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# Pennsylvania 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            | Pennsylvania                                              |
| Grade            | 1 (Elementary)                                            |
| Subject          | Technology / Computer Science                             |
| Course category  | Technology                                                |
| Standards family | Science                                                   |
| Framework        | Science (STEELS)                                          |
| Issuing agency   | Pennsylvania 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 — 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          | <b>Naming the Parts of a Device -&gt; 3.5.K-2.H Technology and Engineering</b> — Explain the needs and wants of individuals and societies<br><b>3.5.K-2.I Technology and Engineering</b> — Compare simple technologies to evaluate their impacts |
| 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. |

| 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

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: 3.5.K-2.H, 3.5.K-2.I

|                   |                                     |
|-------------------|-------------------------------------|
| 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: 3.5.K-2.H, 3.5.K-2.I

|                   |                                     |
|-------------------|-------------------------------------|
| 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: 3.5.K-2.H, 3.5.K-2.I

|                   |                                     |
|-------------------|-------------------------------------|
| 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: 3.5.K-2.H, 3.5.K-2.I

|                   |                                     |
|-------------------|-------------------------------------|
| 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: 3.5.K-2.H, 3.5.K-2.I

|                   |                                     |
|-------------------|-------------------------------------|
| 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

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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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