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# New Jersey 7 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            | New Jersey                                                                                               |
| Grade            | 7 (Middle)                                                                                               |
| Subject          | Technology / Computer Science                                                                            |
| Course category  | Technology                                                                                               |
| Standards family | Science                                                                                                  |
| Framework        | 2026 New Jersey Student Learning Standards - Science, aligned with the Next Generation Science Standards |
| Issuing agency   | New Jersey 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 — Common Methods of Securing Data

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

|                    |                                                                                                                                                                                                                         |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What actually keeps data safe?                                                                                                                                                                                          |
| Standards          | <b>Common Methods of Securing Data -&gt; 8.1.8.NI.3 Networks and the Internet</b> — Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems. |
| Learning target    | "I can identify common methods of securing data."                                                                                                                                                                       |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                         |

#### Measurable objectives

- Students will identify common methods of securing data.

#### Success criteria (student-friendly)

- "I identify methods of more than one kind."
- "I explain what each protects against."
- "I explain a limit of each."

#### Academic vocabulary

encryption, authentication, backup, access control, threat

#### Materials and technology

- Paper and pencils
- Whiteboard
- Notebooks
- Published information the teacher selects
- Devices optional

#### 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

Methods identified with what each protects against and its limits.

### Family communication

Ask your child what encryption does.

## Day 41 — Nothing Is Attacked in This Unit

### Week 9, Day 1 · Unit 3 · Standards: 8.1.8.NI.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | The rule, first.                                  |
| Learning target   | "I can identify common methods of securing data." |
| Vocabulary in use | encryption, authentication, backup                |
| Local date        | _____                                             |

### Learning sequence

TEACHER NOTE: Unit 3 covers securing data, social engineering and cybersecurity. NOTHING IN THIS COURSE PROBES, TESTS, ACCESSES OR ATTEMPTS TO CIRCUMVENT ANY SYSTEM - not a classmate's account, not a website, and least of all the school's network. Everything is taught on paper, on diagrams and on published information. Connect: Unit 2. Teach: the rule and why it exists - the same knowledge defends or attacks, and this course teaches only the defending half. Try: shared restating. Apply: pupils record the rule. Reflect: it governs Weeks 9-12 and Weeks 25-27.

### Check for understanding

Student states what this unit will not do.

### 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 — Locking It: Encryption

Week 9, Day 2 · Unit 3 · Standards: 8.1.8.NI.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | The first method.                                 |
| Learning target   | "I can identify common methods of securing data." |
| Vocabulary in use | encryption, authentication, backup                |
| Local date        | _____                                             |

### Learning sequence

Connect: the rule. Teach: encryption as making data unreadable without a key, what it protects against (someone reading data they obtained) and what it does not (someone getting the key, or deleting the data). Try: shared paper cipher to see the principle. Apply: pupils explain what encryption protects.

### Check for understanding

Student explains what encryption protects against and what it does not.

### 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 — Proving Who You Are

### Week 9, Day 3 · Unit 3 · Standards: 8.1.8.NI.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Authentication.                                   |
| Learning target   | "I can identify common methods of securing data." |
| Vocabulary in use | encryption, authentication, backup                |
| Local date        | _____                                             |

### Learning sequence

Connect: encryption. Teach: passwords, passphrases, second factors and why a second factor helps so much - and what makes a password strong, in terms of length and unpredictability rather than punctuation tricks. NO PUPIL SHARES, TYPES OR DISCUSSES A REAL PASSWORD OF THEIR OWN. Try: shared analysis of made-up examples. Apply: pupils explain what authentication protects. Reflect: strength is a property of the method, not a ritual.

### Check for understanding

Student explains what makes a passphrase strong.

### 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 — Who Is Allowed What

Week 9, Day 4 • Unit 3 • Standards: 8.1.8.NI.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | Access control.                                   |
| Learning target   | "I can identify common methods of securing data." |
| Vocabulary in use | encryption, authentication, backup                |
| Local date        | _____                                             |

### Learning sequence

Connect: authentication. Teach: that being identified and being permitted are different things, and that most real data loss is someone permitted to see more than they needed. Try: shared design of permissions for an imagined system. Apply: pupils assign least-privilege access. Reflect: an idea that transfers well beyond computing.

### Check for understanding

Student assigns permissions on a least-privilege basis.

### 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 — Backups and What They Protect

Week 9, Day 5 · Unit 3 · Standards: 8.1.8.NI.3

|                   |                                                   |
|-------------------|---------------------------------------------------|
| Focus             | 8.1.8.NI.3 assessed.                              |
| Learning target   | "I can identify common methods of securing data." |
| Vocabulary in use | encryption, authentication, backup                |
| Local date        | _____                                             |

### Learning sequence

Connect: access control. Teach: that backup protects against the threats the other three do not - deletion, corruption, hardware failure, ransom - and that an untested backup is a hope rather than a method. Try: shared listing. Apply: pupils identify methods across all four kinds with limits. Reflect: this week's standard recorded.

### Check for understanding

Student identifies four kinds of method and a limit of each.

### 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.
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