SCIENCE CURRICULUM GUIDE

GRADE 3 – QUARTER 1: MATERIALS

Content	**Content Standards** *Learners learn that:*	**Learning Competency** *The learners…*
1. Science in our daily life 2. Science processes 3. Materials and their uses	1. Science is important in understanding how the natural world works. 2. Using science process skills, simple science equipment, and participating in guided activities leads to better understanding of science. 3. Physical properties of materials determine their use.	1. identify objects, activities, or natural events observed in their local environment that can be explained by science; 2. participate in guided science activities by asking questions and tinkering with materials; 3. describe the uses of various science equipment and materials used in simple activities, such as a ruler, hand lens, scissors, balloons, modeling clay, and cardboard; 4. describe different science process skills used in performing simple science activities, such as observing, predicting, and measuring using units such as millimeter, centimeter, and meter; 5. describe the physical properties of solid materials, such as hard, shiny, or stretchable; 6. explain that changes in materials can be harmful to living and non-living things in the environment, such as trash disposal, and burning household materials; 7. demonstrate proper handling and disposal of materials according to their properties, such as reusing objects, disposing of excess oil into garbage, and recycling paper, plastic or glass; 8. describe how changes in solid materials make them useful, such as when they are shaped, pressed, hammered, joined, or cut; and 9. identify the properties and uses of metals used by the local community such as iron, gold, silver, and copper.
Performance Standard *By the end of the Quarter, learners* demonstrate simple science processes to explore common local materials, their physical properties and uses. They participate in guided science activities including simple measurements using units, such as millimeters, centimeters, and meters. They demonstrate safe handling procedures to use equipment and materials.		
Suggested Performance Task Design a product out of recyclable materials that would be useful in everyday life, such as a vase, containers, clay pot, cardboard objects, recycled plastic clothes/hats, straw bags, and objects made out of aluminum or steel cans.		

GRADE 3 - QUARTER 2: LIVING THINGS

Content	**Content Standards** *Learners learn that:*	**Learning Competency** *The learners…*
1. Guided science activities using process skills 2. Living and non-living things 3. Characteristics of living things 4. Basic needs of living things	1. Using science process skills, simple pieces of science equipment, and participating in guided activities leads to a better understanding of science. 2. Characteristics of growth, response and reproduction identify living things. 3. Body parts of plants and animals enable them to live and grow. 4. All living things have the same basic needs that need to be met by their environment.	1. use the skills of observing, predicting, and measuring in performing simple guided science activities; 2. observe and describe the difference between living and non-living things and give examples of each that can be found in the local environment; 3. describe the characteristics of living things: they grow, respond, and reproduce; 4. observe and describe the outer body parts of animals, such as head, legs or wings, and identify their role to move and to gather food; 5. observe the outer parts of plants, such as leaves, roots, and stems and identify their role to get water and nutrients from the soil; 6. identify the basic needs of all living things, such as air, food, water, and shelter; 7. observe examples and explain how living things depend on one another and on the environment to meet their basic needs; and 8. recognize that there is a need to protect and conserve the environment for living things to survive.

Performance Standard

By the end of the Quarter, learners describe the basic needs of living things. They explain how the body parts allow them to carry out their daily activities. They recognize the need to protect the environment to ensure that the basic needs of living things can be met. They observe and measure living and non-living things in their local environment. They make models and collages of living things and their basic needs.

Suggested Performance Tasks

A. Make (create) a model of a chosen living thing using readily available recyclable or indigenous materials.
B. Make a collage of the basic needs of a chosen living thing using readily available recyclable plant or animal materials.

GRADE 3 – QUARTER 3: FORCE, MOTION, AND ENERGY

Content	**Content Standards** *The learners learn that:*	**Learning Competencies** *The learners…*
1. Exploring and Questioning 2. Moving objects 3. Light and sound	1. Objects that change position encounter a push or a pull. 2. Using science processes and curiosity is important in understanding how objects move. 3. Light and sound are examples of energy that affect daily life. 4. People can modify light and sound to make them useful.	1. explore and demonstrate different ways to make objects move by natural causes, such as wind and water, or by people, such as pushing, pulling, rolling, and carrying; 2. explore and describe things that affect the movement of objects, including size, shape, heaviness, material, and surface texture; 3. measure and describe changes in the position of people or objects in relation to their original position, such as moving closer, farther, left, or right; 4. explore and describe how sound is made and transferred in everyday situations, such as the ringing of a bell or the hearing of noises; 5. describe sources of light and their use in everyday situations; 6. participate in guided science activities to explore and describe sources of light, how it behaves or can be changed, and its uses in everyday situations; 7. explain how light and sound can be harmful to people and make suggestions on how to protect oneself from them; and 8. participate in guided activities to explore and describe some ways to use movement, sound, and light to send information between two people.

Performance Standard

By the end of the Quarter, learners use everyday language to explore, describe, and make suggestions about simple movements of objects. They identify and explore sources of light and sound in their local environment and suggest how to use them safely in their lives. Learners apply their curiosity in the world around them and their creativity to propose solutions to simple challenges.

Suggested Performance Tasks

A. Choose a children's storybook and identify scenes where movement, light, or sound is used. Describe and show to the class how movement, light or sound is being used or changed in the story to make it real or interesting.

B. Design and make a working model that can be used to send a simple message to another learner who is 5 meters away. Your device should send a message using either *movement*, light, or *sound*. Show the class your finished invention and be ready to describe how it works and how you have used *movement*, *light* or *sound* to carry or transfer the message. Indicate any problems you had and how you could improve your design.

GRADE 3 – QUARTER 4: EARTH AND SPACE

Content	**Content Standards** *The learners learn that:*	**Learning Competencies** *The learners…*
1. The Non-Living environment 2. Patterns in the weather 3. Celestial objects	1. Non-living things found in the environment are the sources of useful products. 2. Weather affects our daily activities and may pose threats to health and safety. 3. The natural objects in the sky affect the activities of people.	1. participate in guided activities to locate and describe different types of non-living things found in and around their school, such as rocks, soil, water, air, metals, clouds, rain, and sunlight; 2. identify some useful things that people have made from non-living materials and describe what natural materials have been used to make the items; 3. recognize that the non-living materials that make up the environment are referred to as 'earth materials'; 4. observe and record changes in the weather during a day or over some days and describe the different types and patterns of weather that occur in the local area; 5. describe how changes in the weather can affect daily activities and explain how some types of weather can be dangerous for people; 6. participate in guided activities to carefully observe and describe the natural objects commonly seen in the sky during daytime and nighttime, including the Sun, the Moon, planets, and stars; 7. participate in guided activities to explore and record how and when the Sun, the Moon, planets, and stars can be seen moving across the sky; 8. explain how natural objects in the sky affect activities of people; and 9. describe safety measures that people can use to avoid the harmful effects of the Sun's light.

Performance Standard

By the end of the Quarter, learners explore their immediate neighborhood to locate and describe useful non-living things that can be used by people to produce useful materials and objects. They learn through guided activities to make safe and careful observations of natural objects in the sky and demonstrate scientific ways of recording observations to reveal patterns in nature.

Suggested Performance Task

A. Express ideas creatively through artwork, poems, and songs, about health and safety measures to avoid the harmful effects of Sun's heat. Express ideas about safety measures during different weather conditions creatively.

B. Record, organize, and present observations on the changes in the weather over a period of 5 to 7 days.