SCIENCE

Structuring Competencies in a Definitive Budget of Work

Grade	**THREE**			
Science Discipline Component	**MATTER**			
Grade Level Standard	At the end of Grade 3, learners can describe the functions of the different parts of the body and things that make up their surroundings --- rocks and soil, plants and animals, the Sun, Moon and stars. ***They can also classify these things as solid, liquid or gas*** . They can describe how objects move and what makes them move. They can also identify sources and describe uses of light, heat, sound, and electricity. Learners can describe changes in the conditions of their surroundings. These would lead learners to become more curious about their surroundings, appreciate nature, and practice health and safety measures.			
Domain	**PROPERTIES OF MATTER.** When learners observe different objects and materials, they become aware of their different characteristics such as shape, weight, definiteness of volume and ease of flow. Using characteristics, objects and materials can be grouped into solids, liquids or gases.			
	CHANGES THAT MATTER UNDERGO. Using the characteristics observed among solids, liquids, and gases, learners investigate ways in which solid turns into liquid, solid into gas, liquid into gas, and liquid into solid, as affected by temperature.			
Performance Standard	The learners should be able to… 1. group common objects found at home and in school according to solids, liquids and gas 2. investigate the different changes in materials as affected by temperature			

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Content Standard	The learners demonstrate understanding of… 1. ways of sorting materials and describing them as solid, liquid, or gas based on observable properties 2. effects of temperature on materials			
Performance Task				
CONTENT	**LEARNING COMPETENCIES**	**CODE**	**NO. OF DAY/S TAUGHT**	**REMARKS**
1. Properties	**1. Describe different objects based on their properties**	**S3 MT-Ia-b-1**		
1.1 Characteristics of Solid, Liquid, and Gas	1.1 Name objects found at home and in school	S3 MT-Ia-b-1.1	1	
	1.2 List observable characteristics (shape, size, texture, weight, taste, volume)	S3 MT-Ia-b-1.2	1	
	1.3 Describe objects according to shape	S3 MT-Ia-b-1.3	1	
	1.4 Describe objects according to size	S3 MT-Ia-b-1.4	1	
	1.5 Describe objects according to texture	S3 MT-Ia-b-1.5	1	
	1.6 Describe objects according to weight	S3 MT-Ia-b-1.6	1	

	1.7 Name and describe common liquids found at home or in school (water, bottled liquid/ soysauce/ beverages, etc.)	S3 MT-Ia-b-1.7	1	
	1.8 Describe common liquids according to taste (water, bottled drink, soy sauce, vinegar, etc.)	S3 MT-Ia-b-1.8	1	
	1.9 Describe common liquids according to odor or smell (water, bottled drink, juices. Vinegar, perfume, water, bottled drink, juices, vinegar, perfume, cologne, alcohol)	S3 MT-Ia-b-1.9	1	
	1.10 Identify and describe the shape of common gases (e.g. Oxygen, CO2, Helium)	S3 MT-Ia-b-1.10	1	
	SUMMATIVE TEST		1	
	2. Classify objects and materials as solid or liquid	**S3 MT-Ic-d-2**	1	
	2.1 Classify common solids as soft and hard (e.g. cotton, cloth, towel, wood, stone, etc.)	S3 MT-Ic-d-2.1	1	
	2.2 Classify common solids as smooth and rough (paper, glass, table, cartolina, etc.)	S3 MT-Ic-d-2.2	1	

	2.3 Classify common solids as heavy and light (cotton, cake, rock, wood, etc.)	S3 MT-Ic-d-2.3	1	
	2.4 Classify common liquids as fragrant, odorless or with foul odor (water, vinegar, perfume, oil, alcohol, shampoo, etc.)	S3 MT-Ic-d-2.4	2	
	2.5 Classify common liquids according to ease of flow as thick or thin (water, vinegar, shampoo, soy sauce, oil, lotion, syrup, etc.)	S3 MT-Ic-d-2.5	2	
	2.6 Classify common liquids according to its use (water for drinking, cooking, cleaning, etc.)	S3 MT-Ic-d-2.6	1	
	SUMMATIVE TEST		1	
	3. Describe ways on the proper use and handling of solids, liquids and gases found at home and in school	**S3 MT-Ie-g-3**	1	
	3.1 Identify common solids use in the kitchen (spoon, fork, bolo, slicer, knife, measuring cups, etc.)	S3 MT-Ie-g-3.1	1	

	3.2 Describe the uses of common solids found at home and in school	S3 MT-Ie-g-3.2	1	
	3.3 Identify proper ways on the proper use of sharp objects found at home and in the school	S3 MT-Ie-g-3.3	1	
	3.4 Describe proper ways in handling sharp objects found at home and in school	S3 MT-Ie-g-3.4	1	
	3.5 Identify harmful liquids and gases found at home, in school and In the community	S3 MT-Ie-g-3.5	1	
	3.6 Describe ways on the proper use of harmful liquids and gases found at home and in school (insecticides, pesticides, toilet cleaner, etc.)	S3 MT-Ie-g-3.6	1	
	3.7 Identify solid materials found at home , in school and in the community that produces or absorbs heat (e.g. flat iron, fan, kettle, rice cooker, stove, etc.)	S3 MT-Ie-g-3.7	1	

	3.8 Describe ways on the proper use of solid and gas materials(e.g. LPG, butane cooker, cigarette butane lighters) that produce/absorb heat	S3 MT-Ie-g-3.8	1	
	3.9 Answer the checklist on the proper use and handling of objects/materials correctly	S3 MT-Ie-g-3.9	1	
	SUMMATIVE TEST		1	
2. Changes that Materials Undergo	**4. Describe changes in materials based on the effect of temperature**	**S3 MT-Ih-j-4**		
	4.1 Define change operationally and identify materials that undergo change	S3 MT-Ih-j-4.1	1	
	4.2 Describe the materials before and after allowing to stand at room temperature			
	4.2.1 alcohol and acetone (liquid to gas)	S3 MT-Ih-j-4.2.1	1	
	4.2.2 moth balls and air freshener (solid to gas)	S3 MT-Ih-j-4.2.2	1	
	4.3 Describe materials before and after heating			
	4.3.1 candles and crayons (solid to liquid)	S3 MT-Ih-j-4.3.1	1	

	4.3.2 water and oil (liquid to gas)	S3 MT-Ih-j-4.3.2	1	
	4.4 Describe materials before and after freezing			
	4.4.1 water, ice cany and juice (liquid to solid)	S3 MT-Ih-j-4.4.1	1	
	4.5 Detect changes in some solids when heated	S3 MT-Ih-j-4.5	1	
	4.6 Examine the changes in some liquids when frozen	S3 MT-Ih-j-4.6	1	
	4.7 Predict the differrent changes on materials as affected by temperature	S3 MT-Ih-j-4.7	2	
	SUMMATIVE TEST		1	
		TOTAL NUMBER OF DAYS	43	
		PERIODICAL TEST	2	
		OVERALL TOTAL NUMBER OF DAYS	**45**	