
Standards	Using a Mouse, Screen and Keys -> CS.CS.K.1 Montana Computer Science K-12 / computing systems — identify computing devices
Learning target	"I can use an input device to make something happen."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will demonstrate use of input devices.
- Students will use a mouse, touch screen and keyboard to make something happen.

Success criteria (student-friendly)

- "I name the input device."
- "I use it correctly."
- "I make something change on screen."

Academic vocabulary

input, mouse, touch screen, keyboard, click

Materials and technology

- Class devices with mouse
- Touch-screen devices
- Keyboards
- Drawing tool
- 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 uses three different input devices purposefully.

Family communication

Let your child show you how they use a mouse or touch screen.

Day 41 — What Is an Input Device?

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

Focus	Defining input.
Learning target	"I can use an input device to make something happen."
Vocabulary in use	input, mouse, touch screen
Local date	_____

Learning sequence

Connect: giving instructions. Teach: input goes in. Try: naming devices. Apply: children identify. Reflect: term charted.

Check for understanding

Student identifies an input device.

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 — Using a Mouse

Week 9, Day 2 · Unit 3 · Standards: CS.CS.K.1

Focus	Mouse skills.
Learning target	"I can use an input device to make something happen."
Vocabulary in use	input, mouse, touch screen
Local date	_____

Learning sequence

Connect: input. Teach: hold, move, click. Try: guided practice. Apply: children click targets. Reflect: control noticed.

Check for understanding

Student moves and clicks a mouse purposefully.

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 — Using a Touch Screen

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

Focus	Touch skills.
Learning target	"I can use an input device to make something happen."
Vocabulary in use	input, mouse, touch screen
Local date	_____

Learning sequence

Connect: mouse. Teach: tap, drag. Try: guided practice. Apply: children manipulate. Reflect: comparison drawn.

Check for understanding

Student taps and drags on a touch screen purposefully.

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 — Using a Keyboard

Week 9, Day 4 · Unit 3 · Standards: CS.CS.K.1

Focus	Keyboard as input.
Learning target	"I can use an input device to make something happen."
Vocabulary in use	input, mouse, touch screen
Local date	_____

Learning sequence

Connect: touch. Teach: keys send letters. Try: typing a letter. Apply: children type. Reflect: third input named.

Check for understanding

Student uses a keyboard to enter a character.

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 — Choosing the Right Input

Week 9, Day 5 · Unit 3 · Standards: CS.CS.K.1

Focus	Matching input to task.
Learning target	"I can use an input device to make something happen."
Vocabulary in use	input, mouse, touch screen
Local date	_____

Learning sequence

Connect: three inputs. Teach: some tasks suit some inputs. Try: task matching. Apply: children choose. Reflect: reasoning shared.

Check for understanding

Student chooses an appropriate input device for a task.

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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Pages use a minimum 8-point type size, high-contrast text, wide writing areas, print-safe margins, numbered pages and a bookmarked navigation outline. Colour and ink-friendly versions are supplied, and no information is conveyed by colour alone.

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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 KINDERGARTEN SECTION of the Montana Content Standards for Computer Science, and it registers ALL NINE KINDERGARTEN STANDARDS across four of the document's five content areas -- two algorithms and programming, two computing systems, three data and analysis and two impacts of computing. THE FIFTH AREA, NI (NETWORKS AND THE INTERNET), HAS NO KINDERGARTEN STANDARDS IN THE DOCUMENT and none is invented here. A TYPOGRAPHICAL ERROR IN THE SOURCE IS RECORDED RATHER THAN CORRECTED IN SILENCE: the data and analysis stem reads "Computer science data and analysis standards TO kindergarten are that each student will", where every other area reads "for". The error is in the stem line, which is not itself a standard, so no registered statement is affected -- but a transcription that keyed on the exact stem wording would have dropped all three data and analysis standards, and it is noted so the next reader knows why the pattern is written loosely. CS.AP.K.2 is the one kindergarten standard the document ends with a full stop; the

others have none, and each is transcribed as printed. THE STANDARDS TOOK EFFECT 1 JULY 2021 by the document's own statement.
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