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Structuring Competencies in a Definitive Budget of Work

GRADE	THREE
Science Discipline/Component	LIVING THINGS AND THEIR ENVIRONMENT
Grade Level Standard	<p>At the end of Grade 5, learners can decide whether materials are safe and useful by investigating about some of their properties. They can infer that new materials may form when there are changes in properties due to certain conditions.</p> <p>Learners have developed healthful and hygienic practices related to the reproductive system after describing changes that accompany puberty. They can compare different modes of reproduction among plant and animal groups and conduct an investigation on pollination. They have become aware of the importance of estuaries and intertidal zones and help in their preservation.</p> <p>Learners can describe the movement of objects in terms of distance and time travelled. Learners recognize that different materials react differently with heat, light, and sound. They can relate these abilities of materials to their specific uses.</p> <p>Learners can describe the changes that earth materials undergo. They can make emergency plans with their families in preparation for typhoons. They can observe patterns in the natural events by observing the appearance of the Moon.</p>

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Domain	<p>After learning in Grade 5 how the major organs of the human body work together, the learners now focus on the organs of the reproductive systems of humans, animals, and plants. Learners learn how flowering plants and some non-flowering plants reproduce.</p> <p>They are also introduced to the sexual and asexual modes of reproduction. Learners learn that reproductive structures serve as one of the bases for classifying living things. Learners are introduced to the interactions among components of larger habitats such as estuaries and intertidal zones, as well as the conditions that enable certain organisms to live.</p>			
Performance Standard	The learners should be able to construct a prototype model of organism that has body parts which can survive in a given environment			
Content Standard	The learners demonstrate understanding of how the major internal organs such as the brain, heart, lungs, liver, stomach, intestines, kidneys, bones, and muscles keep the body healthy			
CONTENT	LEARNING COMPETENCIES	CODE	NO. OF DAYS TAUGHT	REMARKS
1. LIVING THINGS AND THEIR ENVIRONMENT				
1.1 Humans	1. describe the parts of the reproductive system and	S5LT-IIa-1		
	1.1. Male Reproductive system	S5LT-IIa-1.1.1		
	1.1.a Describe and identify the parts and functions of the Male reproductive system	S5LT-IIa-1.1.1.1.a	1	
	1.2. Female Reproductive system	S5LT-IIa-1.1.1.2		

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1.2.a Describe and identify the parts and functions of the Female reproductive system	S5LT-IIa-1.1.1.1.2.a	1	
1.2.b Tabulat the parts of both the Male and Female reproductive systems and their functions.	S5LT-IIa-1.1.1.1.2.b	1	
2. describe the changes that occur during puberty	S5LT-IIb-2		
2.1. Male Reproductive system	S5LT-IIb-2.2.1		
2.1.a List down the changes that occur during puberty (development of Secondary Male sex characteristics) using video clips	S5LT-IIb-2.2.1a	1	
2.1.b Describe the changes that occur during puberty (development of Secondary Male sex characteristics)	S5LT-IIb-2.2.1b	1	
2.2. Female Reproductive system	S5LT-IIa-2.2		
2.2.a List the changes that occur during puberty (development of Secondary Female sex characteristics) using video clips	S5LT-IIa-2.2.2.a	1	

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1.1.The reproductive system	2.2.b Describe the changes that occur during puberty (development of Secondary Female sex characteristics)	S5LT-IIa-2.2.2.2.b	1	
	2.2.c Compare the changes that occur to Male and Female during puberty using tables	S5LT-IIa-2.2.2.2.c	1	
	3. Explain the menstrual cycle	S5LT-IIc-3		
	3.1 Identify the phases of the menstrual cycle using illustrations/diagrams	S5LT-IIc-3.3.1	1	
	3.2 Describe and trace the phases of the menstrual cycle using video clips/illustrations/diagrams	S5LT-IIc-3.3.2	1	
	3.3 Complete the phases of the menstrual cycle using paragraph completion worksheets and make a flow chat (summarize it)	S5LT-IIc-3.3.3	1	
	4. Give ways of taking care of the reproductive organs	S5LT-IId-4		
	4.1 Identify ways of taking care of the Male reproductive organ by using Video clips/pictures and name common diseases and ways how to prevent it .	S5LT-IIc-4.4.1	1	

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	4.2 Identify ways of taking care of the Female reproductive organ by using Video clips/pictures and Name the common diseases encountered and its preventive measures in the Female reproductive organ	S5LT-Ilc-4.4.2	1	
	4.3 Create simple advocacy fliers on ways of taking care of the Reproductive organs	S5LT-Ilc-4.4.3	1	
	SUMMATIVE TEST		1	
Performance Standard	The learners should be able to Practice proper hygiene to care of the reproductive organs.			
Content Standard	The learners demonstrate understanding of how animals reproduce			
1.2. Animals	<i>5. Describe the different modes of reproduction in animals such as butterflies, mosquitoes, frogs, cats and dogs</i>	S5LT-Ile-5		
1.2.1. Reproductive system of animals	5.1 Describe the mode of reproduction of butterflies using illustrations/video clips	S5LT-Ile-5.5.1	1	
1.2.2. modes of reproduction in animals	5.2 Describe the mode of reproduction of mosquitoes using illustrations/video clips	S5LT-Ile-5.5.2	1	
	5.3 Describe the mode of reproduction of frogs using illustrations/video clips	S5LT-Ile-5.5.3	1	

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	5.4 Describe the mode of reproduction of cats and dogs using illustrations/video clips	S5LT-Ile-5.5.4	1	
	SUMMATIVE TEST		1	
Performance Standard	The learners should be able to Practice proper hygiene to care of the reproductive organs.			
Content Standard	The learners demonstrate understanding of how plants reproduce			
1.3. Plants	6. Describe the reproductive parts in plants and their functions	S5LT-Ilf-6		
1.3.1 reproductive parts in plants	6.1 Identify the different reproductive parts of a plant	S5LT-Ile-6.6.1	1	
1.3.2 modes of reproduction in plants	6.2 Name examples of plants where these reproductive parts are found such as Bermuda grass, Potato, Ginger, Onions, Garlic (Eg. Bermuda Grass = stolon/runner; Potato= tuber... and the like)	S5LT-Ile-6.6.2	1	
	6.3 Identify the functions of the reproductive parts of a plant	S5LT-Ile-6.6.3	1	
	6.4 Examine the plant specimen by identifying and describing the reproductive parts of a plant.	S5LT-Ile-6.6.4	1	
	6.5 Describe the process of plant germination using video clips	S5LT-Ile-6.6.5	1	

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	7. Describe the different modes of reproduction in flowering and non-flowering plants such as moss, fern, mongo and others	S5LT-IIg-7		
	7.1 Describe the mode of reproduction of a fern & moss	S5LT-IIe-7.7.1	1	
	7.2 Describe the mode of reproduction of a mongo & corn kernel	S5LT-IIe-7.7.2	1	
	7.3 Perform an experiment on seed germination (mongo/corn)	S5LT-IIe-7.7.3	1	
	SUMMATIVE TEST		1	
Performance Standard	The learners should be able to create a hypothetical community to show how organisms interact and reproduce to survive			
Content Standard	The learners demonstrate understanding of the interactions for survival among living and non-living things that take place in estuaries and intertidal zones.			
2. Ecosystems	8. Discuss the interactions among living things and non-living things in estuaries and intertidal zones	S5LT-IIIh-8		
2.1 Interactions Among Living Things	8.1 Recall the different interactions among living and non-living things	S5LT-IIIh-8.8.1	1	

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2.1.1 Estuaries	8.2 Differentiate biotic (living) and abiotic (non-living) things	S5LT-IIIh-8.8.2	1	
2.1.2 Intertidal Zones	8.3 Describe estuaries and intertidal zones	S5LT-IIIh-8.8.3	1	
	8.4 Describe the interactions among living and non-living things in estuaries	S5LT-IIIh-8.8.4	1	
	8.5 Describe the interactions among living and non-living things in intertidal zone	S5LT-IIIh-8.8.5	1	
	9. Explain the need to protect and conserve estuaries and intertidal zones	S5LT-III-j-9		
	9.1 Create a model of interactions present in estuaries & intertidal zones using recycled materials	S5LT-III-i-9.9.1	1	
	9.2 Infer from the video clip/s the threats of human activities on estuaries	S5LT-III-i-9.9.2	1	
	9.3 Infer from the video clip/s the threats of human activities on intertidal zone	S5LT-III-i-9.9.3	1	
	9.4 Infer from the video clip/s the threats of natural phenomenon on estuaries and intertidal zones	S5LT-III-i-9.9.4	1	

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	9.5 Suggest ways on how to preserve and conserve estuaries and Intertidal zones	S5LT-III-i-9.9.5	1	
	9.6 Create a poster/slogan/fliers/jingle/rap/song/poem on how to preserve and conserve estuaries and intertidal zones.	S5LT-III-i-9.9.6	1	
	SUMMATIVE TEST		1	
TOTAL NUMBER OF DAYS			41	
PERIODICAL TEST			2	
OVERALL TOTAL NUMBER OF DAYS			43	