CURRICULUM MAP
My Computer 1: Getting Started with the Basics

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Dear Teacher,

Greetings from Abiva Publishing House, Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional teachers guides that provide you with a detailed curriculum map per grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher's companion tool.

We hope you will find the following curriculum map most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official email address at wecare@abiva.com.ph.

Happy teaching!

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Curriculum Map Components and Content Sources

Disclaimer: Key Stage Standards, Grade Level Standards, Content Standards, Performance Standards, and K to 12 Learning Competencies are taken directly from the worktext and teachers guide as there is no EPP/TLE curriculum guide for grade 1.

Key Stage Standards	Taken from the worktext: ***My Computer 1: Getting Started with the Basics***
Grade Level Standards	Taken from the worktext: ***My Computer 1: Getting Started with the Basics***
Content Standards	Taken from the worktext: ***My Computer 1: Getting Started with the Basics***
Performance Standards	Taken from the worktext: ***My Computer 1: Getting Started with the Basics***
Content	Taken from the worktext: ***My Computer 1: Getting Started with the Basics***
K to 12 Learning Competencies	Taken from the worktext: ***My Computer 1: Getting Started with the Basics***
21st Century Skills	Taken from the World Economic Forum, *New Vision for Education: Unlocking the Potential of Technology (2015)*
Teaching Strategies/ Differentiated Instruction	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students' learning styles.
Assessment	Assessment tools and strategies categorized as either Formative or Summative
Values Integration	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school's own core values.
Resources	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.

LEARNING SKILLS (Competencies): Communication ▪ Collaboration ▪ Critical thinking/problem solving ▪ Creativity
LITERACY SKILLS (Foundation Literacies): Literacy and numeracy ▪ Scientific literacy ▪ ICT literacy ▪ Financial literacy ▪ Cultural literacy ▪ Civic literacy
LIFE SKILLS (Character Qualities): Initiative ▪ Persistence ▪ Adaptability ▪ Curiosity ▪ Leadership ▪ Social and cultural awareness ▪ Career ▪ Work ethics

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Key Stage Standard	The learner demonstrates an understanding of the basic knowledge of what a computer is and its importance to today's society.

Grade Level Standard	The learner demonstrates basic knowledge and skills in using a computer, opening a program, and saving work in a computer.

1st Quarter

Chapter 1: *Computers*		**Time Frame**: 9–10 days
Content Standards	The learner demonstrates understanding of . . . • the impact of computers to people's daily activities; • how the computer came to be as well as what it can and cannot do; • the uses of the different kinds of computers; • the different parts of a computer and how these parts work together to do their special tasks; and • how computers work.	**Performance Standards** The learner should be able to . . . • use a particular kind of computer based on its main purpose; and • operate a computer using its different parts.

Content	DepEd K to 12 Learning Competencies	Essential Questions*	Enduring Understandings*	21st Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 *What Is a Computer?*	*Describe what a computer is*	• What do you think machines are for? • Why were	• Machines were made to make work fast and easy	**Adaptability** Learning to adapt to technological changes	**Discussion** Describing machines or computers using	**Formative** • Recitation • Written exercises	• Appreciating the gift of knowledge to invent computers	• pictures or realia showing people working with their hands

		machines made?	• Learning about computers can help people do their daily activities fast and easy	Explaining how computers make work fast **Communication** Expressing ideas using own words Working together in activities	actual samples or pictures **Game** Identifying the machine or computer being described **Cooperative Learning** Guessing the use of the machine assigned to the group and determining the correct order when each machine was invented		• Valuing the importance of computers	• sheets of paper • small box • songs from YouTube, *www.youtube.com/watch?v=9SY7n6nbxbk and www.youtube.com/watch?v=yNUgbdsWSm4*
LESSON 2 *What a Computer Can and Cannot Do*	*Name the tasks that computers can and cannot do*	• Why is it important to know what computers can and cannot do? • How does a computer help people do things at home and in school?	• It is important to know what computers can and cannot do to become aware of the many things you can do to make work fast and easy using a computer • A computer helps people do things at home and in school in • a simple, easy, and fast manner	**Curiosity** Exploring what a computer can and cannot do **Critical Thinking** Reasoning out how computers help people in their activities **Communication** Expressing ideas using own words **Creativity** Simulating what people can do	**Discussion** Identifying things that computers can and cannot do using pictures **Role play** Acting out what people can do using computers	**Formative** • Recitation • Written exercises	• Observing proper use of computers • Being grateful for technological advancement	sheets of paper

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				using computers				
LESSON 3 *Kinds of Computers*	*Name the different kinds of computers*	• How did the development of the different kinds of computers help people? • How does each kind of computer differ from one another?	• As computers develop, they become more useful to many people since they become more handy and easier to use. • Each kind of computer differs from one another by its size, form, and features.	**ICT Literacy** Familiarizing oneself with different kinds of computers **Adaptability** Learning to adapt to technological advancement **Collaboration** Working in pairs in activities **Creativity** Adding actions to a song to show how each kind of computer is used **Communication** Expressing ideas using own words	**Song** Singing a song about the kinds of computers **Discussion** Differentiating the kinds of computers using actual or pictures of computers	**Formative** • Recitation • Written exercises • Think-Pair-Share activity • Action song	Appreciation for technological changes	• puzzles • sheets of bond paper • paste or glue • masking tape • song from YouTube, *www.youtube.com/watch?v=en9ZkOo2rRA* • real or pictures of each kind of computer
LESSON 4 *Parts of a Computer*	*Name the four main parts of a computer* *Give the use and importance of each main part of a computer*	• Why do you have to learn about the main parts of a computer? • How does each main part of a computer work?	• It is important to learn about the main parts of a computer to help people use computers easily and appropriately • Each main part of a computer function by	**ICT Literacy** Learning to use each part of a computer **Creativity** Adding actions to a song to show parts of a computer	**Discussion** Showing a computer system and labeling its parts **Demonstration** Showing how to use the different parts of a computer	**Formative** • Recitation • Written exercises • Action song	Valuing the importance of working together	sheets of paper

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			working together to do their special tasks	**Communication** Expressing ideas using own words				
LESSON 5 *How Computers Work*	*Describe each step of the data processing cycle* *Dermonstrate how the data processing cycle takes place* *Enumerate the elements of a computer system* *Differentiate hardware, software, and peopleware from one another*	• What happens in each step of the data processing cycle? • How do you observe the data processing cycle in your daily activities? • How is each element of a computer system different from one another? • Why are the elements of a computer important in how a computer works?	• Certain tasks are performed on a computer in each step of the data processing cycle • Each element of a computer system is different from one another by its specific use or function • The three elements of a computer are important in determining how a computer works because each one works together with the other parts for a computer to function. If one of these elements is missing, the computer will not work computer will not work.	**Critical Thinking** Observing how the data processing cycle occurs in daily activities **ICT Literacy** Learning how the elements of a computer work **Communication** Expressing ideas using own words **Collaboration** Working together in activities	**Think-Pair-Share** Explaining how everyday tasks undergo a three-step process **Graphic Organizer** Describing each step of the data processing cycle using a diagram **Game** Playing Simon Says to introduce the concept of hardware **Discussion** Differentiating the elements of a computer system using pictures	**Formative** • Recitation • Written exercises • Game **Summative** Written exercise	Being a team player	• sheets of paper • small fishbowl • notebook • pictures • buzzer

__Note:__ This column are add-ons components provided by the author/s.

2nd Quarter

Chapter 2: *Computer Devices*		Time Frame: 8–9 days	
Content Standards	The learner demonstrates understanding of . . . • the different devices that make up a computer; and • how the computer devices work together to come up with desired outputs.	**Performance Standard**	The learner should be able to show proper keyboarding posture when typing.

Content	DepEd K to 12 Learning Competencies	Essential Questions*	Enduring Understandings*	21st Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 *Input Devices*	*Name the different input devices and their parts and functions* *Locate and use the different keys on the keyboard* *Type letters and numbers on the keyboard* *Perform the different mouse actions correctly*	• Why is it important to learn about the different input devices, and their parts and functions? • For what activities do you think you can use the keyboard? • How are the mouse actions different from one another?	• There is a need to learn about the different input devices as well as their parts and functions because this allows you to use each device appropriately to help make work faster and easier • Mouse actions are different from one another because each of them has a special function	**Curiosity** Exploring the uses of the computer keyboard and mouse **ICT Literacy** Learning to use the different input devices properly **Communication** Expressing ideas using own words **Creativity** Connecting songs to the topics being discussed	**Discussion** Identifying the parts of a computer keyboard and mouse **Song** Explaining how to use fingers when typing on the keyboard through action songs **Demonstration** Showing how to place fingers on the correct keys and use the computer mouse properly	**Formative** • Recitation • Written exercise • Game • Hands-on activity	Observing proper use and care of computer input devices	• cartolina or manila paper • slide presentation • cutout letters • a computer keyboard and mouse (or pictures of these) • keychain • sheets of paper • small box

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			that sends commands to the computer		**Hands-on Activities** Practicing proper keyboarding posture when typing and performing mouse actions correctly			
LESSON 2 The Central Processing Unit	*Give the function of a processing device* *Identify the external and internal parts of a central processing unit (CPU)* *Explain the function of each part of the CPU*	• How does a CPU work as a processing device? • Does each of the external and internal part of a CPU work with one another? Why do you think so?	• A CPU uses the input-process-output cycle. This part processes the data entered into the computer and produces a result based on the input • The parts of the CPU work with one another to make the computer system work	**ICT Literacy** Familiarizing oneself with the different parts of a CPU **Communication** Expressing ideas using own words **Collaboration** Working harmoniously in activities	**Game** Playing Simon Says to introduce the external parts of the CPU **Demonstration** Showing how each external part of the CPU is used **Discussion** Explaining how each internal part of the CPU works	**Formative** • Recitation • Written exercises	Valuing the importance of each body part	• sheets of paper • cartolina or manila paper • pictures of the different parts of the CPU
LESSON 3 Output Devices	*Know what output devices are* *Enumerate the different output devices* *Identify the functions of each output device*	How do output devices help people in their everyday activities?	Output devices help people make their everyday activities simple. For instance, they can see their work on the monitor and even print it out on paper using a printer so that they can share copies with others	**ICT Literacy** Familiarizing oneself with different output devices **Communication** Expressing ideas using own words	**Discussion** • Defining and differentiating output devices • Explaining the difference between hard and soft copies **Demonstration** Showing how each output device works	**Formative** • Recitation • Written exercises • Game	Observing proper use and care of output devices	• pictures of computer devices • crayons • glue • cartolina • permanent marker • masking tape

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LESSON 4 Storage Devices	*Describe what storage devices are* *Name and describe the different storage devices* *Identify how each storage device works*	• How do storage devices work? • How do storage devices differ from each other?	• A computer can remember and keep the data we input with the help of a storage device. A storage device can keep data and information. It can also save you time and energy • The storage devices are different from one another by their size, weight, and capacity to store data	**ICT Literacy** Familiarizing oneself with different computer storage devices **Communication** Expressing ideas using own words	**Discussion** Describing and differentiating storage devices using actual objects	**Formative** • Recitation • Written exercises **Summative** • Written exercises • Hands-on activity	• Valuing the importance of keeping things in a safe place • Observing proper use of one's time and energy	• printed letters • picture (soft copy) of cute animals • real storage devices

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3rd Quarter

Chapter 3: *Using the Computer*		Time Frame: 5–6 days	
Content Standards	The learner demonstrates understanding of . . . • the proper way of switching the computer on and off; • the different ways of starting and exiting a program on a computer; and • how Windows, the most common operating system, works.	**Performance Standards**	The learner should be able to . . . • switch the computer on and off properly; and • start and exit programs on a computer.

Content	DepEd K to 12 Learning Competencies	Essential Questions*	Enduring Understandings*	21st Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 *Switching the Computer On and Off*	*Tell the steps in switching the computer on and off* *Show how to switch the computer on and off*	Why should switching the computer on and off be done properly?	Switching the computer on and off must be done properly so that the computer will work for a long time	**ICT Literacy** Learning to switch a computer on and off properly **Communication** Expressing ideas using own words	**Demonstration** Showing the proper way of switching a computer on **Discussion** • Describing the Start and Shut down buttons using pictures • Explaining how to switch the computer off	**Formative** • Recitation • Written exercises • Hands-on activity	• Observing proper use and care of computers • Following safety rules in a computer laboratory	pictures of Start and Shut down buttons

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					Hands-on Activity Switching the computer on and off properly			
LESSON 2 *Starting Windows*	*Describe what an operating system is* *Tell how Windows functions as an operating system* *Identify the parts of a Windows screen* *Demonstrate how to start Microsoft Word or any program in different ways* *Name the parts of the Microsoft Word window*	• What does an operating system do for a computer? • What do you think are the different ways to open a program in a computer, such as Microsoft Word?	• An operating system is a software put into a computer. It tells the parts of a computer what to do. It also makes sure that all the parts of a computer work well together so that the data processing cycle can take place. • There are many ways to start or open a program in a computer. You can start Microsoft Word by clicking the Start button or using the Search bar on the desktop.	**ICT Literacy** Becoming skilled at starting different programs in a computer **Communication** Expressing ideas using own words **Collaboration** Working harmoniously in activities	**Graphic Organizer** Discussing how an operating system works in a computer using a diagram **Discussion** • Describing the parts of a Windows screen using pictures • Labeling the parts of a Microsoft Word window **Demonstration** Showing how to use the Start button and the Search bar in opening Microsoft Word **Hands-on Activity** Opening and exiting programs in a computer	**Formative** Recitation **Summative** • Recitation • Written exercises	• Helping or cooperating with classmates • Practicing responsible use of the different computer software • Following safety rules in a computer laboratory	• sheets of paper • small box • picture of a Windows screen

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					Game Playing modified Pinoy Henyo to identify the parts of a Microsoft Word window			

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4th Quarter

Chapter 4: *Microsoft Paint*		Time Frame: 8 days
Content Standards	The learner demonstrates understanding of . . . • the different parts of Microsoft Paint window and the function of each part; • the basic tools in Paint used to create simple and freehand drawings; and • saving and opening drawings in Paint.	**Performance Standards** — The learner should be able to . . . • use basic tools in Paint to create simple and freehand drawings; • save drawings in Paint; and • add colors to saved drawings in Paint.

Content	DepEd K to 12 Learning Competencies	Essential Questions*	Enduring Understandings*	21st Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
LESSON 1 *The Basics of Microsoft Paint*	*Describe Microsoft Paint* *Start Microsoft Paint using the Start button and the Search bar* *Identify the parts of the Paint window*	• What do you think Microsoft Paint is? What do you think it can help you do? • What are the different ways to start Microsoft	• Microsoft Paint is a software that lets you draw using a computer. It can help you draw easily. You can also use it to color shapes and objects. • There are many	**ICT Literacy** Familiarizing oneself with the parts of the Microsoft Paint window **Communication** Expressing ideas using own words	**Hands-on Activity** Opening and exiting Microsoft Paint in a computer **Discussion** Describing the parts of the Paint window	**Formative** • Recitation • Written exercise • Hands-on activity	• Following the dos and don'ts in the computer laboratory • Practicing responsible use of computer programs	sheets of paper

	Tell the use of each part	Paint? • What do you think is the function of each part of the Paint window?	ways to start Microsoft Paint. You can start the program by clicking the Start menu or using the Search bar. • Each part of the Paint window has its own use. You can draw quickly and easily if you know how to use the different parts of the Paint window.					
LESSON 2 *Making Simple Drawings*	*Create different kinds of straight lines using the tools in Paint* *Save simple drawings on a computer* *Use different shapes to create simple drawings in Paint*	Which of the drawing tools in Paint can you use to create simple drawings?	The tools in Paint can be used to create simple drawings. Some of these drawing tools are the Line tool and the shapes under the Shapes group. These drawing tools can help you work on your drawing activities quickly and easily.	**ICT Literacy** Becoming skilled at making simple drawings in Microsoft Paint **Creativity** Expressing oneself through simple drawings **Communication** Expressing ideas using own words	**Discussion** Describing the different tools in Paint that can be used to create simple drawings **Demonstration** Showing how to use the different tools and save a drawing in Paint **Hands-on Activity** Drawing straight lines and different shapes and saving work in Paint	**Formative** • Recitation • Hands-on activities • Written exercises	• Following the dos and don'ts in the computer laboratory • Practicing responsible use of computer programs	samples of simple drawings

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LESSON 3 *Making Freehand Drawings*	*Use the Pencil and Rubber tools to create freehand drawings in Paint* *Open saved drawings in Paint* *Add colors to freehand drawings and different shapes using the Fill with Color tool*	• How do you use the Pencil and Rubber tools to create freehand drawings? • How do you use the Fill with Color tool to add colors to freehand drawings and different shapes?	• In freehand drawings, you can use the Pencil tool to draw lines, curves, and shapes and the Rubber tool to erase a part of your drawing. • In beautifying your freehand drawings, use the Fill with Color tool to add colors to your drawings. You can choose different colors from the Color palette and set these colors for the two color boxes.	**ICT Literacy** Learning to make freehand drawings in Microsoft Paint **Creativity** Expressing oneself through freehand drawings **Communication** Expressing ideas using own words	**Discussion** • Describing the different tools in Paint that can be used to create freehand drawings • Identifying the steps in opening a saved drawing in Paint **Demonstration** Showing how to use the different tools to create and add colors to freehand drawings in Paint **Hands-on Activities** Creating freehand drawings and adding colors to a saved drawing in Paint	**Formative** • Recitation • Written exercises • Hands-on activities **Summative** • Game • Think-Pair-Share activity • Written exercise • Hands-on activity	• Following the dos and don'ts in the computer laboratory • Practicing responsible use of computer programs	samples of freehand drawings

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