Correlation of Manitoba Grade 3 Science Curriculum to
Pearson Science 3: Saskatchewan Edition

Unit 1: Plant Growth and Changes	
3-1-01 Use appropriate vocabulary related to their investigations of growth and changes in plants. *Include: growing medium, nutrient, energy, root, stem, leaf, flowers, pistil, stamen, ovule, pollen, seed, fruit, adaptation, life cycle*	Throughout Unit 1
3-1-02 Observe, compare, and contrast the structure and appearance of several types of plants. *Examples: plants with different types of roots, trees with needles and trees with leaves*	Lesson 2 Lesson 3
3-1-03 Show respect for plants as living things.	Lesson 1 Lesson 5 Lesson 10 Design Project Show What You Know
3-1-04 Conduct experiments to determine conditions needed for healthy plant growth. *Include: light, water, air, space, warmth, growing medium, nutrients*	Lesson 4 Lesson 5 Lesson 6 Design Project
3-1-05 Recognize that a plant uses the Sun's energy to make its own food.	Lesson 5
3-1-06 Use the design process to construct an environment that enhances plant growth. *Examples: window sill garden, terrarium, cold frames*	Lesson 4 Lesson 6
3-1-07 Identify the basic parts of plants and describe their functions. *Include: roots, stems, leaves, flowers, pistil, stamen, ovule, pollen, seeds, fruit*	Lesson 2 Lesson 3 Lesson 6 Show What You Know
3-1-08 Explain how different adaptations of plants help them survive in particular environments. *Examples: cacti have fleshy stems that store water, allowing them to survive in a dry environment; plants with tap roots can grow well in heavily compacted soil*	Lesson 6 Lesson 8 Lesson 11
3-1-09 Identify plant adaptations that can be harmful to humans, and describe their effects. *Examples: rose thorns cause painful punctures, poison in rhubarb leaves can cause sickness and death*	
3-1-10 Care for a flowering plant throughout its life cycle, tracking its growth, and its changes over time.	Lesson 4 (Show What You Know)

3-1-11 Identify characteristics that remain constant and those that change throughout the life cycle of a flowering plant. *Examples: generally, for a given plant, the leaf shape and flower colour stay the same, whereas the leaf size and number of leaves change*	Lesson 2 Lesson 4 Lesson 7 Show What You Know
3-1-12 Identify needs common to plants and animals, and contrast how they meet those needs.	Lesson 5 Show What You Know
3-1-13 Describe ways that plants and animals depend on each other. *Examples: plants provide food and shelter for some animals, animals help distribute pollen and seeds*	Lesson 9 Show What You Know
3-1-14 Describe ways plants are important to the environment. *Examples: improve soil, air, and water quality; reduce erosion*	Lesson 10 Lesson 13 Show What You Know
3-1-15 Identify and describe hobbies and jobs involving plants.	Ask …
3-1-16 Identify how humans from various cultures use plant parts for food and medicine. *Examples: use of roots for food (carrots) and medicine (ginseng)*	Launch Lesson 1 Lesson 11 Lesson 12 Show What You Know
3-1-17 Investigate to determine how humans from various cultures make useful products from plant materials. *Examples: lumber milling, paper making, rope making, fabric making*	Launch Lesson 1 Lesson 11 Lesson 12 Show What You Know
3-1-18 Explain how humans replenish the plants they use and the consequences if plants are not replenished. *Examples: after loggers harvest trees, new ones should be planted to ensure a future lumber supply.*	Lesson 11 Lesson 15

Unit 2: Structures and Materials	
3-2-01 Use appropriate vocabulary related to their investigations of materials and structures. *Include: strength, balance, is more likely to tip over than one that stands straight*	Throughout Unit 2
3-2-02 Conduct experiments to compare the strength of common materials. *Examples: wooden toothpicks, plastic straws, paper, cardboard, polystyrene foam*	Lesson 2 Lesson 10 Design Project
3-2-03 Explore to determine ways to strengthen a material used for building. *Include: changing shape, bulk, and number of layers*	Lesson 4 Design Project Show What You Know
3-2-04 Explore to determine an appropriate method for joining two materials for a specific use.	Lesson 8 Show What You Know
3-2-05 Recognize that balance affects the stability of a structure. *Examples: a domino tower that leans to one side flexibility, durability, surface texture*	Lesson 6
3-2-06 Explore to determine ways to improve the strength and stability of a frame structure. *Examples: use of triangulation or a cross member*	Lesson 2 Lesson 10 Design Project
3-2-07 Identify shapes that are part of natural and human-built structures from various cultures and describe how these shapes help to provide strength and stability. *Examples: cylinders, triangles, hexagons in outdoor playstructure, hexagons in a honeycomb*	Lesson 1 Lesson 3 Lesson 6 Show What You Know
3-2-08 Identify characteristics of materials that need to be considered when choosing materials for building structures. *Examples: strength, stability, structure, frame structure, natural structure, human-built structure, force*	Lesson 2 Lesson 4 Lesson 9 Lesson 11
3-2-09 Use the design process to build a structure that meets given criteria related to strength, stability, and function.	Lesson 5 Lesson 10 Lesson 13 Design Project
3-2-10 Describe the effects of various forces on different structures. *Examples: bookshelf sagging under the mass/weight of books, tent blowing over in a storm*	Lesson 2 Lesson 5 Lesson 8 Lesson 10 Design Project

3-2-11 Evaluate simple structures to determine if they are safe and appropriate to the user. *Examples: classroom furniture*	Lesson 11 Lesson 13
3-2-12 Investigate to identify hobbies and jobs related to construction, engineering, and architecture.	Ask …
3-2-13 Identify various materials used in the construction of buildings in their community and in communities around the world.	Lesson 2 Lesson 9 Lesson 10 Show What You Know

Unit 3: Forces That Attract or Repel	
3-3-01 Use appropriate vocabulary related to their investigations of forces. Include: force, attract, repel, gravity, magnet, magnetize, magnetism, north pole, south pole, magnetic field, compass, electrostatic charge, static electricity, electrostatic force	Throughout Unit 3
3-3-02 Recognize that force is a push or pull and that attraction and repulsion are types of pushes and pulls.	Lesson 1 Lesson 3 Show What You Know
3-3-03 Describe evidence showing that objects and living things on or near Earth are pulled toward it by a force called gravity.	
3-3-04 Predict and test to identify materials that are attracted by magnets and those that can be magnetized.	Lesson 4 Lesson 7
3-3-05 Investigate to determine how to magnetize a given object. *Include: contact with another magnet, proximity to a magnet*	Lesson 7
3-3-06 Investigate to determine the location of poles on a magnet, and the shape of the magnetic field around a magnet.	Lesson 5
3-3-07 Demonstrate that opposite poles attract and like poles repel.	Lesson 5
3-3-08 Explain why Earth can be compared to a giant magnet. *Include: Earth has a magnetic field with poles adjacent to the geographic poles*	Lesson 7
3-3-09 Demonstrate and explain how a compass operates by magnetism. *Include: Earth's magnetic pole attracts the magnetic needle of a compass*	Lesson 10
3-3-10 Describe potentially harmful effects of magnets on magnetized materials. *Examples: computers, videos, credit cards*	
3-3-11 Describe and demonstrate ways to use everyday materials to produce electrostatic charges. *Examples: rubbing feet on carpet, brushing hair, rubbing a balloon on clothes*	Lesson 11 Ask … Show What You Know

3-3-12 Investigate to determine how electrostatically charged materials interact with each other and with uncharged materials. *Include: charged materials attract or repel each other, charged materials attract uncharged materials*	Lesson 11 Lesson 12
3-3-13 Identify ways in which problems associated with static electricity can be avoided or eliminated. *Examples: staying indoors when there is a lightning storm, grounding yourself before using computers, avoiding shuffling your feet on carpets*	Lesson 13 Lesson 14 Show What You Know
3-3-14 Investigate to determine the change in magnetic and electrostatic forces at different distances.	Lesson 6 Lesson 9 Lesson 12 Lesson 13
3-3-15 Predict and test to determine the effect of placing materials between a magnet and an attracted object and between charged objects. *Examples: different thicknesses of paper, glass, water, metal*	Lesson 9
3-3-16 Recognize that gravitational, magnetic, and electrostatic forces can move certain objects without touching them directly.	Lesson 3 Lesson 6 Lesson 12 Lesson 15 Show What You Know
3-3-17 Distinguish between motion that is caused without contact and that which is caused by contact.	Lesson 1 Lesson 2 Lesson 3 Show What You Know
3-3-18 Identify devices that use gravitational, magnetic, or electrostatic forces. *Examples: balances, magnetic cupboard latches, dust mops*	Lesson 4 Lesson 7 Lesson 8 Lesson 10 Ask …
3-3-19 Use the design process to construct a game, toy, or useful device that uses gravitational, magnetic, or electrostatic forces.	Design Project

Unit 4: Soils in the Environment	
3-4-01 Use appropriate vocabulary related to their investigations of soils in the environment. Include: soil, soil component, loam, clay, sand, pebbles, organic matter, humus, rocks, sedimentation, sieving, water-holding capacity	Throughout Unit 4
3-4-02 Identify and describe various components within a sample of soil from the local environment. *Examples: clay, loam, sand, pebbles, organic matter, humus, rocks*	Lesson 1 Lesson 2 Lesson 4 Lesson 5 Design Project Show What You Know
3-4-03 Explore to determine ways to separate soil components. *Include: sedimentation and sieving techniques*	Lesson 6
3-4-04 Describe and compare components of soil samples collected at different locations and depths.	Lesson 4 Design Project
3-4-05 Compare the water-holding capacity of different soils. *Examples: sandy soil retains far less water than loamy soil*	Lesson 6 Lesson 7.
3-4-06 Describe the effect of water on different soils. *Examples: texture, cohesion, ability to hold shape*	Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 10 Lesson 11 Show What You Know
3-4-07 Conduct experiments to determine how different soils affect the growth of plants. *Examples: compare the same type of plant grown in sand versus potting soil*	Design Project
3-4-08 Explain the importance of understanding the characteristics of different soils. *Examples: enables farmers to determine which crops can be grown in a particular area, enables gardeners to improve plant growth, enables engineers to know what types of foundations to set for structures*	Lesson 13 Design Project Show What You Know
3-4-09 Identify animals found in soil and explain their importance to soil quality. *Examples: worms, insects, and mammals help to aerate the soil or nutrients*	Lesson 8 Lesson 9

3-4-10 Describe ways to return organic matter to the soil. *Examples: composting, spreading manure on fields*	Lesson 15 Design Project
3-4-11 Use the design process to construct a simple composter that returns organic matter to the soil. *Examples: classroom composter for left-over food, school composter for grass clippings and leaves*	Lesson 15
3-4-12 Investigate how humans from various cultures use earth materials to make objects. *Examples: clay pots, sod houses, adobe bricks, glass*	Lesson 13 Ask … Show What You Know