

## Term – wise Syllabus (2019-20)

**Class-IV**

**Subject- Environmental Studies**

<b>Term - I (Upto September 2019)</b>		
<b>Content</b>	<b>Learning outcomes</b>	<b>Suggestive Activities</b>
<p><b>Chapter 1: GOING TO SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Different ways to go to school.</li> <li>• Different means of transport.</li> <li>• Different kind of bridges, their utility.</li> <li>• Different landforms.</li> <li>• Working of pulley.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between objects and activities of past and present. (E.g. transport)</li> <li>• Records the observations/ experiences/ information for objects, activities and phenomena related to transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Write names of available means of transport in your area</li> <li>• Collect some pictures of various animals used as means of transport in primitive time</li> </ul>
<p><b>Chapter 2: EAR TO EAR</b></p> <ul style="list-style-type: none"> <li>• Different types of ears of animals.</li> <li>• Classification of animals on the basis of their skin, feathers, body hair etc.</li> <li>• Animals that lay eggs or give birth to young ones.</li> <li>• Extinct and endangered animals.</li> <li>• Sensitization towards animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.</li> <li>• Takes care of different living beings &amp; resources.</li> <li>• Records the observations and experiences of the place visited.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of animals/reptiles/ birds that give birth to young ones or lay eggs in your surroundings.</li> <li>• Categorize various animals (names written on slips) on the basis of their features.</li> <li>• Visit to zoo</li> </ul>
<p><b>Chapter 3: A DAY WITH NANDU</b></p> <ul style="list-style-type: none"> <li>• Features of animals with special reference to elephants regarding their shape, size, walk etc.</li> <li>• Animals who live in groups</li> <li>• Sensitization towards animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.</li> <li>• Explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests)</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation of masks of animals and the kind of ears they have</li> <li>• Making a collage of different animals</li> <li>• Discussion on elephants</li> <li>• Making cut outs of Elephant using Origami sheet</li> </ul>
<p><b>Chapter 4: THE STORY OF AMRITA</b></p> <ul style="list-style-type: none"> <li>• Story of Amrita Devi Bishnoi</li> <li>• Importance of conservation of trees.</li> <li>• Deforestation and its causes.</li> <li>• Plants and animals found in desert.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals), resources (food, water, and public property).</li> </ul>	<ul style="list-style-type: none"> <li>• Select a tree from the school, draw its picture and write its importance.</li> <li>• Role play on Chipko Movement.</li> <li>• Paste various leaves in your notebook.</li> </ul>
<p><b>Chapter 5: ANITA AND THE HONEYBEES</b></p> <ul style="list-style-type: none"> <li>• Honeybee and its life cycle</li> <li>• Steps involved in extraction of honey.</li> <li>• Motivational story of Anita.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies different features of a bee</li> <li>• Describes in her/his own words skilled work of bee keeping.</li> <li>• Shows awareness of child rights (schooling,</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on role of education for different occupations</li> <li>• Make insects by using peanuts' shells and colour them.</li> </ul>

<ul style="list-style-type: none"> <li>• Treatment of a bee sting.</li> <li>• Introduction to RTE Act 2009.</li> <li>• a) Sensitization towards dignity of labour.</li> </ul>	<p>child abuse, punishment and forced labour.)</p>	<ul style="list-style-type: none"> <li>• Pictorial chart showing different occupations.</li> </ul>
<p><b>Chapter 6 :OMANA’S JOURNEY</b></p> <ul style="list-style-type: none"> <li>• Omana and her family.</li> <li>• Omana’s journey</li> <li>• Importance of travel and its planning.</li> <li>• Indian railway &amp; Railway station.</li> <li>• Dos and Don’ts of a train journey.</li> </ul>	<ul style="list-style-type: none"> <li>• Records the observations/experiences/ information for activities and places visited in different ways.</li> <li>• Uses the information on signboards, posters and currency (notes/coins)</li> </ul>	<ul style="list-style-type: none"> <li>• Concept map of railway station.</li> <li>• List things you would carry while travelling in a train.</li> <li>• Make a train using waste material.</li> <li>• Locating places of visit on the map of India.</li> </ul>
<p><b>Chapter 7 : FROM THE WINDOW</b></p> <ul style="list-style-type: none"> <li>• Omana’s journey/ description.</li> <li>• Different types of fuel.</li> <li>• Language spoken in different Indian states.</li> <li>• Bridges, tunnels and their utility.</li> <li>• Different vendors at Railway Platforms.</li> </ul>	<ul style="list-style-type: none"> <li>• Records the observations/ experiences/ information for places visited</li> <li>• Suggests ways for hygiene, reduce, reuse, recycle</li> <li>• Takes care of resources (road, water, and public property).</li> </ul>	<ul style="list-style-type: none"> <li>• Map work: states of India</li> <li>• Identify bridges, tunnels and level crossing.</li> </ul>
<p><b>Chapter 8: REACHING GRANDMOTHER’S HOUSE</b></p> <ul style="list-style-type: none"> <li>• Railway Time Table.</li> <li>• Bus, ferry and their utility.</li> <li>• Different types of tickets.</li> <li>• How to travel by different transports.</li> <li>• Terms related to Railway Station.</li> <li>• Jobs performed at Railway Station.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the information on signboards, posters, currency (notes/coins) and railway ticket/time table.</li> </ul>	<ul style="list-style-type: none"> <li>• Take train ticket, observe it and paste it in your notebook.</li> <li>• Discussion on various means of transport</li> <li>• Make a list of places where your relatives stay. Mention the means of transport you use to visit them.</li> </ul>
<p><b>Chapter 9 : CHANGING FAMILIES</b></p> <ul style="list-style-type: none"> <li>• What is family?</li> <li>• Nuclear and Joint family.</li> <li>• Changes that occur in our families.</li> <li>• Family members and work they do.</li> <li>• Family tree.</li> <li>• Law on child marriage.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies relationship among family members and in an extended family.</li> <li>• Explains the changes in family (e.g. due to birth, marriage, transfer etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Enlist the names of family members of your family.</li> <li>• Acting out of any event in the family e.g. birthday get together, festival celebration</li> <li>• Discussion on changing families-nature &amp; reasons.</li> </ul>

<p><b>Chapter 10: HU TU TU- HU TU TU</b></p> <ul style="list-style-type: none"> <li>• Kabbadi, number of players, famous players, rules.</li> <li>• Importance of sports in life.</li> <li>• Role of women in games.</li> <li>• Importance of rules in games.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows awareness of stereotypes and discrimination based on gender and caste in family/school/neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of Indoor Outdoor games and paste pictures.</li> <li>• Play some outdoor games.</li> <li>• List the sports/games played in your neighbourhood.</li> <li>• Discussion on relationship between health &amp; games.</li> <li>• Organize a Kabaddi Match.</li> </ul>
<p><b>REVISION AND MID TERM EXAMINATION</b></p>		
<p><b>TERM-II (October 2019 to March 2020)</b></p>		
<p><b>Chapter 11 : THE VALLEY OF FLOWERS</b></p> <ul style="list-style-type: none"> <li>• Valley of Flowers</li> <li>• What is Madhubani?</li> <li>• Different flowers and their uses.</li> <li>• Flowering &amp; Non-flowering plants.</li> <li>• Buds blooming into flowers.</li> <li>• Sensitization on plucking of flowers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies simple features (e.g. shape, colour, aroma, where they grow/ any other) of flowers, roots and fruits in immediate surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe a flower closely. Note down the details like petals, colours, size, whether in bunches or not etc.</li> <li>• Preparation of greeting cards using dried flowers.</li> <li>• Colour the Madhubani painting using natural colours.</li> </ul>
<p><b>Chapter 12: CHANGING TIMES</b></p> <ul style="list-style-type: none"> <li>• Why people change their place?</li> <li>• Many people shifted from India to Pakistan and vice –versa. Why?</li> <li>• Houses- Types, material used, people involved in construction, steps involved in construction</li> <li>• Location of India and Pakistan on Map.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes in her/his own words skilled work of construction, their inheritance (from elders) and relates it to daily life.</li> <li>• Differentiates between houses and their construction of past and present.</li> </ul>	<ul style="list-style-type: none"> <li>• Inviting grandparents to relate their experience of partition, post partition and modern day building</li> <li>• Model making of different houses using mud, paper, cloth, boxes, colours etc.</li> <li>• Visit to a construction site-recording of materials used in construction of houses and buildings.</li> </ul>
<p><b>Chapter 13: A RIVER’S TALE</b></p> <ul style="list-style-type: none"> <li>• River and river creatures.</li> <li>• Water- Its importance, sources, water conservation, water pollution, water borne diseases, cleaning water</li> <li>• Soluble and insoluble things in water</li> <li>• Flood and its consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the process of producing and procuring water from local source and ways of its purification at home.</li> <li>• Establishes relationship between cause (waste) and effect (polluted water).</li> </ul>	<ul style="list-style-type: none"> <li>• Map work—Yamuna river on map</li> <li>• Experiment on water purification- using alum/ fitkari or boiling.</li> <li>• <b>Living Beautifully- No More Plastic. (Workbook)</b></li> <li>• <b>Fun Experiment- Water Filter (Workbook)</b></li> </ul>

<p><b>Chapter 14: BASVA'S FARM</b></p> <ul style="list-style-type: none"> <li>• Crops- types, process of growing, climatic conditions, manure &amp; fertilizers</li> <li>• Farming- tools used, weeds and removing weeds</li> <li>• Onion farming.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes process of farming and implements it in daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• Naming of various tools used in agriculture.</li> <li>• Germination of seeds and recording its growth.</li> <li>• Make a list of fruits, vegetables &amp; cereals that grow around you.</li> <li>• <b>Knowledge Boosters- Seasons (Workbook)</b></li> </ul>
<p><b>Chapter 15: FROM MARKET TO HOME</b></p> <ul style="list-style-type: none"> <li>• How vegetables and fruits move from the farmer's den to the wholesale market.</li> <li>• Difference between prices of wholesale and retail market.</li> <li>• Vegetables- Names, types, fresh/ stale and rough/ smooth.</li> <li>• Difference between market and mandi.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the process of producing and procuring food i.e. from source to home. (e.g. crops from field to mandi and to home)</li> <li>• Records the observation/ experiences/ information for market/ mandi visited.</li> </ul>	<ul style="list-style-type: none"> <li>• Note down names of the vegetables and fruits available in the market, their colour, shape, size, smell, price etc.</li> <li>• Cut outs of various fruits / vegetables to be made and displayed in the class.</li> <li>• <b>Living Beautifully- Child Labour (Workbook)</b></li> </ul>
<p><b>Chapter 16 : A BUSY MONTH</b></p> <ul style="list-style-type: none"> <li>• Birds, their food, teeth/ beaks, claws, their nests, material used to make the nests.</li> <li>• Sensitization towards safety of birds.</li> <li>• Habitats of birds.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe a nest &amp; list materials used.</li> <li>• Draw a picture of a bird.</li> <li>• Draw various types of teeth of animals.</li> <li>• Differentiate between various types of beaks &amp; claws.</li> <li>• <b>Fun Experiments- Birds Observation (Workbook)</b></li> </ul> <p><i>NOTE: The Chapter 16 "A Busy Month" is for reading purpose only, not for Assessment</i></p>
<p><b>Chapter 17: NANDITA IN MUMBAI</b></p> <ul style="list-style-type: none"> <li>• Difference between rural and urban life.</li> <li>• Slums- challenges faced by people.</li> </ul>	<ul style="list-style-type: none"> <li>• Suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (road, water, and public property).</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals on life style of slums can be shown.</li> <li>• Discussion "Life in village and city".</li> <li>• <b>Knowledge Boosters- Heritage of Delhi (Workbook)</b></li> </ul>
<p><b>Chapter 18: TOO MUCH WATER, TOO LITTLE WATER</b></p> <ul style="list-style-type: none"> <li>• Water- Its importance, sources, water pollution, reduce water pollution, water borne disease, water</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the process of producing and procuring water, its sources and ways of its purification at home / neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>• List some sources of water</li> <li>• Collect information on rain water harvesting and clean GANGA project.</li> <li>• Poster making 'Save Water'.</li> </ul>

<ul style="list-style-type: none"> <li>sports, conservation</li> <li>Diarrhoea and its remedies.</li> </ul>		
<b>Chapter 19 : ABDUL IN THE GARDEN</b> <ul style="list-style-type: none"> <li>Trees- Importance, food, different from plants</li> <li>Desert Plant</li> <li>Forest conservation- 2007 Act</li> <li>Roots- Types, functions.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies simple features (e.g. shape, colour, aroma, where they grow/ any other) of plants, trees and roots in immediate surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Name the vegetables that actually are a root.</li> <li>Observation of plants- How they grow?</li> <li>Discuss- Earth without plants.</li> </ul>
<b>Chapter 20 EATING TOGETHER</b> <ul style="list-style-type: none"> <li>Festivals of different states, special food, special vessels, special clothing</li> <li>Festival BIHU</li> <li>Mid-Day-Meal.</li> <li>Value of eating together.</li> </ul>	<ul style="list-style-type: none"> <li>Records the observations/experiences/ information for objects, activities, phenomena in festivals in different ways and predicts patterns in activities/ phenomena.</li> </ul>	<ul style="list-style-type: none"> <li>Organize a class party</li> <li>Make a list of food items cooked in your neighbourhood.</li> <li>Make a menu of Mid Day Meal being served in your school</li> </ul> <p><b>NOTE: The Chapter 20 “EATING TOGETHER” is for reading purpose only, not for Assessment.</b></p>
<b>Chapter 21: FOOD AND FUN</b> <ul style="list-style-type: none"> <li>Concept of Community lunch, its importance, some examples like ‘lungar or Prasad’ at Gurudwara or bhandara.</li> <li>Recipe of Kadhah Prasad</li> <li>Sensitization towards wastage of food.</li> </ul>	<ul style="list-style-type: none"> <li>Voices opinion on issues observed in society, MDM/ community eating, child rights etc</li> <li>Suggests ways for hygiene, reduce, reuse, recycle of resources (food, water, and public property).</li> </ul>	<ul style="list-style-type: none"> <li>Paste the pictures of places of worship.</li> <li>Finding out times and places when so many people eat together- festival, marriage.</li> <li>Visit to Gurudwara and having food (lungar).</li> <li><b>Living Beautifully- Wastage of Food (Workbook)</b></li> </ul> <p><b>NOTE: The Chapter 21: “Food And Fun” is for reading purpose only, not for Assessment.</b></p>
<b>Chapter22.: THE WORLD IN MY HOME</b> <ul style="list-style-type: none"> <li>Sharing resources, rules and regulations at home, their importance.</li> <li>Discrimination between a boy and a girl. (Gender Discrimination).</li> <li>Sensitization towards good and bad touch.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies relationship with and among family members in an extended family.</li> <li>Shows awareness of stereotypes and discrimination based on gender and caste in family/school/neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on such sensitive topics to remove hesitation of the children</li> <li>Role plays indicating discrimination between boy and a girl.</li> <li>Sensitization about Child Abuse.</li> </ul>
<b>Chapter 23: POCHAMPALLI</b> <ul style="list-style-type: none"> <li>Art Pochampalli, its meaning, process of making pochampalli saree.</li> <li>Why this tradition art is in danger?</li> <li>Locating Telangana on the map of India.</li> <li>Different types of handmade crafts</li> </ul>	<ul style="list-style-type: none"> <li>Describes in her/his own words skilled work of art/craft, their inheritance (from elders) and training in daily life.</li> <li>Records the experiences for activities, phenomena in different ways and predicts patterns in activities/ phenomena.</li> </ul>	<ul style="list-style-type: none"> <li>Name some traditional art forms</li> <li>Showing the pictures of Sarees of traditional form.</li> <li>Collecting pictures of various items of traditional art.</li> <li>Vegetable printing on cloth.</li> </ul> <p><b>NOTE: The Chapter 23: “Pochampalli” is for</b></p>

<ul style="list-style-type: none"> <li>• Sources of silk, cotton and wool.</li> <li>• Cloths and the State they belong to.</li> </ul>		<i>reading purpose only, not for Assessment.</i>
<b>Chapter 24: HOME AND ABROAD</b> <ul style="list-style-type: none"> <li>• Traveling by air-Airport, terms related to airport</li> <li>• Currency of different countries</li> <li>• Information regarding desert</li> <li>• Location of UAE and India on the World map</li> <li>• Life in Abu Dhabi and Kerala-Climate, Vehicles, Currency, Vegetation, Buildings, Languages</li> </ul>	<ul style="list-style-type: none"> <li>• Records the observations/ experiences/ information for airport.</li> <li>• Identifies signs, location or objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of different currency notes and coins.</li> <li>• Enlisting names of neighbouring countries of India.</li> <li>• Project on any one neighbouring country</li> <li>• <b>Knowledge Boosters- Neighbouring Countries (Workbook)</b></li> </ul> <p><i>NOTE: The Chapter 24: “Home and Abroad” is for reading purpose only, not for Assessment.</i></p>
<b>Chapter 25: SPICY RIDDLES</b> <ul style="list-style-type: none"> <li>• Information of different spices.</li> <li>• States where spices are found.</li> <li>• Medicinal uses of spices.</li> </ul>	<ul style="list-style-type: none"> <li>• Groups the plants, spices, uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Making new riddles.</li> <li>• Prepare a chaat in the class.</li> <li>• Bring samples of spices and paste them on A-4 sheets.</li> </ul>
<b>Chapter 26: DEFENSE OFFICER: WAHIDA</b> <ul style="list-style-type: none"> <li>• Life story of WAHIDA</li> <li>• Indian defense forces, Role of women</li> <li>• Duties performed by soldiers</li> <li>• Parade</li> <li>• First women officers in different fields.</li> <li>• Prism and seven colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Records her/his observations/ experiences/ information.</li> <li>• Shows awareness of stereotypes and discrimination based on gender and caste in family/school/ neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>• List the ranks in the services</li> <li>• Visuals on the three defense services.</li> <li>• What you want to be in your life- Discuss.</li> <li>• Find out the defense officers in and near your family and talk to them.</li> <li>• Bring a prism to class and show seven colours.</li> </ul> <p><i>NOTE: The Chapter 26: “Defense Officer: Wahida” is for reading purpose only, not for Assessment</i></p>
<b>Chapter 27: CHUSKIT GOES TO SCHOOL</b> <ul style="list-style-type: none"> <li>• Challenges faced by Chuskit</li> <li>• Chuskit’s special chair</li> <li>• Sensitization towards differently abled people</li> <li>• Importance of going to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies relationship with and among family members in an extended family.</li> <li>• Shows awareness of stereotypes and discrimination based on gender and caste in family/ school/ neighbourhood.</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals of ramps and wheelchairs, and videos on children with special needs.</li> <li>• Sensitization towards special children.</li> <li>• How can we help Children with Special needs? Enlist.</li> <li>• Explore (Take a tour) of your school and enlist the facilities available for persons with special needs. Paste pictures also.</li> </ul>
<b>Revision and Annual Examination</b>		