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# Nevada 5 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            | Nevada                                                                                 |
| Grade            | 5 (Elementary)                                                                         |
| Subject          | Technology / Computer Science                                                          |
| Course category  | Technology                                                                             |
| Standards family | Science                                                                                |
| Framework        | Nevada Academic Content Standards for Computer Science and Integrated Technology, 2019 |
| Issuing agency   | Nevada Department of Education                                                         |
| 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 — A Working Program

### Unit 3: Programming With Variables · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------|
| Essential question | How do you get a machine to do what your algorithm says?                                                                |
| Standards          | <b>A Working Block-Based Program</b> -> 5.AP.PD.1, 5.AP.PD.2, 5.AP.PD.3 — 3 standards; full text in the standards table |
| Learning target    | "I can build a working program using operators, conditionals and repetition."                                           |
| Local dates        | _____ (enter your school dates)                                                                                         |

#### Measurable objectives

- Students will create a working program in a block-based visual programming environment.
- Students will use arithmetic operators, conditionals and repetition.

#### Success criteria (student-friendly)

- "My program runs."
- "It uses an arithmetic operator."
- "It uses a conditional and repetition."

#### Academic vocabulary

block, operator, conditional, repetition, run

#### Materials and technology

- Devices with any block-based environment the school has
- Paper block templates for the unplugged route
- Notebooks
- Planning sheets
- 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**

A working program using all three required features.

**Family communication**

Ask your child what their program does.

## Day 41 — Planning on Paper First

Week 9, Day 1 · Unit 3 · Standards: 5.AP.PD.1, 5.AP.PD.2, 5.AP.PD.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | The unplugged half.                                                           |
| Learning target   | "I can build a working program using operators, conditionals and repetition." |
| Vocabulary in use | block, operator, conditional                                                  |
| Local date        | _____                                                                         |

### Learning sequence

TEACHER NOTE: THIS WEEK NEEDS DEVICES for the running half. The design half is done on paper with block templates, so a class sharing one trolley can plan while waiting and nobody is idle. NO ACCOUNTS ARE CREATED; use whatever block environment your school already has, offline if possible. Connect: pseudocode. Teach: planning the program on paper with cut-out blocks before touching a device. Try: shared planning. Apply: pupils plan. Reflect: planning first is what makes limited device time enough.

### Check for understanding

Student plans a program using paper blocks.

### 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 — Arithmetic Operators

Week 9, Day 2 · Unit 3 · Standards: 5.AP.PD.1, 5.AP.PD.2, 5.AP.PD.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | First required feature.                                                       |
| Learning target   | "I can build a working program using operators, conditionals and repetition." |
| Vocabulary in use | block, operator, conditional                                                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: the plan. Teach: what the arithmetic operator blocks do and where a program actually needs one - counting, scoring, positioning. Try: shared building. Apply: pupils use an operator.

### Check for understanding

Student uses an arithmetic operator 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 — Conditionals

Week 9, Day 3 · Unit 3 · Standards: 5.AP.PD.1, 5.AP.PD.2, 5.AP.PD.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | Second required feature.                                                      |
| Learning target   | "I can build a working program using operators, conditionals and repetition." |
| Vocabulary in use | block, operator, conditional                                                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: operators. Teach: the IF block, and that a condition needs something to test - which is why operators come first. Try: shared building. Apply: pupils add a conditional. Reflect: the Week 6 idea, now executable.

### Check for understanding

Student adds a working conditional to a program.

### 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 — Repetition

Week 9, Day 4 · Unit 3 · Standards: 5.AP.PD.1, 5.AP.PD.2, 5.AP.PD.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | Third required feature.                                                       |
| Learning target   | "I can build a working program using operators, conditionals and repetition." |
| Vocabulary in use | block, operator, conditional                                                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: conditionals. Teach: the repeat blocks and how each one stops. Try: shared building. Apply: pupils add repetition.

### Check for understanding

Student adds working repetition to a program.

### 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 — Making It Actually Work

Week 9, Day 5 · Unit 3 · Standards: 5.AP.PD.1, 5.AP.PD.2, 5.AP.PD.3

|                   |                                                                               |
|-------------------|-------------------------------------------------------------------------------|
| Focus             | 5.AP.PD.1, 5.AP.PD.2, 5.AP.PD.3 assessed.                                     |
| Learning target   | "I can build a working program using operators, conditionals and repetition." |
| Vocabulary in use | block, operator, conditional                                                  |
| Local date        | _____                                                                         |

### Learning sequence

Connect: the three features. Teach: getting the program to run correctly, tracing on paper when it does not. Try: shared debugging. Apply: pupils finish.

### Check for understanding

Student produces a working program with all three features.

### 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

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- 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

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