

## Term – wise Syllabus(2019-2020)

**Class-V**

**Subject- Environmental Studies**

TERM-I (UPTO SEPTEMBER 2019)		
Content	Learning outcomes	Suggestive Activities
<p><b>1.SUPER SENSES</b></p> <ol style="list-style-type: none"> <li>1. Eyes and its significance for different organisms.</li> <li>2. Nose and its significance for ants, dogs, mosquitoes and silkworm.</li> <li>3. Significance of hearing.</li> <li>4. Sleeping pattern of different animals.</li> <li>5. Tiger and its features.</li> <li>6. Protected areas for animals.</li> <li>7. Hunting and poaching.</li> </ol>	<ul style="list-style-type: none"> <li>• Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Mask making of an animal.</li> <li>2. Collect pictures of endangered and extinct species.</li> <li>3. Visuals of different activities of animals.</li> </ol>
<p><b>2. A SNAKE CHARMER’S STORY.</b></p> <ol style="list-style-type: none"> <li>1.Snake charmer community : Kalbeliyas</li> <li>2. All about snakes.</li> <li>3. Role of a snake charmer.</li> <li>4. Law for snakes.</li> <li>5. People who depends on animals for their livelihood.</li> <li>6. Poisonous snakes</li> </ol>	<ul style="list-style-type: none"> <li>• Describes the interdependence among animals, plants and humans e.g. communities earning livelihood from animals</li> </ul>	<ol style="list-style-type: none"> <li>1. Make a hand puppet of a snake with the help of a pair of socks.</li> <li>2. Collect pictures of occupation depended on animals.</li> <li>3. List of wind-blown musical instruments.</li> <li><b>4. Living Beautifully: Animal Abuse</b></li> </ol>
<p><b>3.FROM TASTING TO DIGESTING</b></p> <ol style="list-style-type: none"> <li>1. Identifying different types of food.</li> <li>2. Digestive system- Functions of saliva.</li> <li>3. Glucose drip</li> <li>4. Balanced diet</li> <li>5. Healthy and unhealthy food.</li> <li><b>6. Hunger and its symptoms.</b></li> </ol>	<ul style="list-style-type: none"> <li>• Groups objects, materials for features/properties such as shape, taste, colour, texture, sound, traits etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Guess the taste of food closing the eyes.</li> <li>2. Prepare a colourful chart of different food items.</li> <li>3. Food chewing habits</li> <li>4. Plan your meals for a day including all the essential nutrients.</li> </ol>
<p><b>4.MANGOES ROUND THE YEAR</b></p> <ol style="list-style-type: none"> <li>1. Spoilt food and its causes.</li> <li>2. Food preservation.</li> <li>3. Information given on food packets.</li> <li>4. Making of mamidi tandra (aam papad)</li> <li>5. Ways to keep food fresh</li> </ol>	<ul style="list-style-type: none"> <li>• Explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g. farm produce to kitchen i.e. preservation techniques)</li> <li>• Records observations/ experiences/ information in an organised manner and predicts pattern in phenomena (e.g. spoilage) to establish relation between cause and effect.</li> </ul>	<ol style="list-style-type: none"> <li>1. To identify the spoilt food.</li> <li>2. To distinguish between fresh and stale food.</li> <li>3. To prepare mango pickles by food preservation methods</li> <li>4. Germinate a few seeds(e.g. chana , moong etc.) and record your observation</li> </ol>
<p><b>5. SEEDS AND SEEDS</b></p> <ol style="list-style-type: none"> <li>1. Seeds and its types</li> </ol>	<ul style="list-style-type: none"> <li>• Describes the interdependence among</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of food items that are prepared from seeds.</li> </ul>

<p>2. Ways of dispersal of seeds. 3. Different types of plants that: i) Grows with seed. ii) Grows without seed. iii) Hunts. 4. Origin of different plants. 5. Sprouting</p>	<p>animals, plants and humans e.g. communities earning livelihood from animals. • Records observations / experiences / information in an organised manner (e.g. in tables/ sketches/ bar graphs/pie charts ) and predicts patterns in activities/phenomena (e.g germination, spoilage) to establish relation between cause and effect.</p>	<ul style="list-style-type: none"> <li>• Classification of seeds on the basis of colour and size</li> <li>• Investigation of various situations for the growth of plants.</li> </ul>
<p><b>6.EVERY DROP COUNTS</b> 1.Listing and classification of sources of water 2. Step well and its importance. 3.Customs and traditions related to water. 4.Steps of constructing rain Water harvesting system. 5.Contributions of Ghadgisar and Tarun Bharat Sangh. 6.Different ways of collecting Water. 7. Architectural skills of Indians</p>	<ul style="list-style-type: none"> <li>• Suggests ways for hygiene, health, disaster/emergency situations and saving resources.</li> </ul>	<ol style="list-style-type: none"> <li>1. Make a list of different sources of water.</li> <li>2. Make a report on water bill.</li> <li>3. Poster making on water-conservation</li> </ol>
<p><b>7. EXPERIMENTS WITH WATER</b> 1. Dandi march (1930) 2. Evaporation 3. Dead sea 4. Making salt 5. Racing drop concept 6. Properties of water 7. Density of water(things that float and sink in water) 8. Dissolving capacity of water(things that dissolve and do not dissolve in water)</p>	<ul style="list-style-type: none"> <li>• Suggests ways for hygiene, health, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.).</li> <li>• ) Predicts patterns in activities/ phenomena (e.g floating, sinking, evaporation</li> </ul>	<ol style="list-style-type: none"> <li>1. Draw pictures of various sources of water.</li> <li>2. Enlist floating and sinking objects</li> <li>3. Discussion water pollution</li> <li>4. Activities to show evaporation</li> <li><b>5. Fun Experiment: Density of Liquid</b></li> </ol>
<p><b>NOTE: POLLUTION AND OUR NATIONAL SYMBOLS OF WORKBOOK TO BE COVERED IN TERM I</b></p>		
<p><b>REVISION AND MID TERM EXAMINATION</b></p>		

**TERM II(OCTOBER 2019 TO MARCH 2020)**

<p><b>8. A TREAT FOR MOSQUITOES</b></p> <ol style="list-style-type: none"> <li>1. Mosquito borne diseases.</li> <li>2. Causes, symptoms and prevention of mosquito borne diseases.</li> <li>3. ways to prevent the breeding of mosquitoes</li> <li>4. Anaemia its causes and symptoms.</li> <li>5 . Blood test report.</li> <li>6. Algae and its features- Ronald Ross</li> </ol>	<ul style="list-style-type: none"> <li>• Suggests ways for hygiene, health.</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare a poster to create awareness about one malaria, dengue, and chikungunya.</li> <li>2. Conduct quiz about the diseases symptoms scientists and their discoveries and inventions.</li> <li>3. Discussion on Method to be used for controlling mosquito breeding.</li> <li>4. <b>Fun Experiment: Mosquito Repellent</b></li> <li>5. Discussion on blood report.</li> </ol>
<p><b>9.UP YOU GO</b></p> <ol style="list-style-type: none"> <li>1. Responsibilities of a group leader and importance of discipline in team work</li> <li>2. Diversity in India</li> <li>3. Do's and don'ts while climbing</li> <li>4. Rucksack and equipment used while climbing</li> <li>5. Bachendari Pal</li> <li>6. Episodes of Mountaineering             <ul style="list-style-type: none"> <li>• River crossing</li> <li>• Rock climbing</li> <li>• Setting up a camp</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Creates posters, designs, models, set ups, local dishes, sketches, maps (of neighbourhood /different places visited) using variety of local/waste material and writes poems! Slogans/travelogue etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Collect pictures of mountaineering</li> <li>2. Visuals clips on tools needed for mountaineering</li> <li>3. Enlist some adventurous works by you (every child)</li> </ol> <p><b>NOTE: The Chapter 9: "Up you Go!" is for reading purpose only, not for Assessment.</b></p>
<p><b>10.WALLS TELLS STORY</b></p> <ol style="list-style-type: none"> <li>1. Golconda fort and its features: Huge gates, Guns, Cannons, Carved walls, Bastions</li> <li>2. Arrangement of water in Golconda fort.</li> <li>3. Museum and its features.</li> <li>4. Identification of Bronze and brass vessels (through its colours)</li> <li>5. Effects of war.</li> </ol>	<ul style="list-style-type: none"> <li>• Identifies signs, directions, and location of different objects/landmarks of a locality /place visited maps and predicts directions wrt. Positions at different places for a location.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reading the map of Golconda fort, learn the directions.</li> <li>2. Making a chart / model of a monument.</li> <li>3. Make a list of historical places situated near your village or city.</li> <li>4. Make a project on any one of the fort of India.</li> </ol> <p><b>NOTE: The Chapter 10: "Walls Tell Stories!" is for reading purpose only, not for Assessment.</b></p>
<p><b>11.SUNITA IN SPACE</b></p> <ol style="list-style-type: none"> <li>1. Globe of earth and its features.</li> <li>2. Gravitational -Gravity and space.</li> <li>3. Satellites, Planets, shooting star, star etc.</li> <li>4. Phases of moon and the festivals related to full moon</li> <li>5. Sunita Williams and her</li> </ol>	<ul style="list-style-type: none"> <li>• Creates posters, designs, models, set ups, sketches, maps (of neighborhood /different places visited) using variety of local/waste material and writes poems! Slogans/travelogue etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Reading globe, location of places on the globe.</li> <li>2. Paste pictures of Indian astronauts in your notebook.</li> <li>3. India's role in space research.</li> <li>4. Make of list of satellites launched by India.</li> <li>5. Make a collage of picture showing gravitational pull.</li> </ol>

<p>journey in space-Spaceship.</p> <p><b>12.WHAT IF IT FINISHES</b></p> <ol style="list-style-type: none"> <li>1. Different types of fuels -</li> <li>- Petroleum and its products. <ul style="list-style-type: none"> <li>-Uses of petroleum.</li> <li>-Conservation of petroleum.</li> <li>-Harmful effects of petroleum.</li> </ul> </li> <li>2. Difference between traditional fuels and modern fuels</li> <li>3.Road safety rules.</li> <li>4.Chulha .</li> <li>5. Renewable and Non-Renewable sources of energy</li> </ol>	<ul style="list-style-type: none"> <li>• Suggests ways for disaster/emergency situations and protecting/ saving resources (land, fuels, forests, etc.).</li> </ul>	<ol style="list-style-type: none"> <li>1. Chart on the topic ‘Save the Fuel’</li> <li>2. Scrap file showing traditional and modern types of fuel</li> <li>3. Visuals of traffic scene showing wastage of fuel.</li> </ol>
<p><b>13.A SHELTER SO HIGH</b></p> <ol style="list-style-type: none"> <li>1. Cold regions in India</li> <li>2. Types of shelter in different areas.</li> <li>3. Things that vary from place to place like : <ul style="list-style-type: none"> <li>• Food habits.</li> <li>• Living conditions.</li> <li>• Climate.</li> <li>• Clothes.</li> <li>• Language etc.</li> </ul> </li> <li>4. Discussion on Cold desert</li> <li>5. Changpa tribe.</li> </ol>	<ul style="list-style-type: none"> <li>• Creates posters, designs, models, set ups, local dishes, sketches, maps (of neighbourhood /different places visited) using variety of local/waste material and writes poems! slogans/ travelogue etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Model of a house found in cold areas</li> <li>2. Collection of pictures of houses found in Srinagar</li> <li>3. Enlist eatables and important objects found in cold areas</li> <li>4. Enlist main hot and cold deserts of the world.</li> </ol>
<p><b>14.WHEN THE EARTH SHOOK</b></p> <ol style="list-style-type: none"> <li>1. Disaster management.</li> <li>2. Earthquake and drought <ul style="list-style-type: none"> <li>• Causes.</li> <li>• Consequences.</li> <li>• Safety measures.</li> </ul> </li> <li>3. Role of rescue team.</li> <li>4. Importance of neighbourhood</li> </ol>	<ul style="list-style-type: none"> <li>• Suggests ways for, managing disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.).</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Knowledge Booster:</b> First Aid</li> <li>2. Preparing a first aid box</li> <li>3. Mock-drill on Earthquake</li> <li>4. Make a chart showing emergency numbers</li> <li>5. Collect pictures of earthquake, flood and fire</li> </ol>
<p><b>15.BLOW HOT, BLOW COLD</b></p> <ol style="list-style-type: none"> <li>1. Story by Dr. Zakir Hussain</li> <li>2. Temperature</li> <li>3. Hotness or coldness of air</li> <li>4. Stethoscope</li> <li>5. Finding direction of air</li> <li>6. Paper whistle</li> </ol>	<ul style="list-style-type: none"> <li>• Records observations/experiences/ information in an organized manner (e.g. in tables/ sketches/ bar graphs/pie charts, germination, spoilage) to establish relation between cause and effect.</li> </ul>	<ol style="list-style-type: none"> <li>1. Do some activities to make things hot and cold by blowing air</li> <li>2. Pictures of musical instruments.</li> <li>3. Making a model of wind mill.</li> <li>4. Make a paper whistle/ make a model of wind mill</li> <li>5.<b>Fun Experiment: Properties of Air</b></li> </ol>

<p><b>16.WHO WILL DO THIS WORK</b></p> <ol style="list-style-type: none"> <li>1. Different kinds of job.</li> <li>2. Untouchability :</li> <li>3. Dr. Bhim Rao Ambedkar</li> <li>4. Rag picking and manual Scavenging.</li> <li>5. Dignity of labor.</li> </ol>	<ul style="list-style-type: none"> <li>• Explains the role and functions of different institutions in daily life e.g. Bank, municipality, police station, etc.</li> </ul>	<ol style="list-style-type: none"> <li>1. Clean and decorate your class-room</li> <li>2. Poster making on – ‘Swachhh Bharat Abhiyan’</li> <li>3. Skit showing the importance of cleanliness</li> <li>4. List 10 different types of works that people do for you.</li> <li>5. <b>Living Beautifully: Dignity of Labour</b></li> </ol>
<p><b>17.ACROSS THE WALL</b></p> <ol style="list-style-type: none"> <li>1. Basket ball – rules of the game, number of players,</li> <li>2. Importance of team work</li> <li>3. Essentials of a team.</li> <li>4. Role of a team leader (Coach Bachchu Khan)</li> <li>5. Benefits of playing a Game.</li> <li>6. Sensitization towards gender equality.</li> </ol>	<ul style="list-style-type: none"> <li>• Traces the changes in practices, customs, and techniques of past and present through pictures and interacting with elders and players.</li> </ul>	<ol style="list-style-type: none"> <li>1. Report on your favourite game</li> <li>2. A scrap file of famous players of India’s )different games)</li> <li>3. Different games and their rules (at least 3)</li> <li>4. Visual clip on women achievements.</li> <li>5. <b>Living Beautifully: Gender Sensitization</b></li> </ol>
<p><b>18.NO PLACE FOR US</b> Jatrya Bhai’s life to show the events in mobilization(transfers/ due to work)</p> <ol style="list-style-type: none"> <li>1. Remembering old days(stress on good memories)</li> <li>2. Mobilization-problems that people face due to transfers.</li> <li>3. Discussion on village and city life.</li> </ol>	<ul style="list-style-type: none"> <li>• Identifies signs, directions, and location of different landmarks of a locality and predicts directions.</li> <li>• Traces the changes in practices, customs, techniques of past and present through pictures and interacting with elders</li> </ul>	<ol style="list-style-type: none"> <li>1. Draw a picture of a village scene and city scene.</li> <li>2. Role play showing life in cities</li> <li>3. Debate on city</li> <li>4. Discuss about the difficulties faced by the people and their children who are displayed.</li> </ol> <p><b>NOTE: The Chapter 18: “No Place for Us?” is for reading purpose only, not for Assessment.</b></p>
<p><b>19.A SEED TELLS A FARMER’S STORY</b></p> <ol style="list-style-type: none"> <li>1. Vegetables and crops grown around us and the changes in them (eg. Story of Bajra seed.)</li> <li>2. Traditional Recipe of a place (undhiya.)</li> <li>3. New and old farming practices and techniques.</li> <li>4. Use and harmful effects of Fertilisers.</li> <li>5. Compost pit.</li> <li>6. Problems in farming.</li> </ol>	<ul style="list-style-type: none"> <li>• Explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g. farm produce to kitchen i.e. grains to Roti, preservation techniques, storage tracking of water source)</li> </ul>	<ol style="list-style-type: none"> <li>1. List of tools used by farmers.</li> <li>2. Paste photos of vegetables</li> <li>3. Collect samples of some crops</li> <li>4. Make a list of different crops</li> <li>5. Crops harvested in different seasons. (collect information)</li> </ol>
<p><b>20.WHOSE FORESTS</b></p> <ol style="list-style-type: none"> <li>1. Forest and its importance.</li> </ol>	<ul style="list-style-type: none"> <li>• Describes the interdependence among animals, plants and humans e.g. communities</li> </ul>	<ol style="list-style-type: none"> <li>1. Make a list of forest products</li> <li>2. Prepare a chart showing information about forest Act 2001</li> </ol>

<ol style="list-style-type: none"> <li>2. Life of adivasis.</li> <li>3. Girl star project.</li> <li>4. Life of Suryamani (Motivational Story)</li> <li>5. Torang.</li> <li>6. Jharkhand jungle bachao andolan.</li> <li>7. Right to forest act 2007.</li> </ol>	<p>earning livelihood from animals.</p> <ul style="list-style-type: none"> <li>• Suggests ways for protecting/saving resources (land, fuels, forests, etc.).</li> </ul>	<ol style="list-style-type: none"> <li>3. Poster on conservation of forests</li> <li>4. Project on CHIPKO MOVEMENT.</li> </ol>
<p><b>21.LIKE FATHER, LIKE DAUGHTER</b></p> <ol style="list-style-type: none"> <li>1. Relations in a family-external as well as internal.</li> <li>2. Twins</li> <li>3. Gregor Mendel’s experiment on peas</li> <li>4. Inherited and not-inherited diseases</li> <li>5. Acquired and Inherited traits</li> </ol>	<ul style="list-style-type: none"> <li>• identifies relationship with and among family members in extended family.</li> <li>• records observations and experiences; information in an organised manner</li> </ul>	<ol style="list-style-type: none"> <li>1. Prepare your family tree</li> <li>2. Enlist traits which you have acquired from your parents</li> <li>3. Common diseases in your family</li> </ol>
<p><b>22.ON THE MOVE AGAIN</b></p> <ol style="list-style-type: none"> <li>1. Story of Dhanu’s family.</li> <li>2. Irrigation and its sources.</li> <li>3. Migration- reasons and problems faced due to it.</li> <li>4. Mukadam and money lending to farmers.</li> <li>5. Land less farmers.</li> <li>6. Pros and cons of borrowing money.</li> <li>7. Importance of education.</li> <li>8. Drug addiction</li> </ol>	<ul style="list-style-type: none"> <li>• voices opinions on issues observed/experienced and relates practices /happenings to larger issues of society.(drug addiction)</li> <li>• suggests ways for emergency situations and protecting/saving resources and shows sensitivity for the disadvantaged/deprived.</li> </ul>	<ol style="list-style-type: none"> <li>1. Role-play on life in villages . (migratory family life )</li> <li>2. . Prepare a chart showing modes of irrigation</li> </ol> <p><b>NOTE: The Chapter 22: “ON THE MOVE AGAIN ” is for reading purpose only, not for Assessment.</b></p>
<p align="center"><b>NOTE: INDIAN STATES AND CAPITALS AND TRAFFIC SAFETY OF WORKBOOK TO BE COVERED IN TERM II</b></p>		
<p align="center"><b>NOTE: Chapters 9, 10, 18 &amp; 22 are for Learning Enrichment only, not for Assessment. However, their related activities can be done in the class.</b></p>		
<p align="center"><b>Revision and Common Annual Examination</b></p>		