

## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

<b>GRADE</b>	<b>THREE</b>
<b>Science Discipline/Component</b>	<b>LIVING THINGS AND THEIR ENVIRONMENT</b>
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 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	In Grade 3, learners observe and describe the different parts of living things focusing on the sense organs of humans and the more familiar external parts of animals and plants. They also explore and describe characteristics of living things that distinguish them from non-living things. Learners learn that living things reproduce and certain traits are passed on to their offspring/s. Different kinds of living things are found in different places. Learners learn that living things depend on their environment for food, air, and water to survive.

# SCIENCE

## Structuring Competencies in a Definitive Budget of Work

Performance Standard	The learners should be able to practice healthful habits in taking care of the sense organs			
Content Standard	The learners demonstrate understanding of parts, and functions of the sense organs of the human body			
CONTENT	LEARNING COMPETENCIES	CODE	NO. OF DAYS TAUGHT	REMARKS
<b>1. LIVING THINGS AND THEIR ENVIRONMENT</b>				
<b>1.1 Humans</b>	<b>1. Describe the parts and functions of the sense organs of the human body;</b>	<b>S3LT-IIa-b-1</b>		
1.1.a Sense Organs	1.1. Name and describe the five human sense organs	S3LT-IIa-b-1.1.1	1	
*Eyes	1.2. Describe the parts and functions of the eyes	S3LT-IIa-b-1.1.2	1	
*Ears	1.3. Describe the parts and functions of the ears	S3LT-IIa-b-1.1.3	1	
*Nose	1.4. Describe the parts and functions of the nose	S3LT-IIa-b-1.1.4	1	
*Tongue	1.5. Describe the parts and functions of the tongue	S3LT-IIa-b-1.1.5	1	
*Skin	1.6. Describe the parts and functions of the skin	S3LT-IIa-b-1.1.6	1	
	<b>2. Enumerate healthful habits to protect the sense organs</b>	<b>S3LT-IIa-b-2</b>		

## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

	2.1. Color the basic parts of the eyes and ears and give ways on how to take care of the eyes and ears	S3LT-IIa-b-2.2.1	1	
	2.3. Color the basic parts of the nose and tongue and give ways on how to take care of the nose and tongue	S3LT-IIa-b-2.2.3	1	
	2.5. Color the basic parts of the skin and give ways on how to take care of the skin	S3LT-IIa-b-2.2.5	1	
	<b>SUMMATIVE TEST</b>		1	

Performance Standard	The learners should be able to enumerate ways of grouping animals based			
Content Standard	The learners demonstrate understanding of parts and functions of animals			
CONTENT	LEARNING COMPETENCIES	CODE	NO. OF DAYS TAUGHT	REMARKS
	<b>3. describe animals in their immediate surroundings;</b>	<b>S3LT-IIc-d-3</b>		
	3. 1. Name and describe animals in their immediate surroundings (land, water, air, both land and water, and both land and air)	S3LT-IIc-d-3-3.1	1	
	3.2. Describe the common body parts of animals found in land, water and air and how they eat	S3LT-IIc-d-3-3.2	1	

## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

#### 1.2 Animals

<b>4. identify the parts and functions of animals</b>	<b>S3LT-IIc-d-4</b>		
4.1. Identify the parts and functions of animals living in land	S3LT-IIc-d-4.4.1	1	
4.2. Identify the parts and functions of animals living in water	S3LT-IIc-d-4.4.2	1	
4.3 Identify the parts and functions of animals living in air	S3LT-IIc-d-4.4.3	1	
<b>5. Classify animals according to body parts and uses</b>	<b>S3LT-IIc-d-5</b>		
5.1. Classify animals according to their body parts and their uses by using illustrations/pictures of animals living in land, water and air	S3LT-IIc-d-5.5.1	1	
<b>6. State the importance of animals to humans</b>	<b>S3LT-IIc-d-6</b>		
6.1. State the importance of animals to humans by enumerating concrete examples	S3LT-IIc-d-6-6.1	1	
<b>7. Describe ways of proper handling of animals</b>	<b>S3LT-IIc-d-7</b>		

## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

	7.1. Describe ways of proper handling of animals using a short video clip	S3LT-IIc-d-7-7.1	1	
	<b>SUMMATIVE TEST</b>		1	

Performance Standard	The learners should be able to demonstrate the proper ways of handling			
Content Standard	The learners demonstrate understanding of external parts of plants and			
CONTENT	LEARNING COMPETENCIES	CODE	NO. OF DAYS TAUGHT	REMARKS
<b>1.3 Plants</b>	<b>8. Describe the parts of different kinds of plants</b>	<b>S3LT-Ile-f-8</b>		
	8.1. Describe the different kinds of plants according to their structures using video clips or illustrations (shrubs and vines, trees, and herbs).	S3LT-Ile-f-8.8.1	1	
	8.2. Describe the basic parts of a typical plant (roots, stem, leaves, flowers and fruits) using coloring activities.	S3LT-Ile-f-8.8.1	1	
	8.3. Describe the different types of plants based on stem structures (herbs, shrubs, trees and vines) by bringing actual stem structures of plants	S3LT-Ile-f-8.8.2	1	
	<b>9. State the importance of plants to humans</b>	<b>S3LT-Ile-f-9</b>		

## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

	9.1. Name the importance of plants to humans using real life stories	S3LT-Ile-f-9.9.1	1	
	<b>10. Describe ways of caring and proper handling of plants</b>	<b>S3LT-Ile-f-10</b>		
	10.1. Describe ways on how to take care and handle plants and interpret it through a Role Play	S3LT-Ile-f-10.10.1	1	
Performance Standard	The learners should be able to illustrates the difference between living and			
Content Standard	The learners demonstrate understanding of characteristics of living and			
CONTENT	LEARNING COMPETENCIES	CODE	NO. OF DAYS TAUGHT	REMARKS
	<b>11. Compare living and nonliving things</b>	<b>S3LT-Ile-f-11</b>		
	11.1. Illustrate the characteristics of living and non-living things using table of comparison.	S3LT-Ile-f-11.11.1	1	
	<b>SUMMATIVE TEST</b>		1	
Performance Standard	Given a photo of offspring and parents, make a checklist of possible characteristics that the offspring inherited from the parents			
Content Standard	The learners demonstrate understanding of reproduction among humans, animals and plants and certain observable characteristics that are passed from parents to offspring			

## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

<b>4. Heredity; Inheritance and Variation</b>	<b>12. Infer that living things reproduce</b>	<b>S3LT-IIg-h-12</b>		
	12.1. Using a video animation of human reproduction for kids(link www.happy learning. TV), infer that humans reproduce.	S3LT-IIg-h-12.12.1	1	
	12.2. Using a video animation of animal reproduction for kids, infer that animals reproduce.	S3LT-IIg-h-12.12.2	1	
	12.3. Using a video animation of plant reproduction for kids, infer that plants reproduce.	S3LT-IIg-h-12.12.3	1	
	<b>13. Identify observable characteristics that are passed on from parents to offspring (e.g., humans, animals, plants);.</b>	<b>S3LT-IIg-h-13</b>		
	13.1. Using pictures of their parents brought by the pupils, list down the physical traits inherited by the pupils from the parents.	S3LT-IIg-h-13.13.1	1	
	13.2. List down the physical characteristics of parent animals and their babies.	S3LT-IIg-h-13.13.2	1	

## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

	13.3. Using video clips of plant reproduction, list down the characteristics that were passed on from parents to the offspring.	S3LT-IIg-h-13.13.3	1	
	13.4. Using photos of offspring and parents of humans, animals and plants, list down possible characteristics observed from both that the offspring inherited from the parents.	S3LT-IIg-h-13.13.3	1	
	<b>SUMMATIVE TEST</b>		1	
Performance Standard	The learners should be able to list down activities which they can perform at home, in school, or in their neighborhood to keep the environment clean			
Content Standard	The learners demonstrate understanding of basic needs of plants, animals and humans.			
	<b>14. Identify the basic needs of humans, plants and animals such as air, food, water, and shelter</b>	<b>S3LT-III-j-14</b>		
	14.1. List the basic needs of humans, animals and plants such as air, food, water and shelter	S3LT-III-j-14.14.1	1	
	14.2. Select the basic needs of humans, animals and plants as to air, food, water and shelter.	S3LT-III-j-14.14.2	1	



## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

<b>5. Ecosystems</b>	14.3. Match the basic needs of humans, animals and plants such as air, food, water and shelter with the activities to make the environment clean.	S3LT-Ili-j-14.14.3	1	
	<b>15. Explain how living things depend on the environment to meet their basic needs</b>	<b>S3LT-Ili-j-15</b>		
	15.1. Interpret how living things depend on the environment to meet their basic needs using illustrations	S3LT-Ili-j-15.15.1	1	
	15.2. Identify how living things depend on the environment to meet their basic needs by using smileys	S3LT-Ili-j-15.15.2	1	
	15.3. Complete the statements on how living things depend on the environment to meet their basic needs using environmental situations given by the teacher.	S3LT-Ili-j-15.15.3	1	
	<b>16. Recognize that there is a need to protect and conserve the environment.</b>	<b>S3LT-Ili-j-16</b>		

## SCIENCE

### Structuring Competencies in a Definitive Budget of Work

	16.1 Identify and enumerate ways on how to protect and conserve the environment after watching the video clip/s on environmental disasters.	S3LT-III-j-16.16.2	1	
	16.1 Make a collage on ways to protect and conserve the environment.	S3LT-III-j-16.16.3	1	
	<b>SUMMATIVE TEST</b>		1	
<b>TOTAL NUMBER OF DAYS</b>			0	
<b>PERIODICAL TEST</b>			2	
<b>OVERALL TOTAL NUMBER OF DAYS</b>			2	