

## Class 4

Section I
Pedagogical processes suggested by NCERT
<b>The learners may be provided opportunities in pairs /groups / individually and encouraged to</b>
Observe and explore the immediate surroundings, i.e., home, school and neighbourhood for different objects /flowers / plants /animals /birds for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behaviour, etc.)
Ask questions and discuss with family members /elders as to why some family members stay together and others are away, interact with relatives, friends etc. who stay at far off places, about the houses / transport and life in their place of residence.
Visit community / home kitchen / <i>mandi</i> / museum / wildlife sanctuaries / farms / natural sources of water / bridges / construction sites / local industries / distant relatives, friends /places famous for making special things such as paintings, carpets, handicrafts, etc.
Interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defence personnel, etc.) And share experiences about their work, their skills and tools used by them
Discuss with elders, the situations about changes in family with time, roles of different family members, share their experiences and views on stereotypes / discrimination /unfair treatment to people / animals /birds /plants in their home /school
/Neighbourhood
Ask and frame questions and reflect on experiences without any fear or hesitation
Share their experiences and observations through drawing /symbols /tracing / gestures / verbally and writing in some sentences and para in simple language
Compare objects and entities based on differences or similarities in the observable features and sorts them into different categories
Discuss with the parents /guardians / grandparents /elders in the neighbourhood and compare the life style of past and present (clothes, vessels, nature of work, games); inclusion of children with special needs
Collect objects and material from their surroundings such as fallen flowers, roots, spices, seeds, pulses, feathers, newspapers, magazine articles, advertisements, pictures, coins, stamps and arrange them, etc. In an innovative manner
Perform simple activities and experiments to observe /smell /taste /feel /hear using different senses as per their abilities e.g., to test solubility of different substances in water, separate salt and sugar from water, and observe how fast a piece of wet cloth dries up (in sun, in a room, rolled, flattened, with /without fan) blow hot, blow cold
Observe and share experiences of the phenomena, happenings, situations in daily life such as how root, flowers grow, lifting of weight with /without a pulley etc. And use ways to check /verify /test the observations through simple experiments and activities
Read train / bus tickets and time table, currency notes, directions to locate places on the map, signboards
Manipulate local /waste material to create / improvise patterns, drawings, models, motifs, collage, poem /story /slogans using variety of material. For example, using clay to make pots

/vessels, animals, birds, vehicles, making train, furniture from empty matchboxes, cardboard, waste material etc.
Participate in different cultural /national / environmental festivals /occasions organised in /at home /school /community, e.g., morning or special assembly / exhibition / Diwali, Oman, earth day, Eid etc. In events of celebrations, dance, drama, theatre, creative writing etc. (e.g., <i>Diya /rangoli /kite making / models of buildings /bridges etc.</i> And sharing experiences through stories, poems, slogans, reports about the events narration /creative writing (poem /story) or any other creative tasks
Explore /read books, newspaper clippings, audio, stories, /poems, pictures /videos / tactile /raised material /web resources / library and any other resources besides textbooks.
Enquire from parents, teachers, peers and elders at home /community, discuss, critically think and reflect on experiences of children related to situations at home, school, neighbourhood on reuse and reduction of waste, proper use and care of the public property, care of different animals, water pollution and wastage, health, and hygiene
Enquire /care about participation of female members in stereotypical activities for play /work, limited /restricted access of some children /persons /families (differently abled, castes, the aged) to common places / resources, etc.
Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g., in different indoor /outdoor /local /contemporary activities and games, carry out projects / role play for taking care of a plant(s), feed birds /animals, things /elderly /differently abled around them.

<b>Section II</b>	
<b>Learning Outcomes of NCERT</b>	<b>Measuring the Los</b>
Identifies simple features (e.g., shape, colour, aroma, where they grow /any other) of flowers, roots and fruits in immediate surroundings.	Observes and explores the immediate surroundings, i.e., home, school and neighbourhood for different objects /flowers / plants, and identifies simple features of objects, flowers, roots and fruits in immediate surroundings
Identifies different features (beaks /teeth, claws, ears, hair, nests /shelters, etc.) of birds and animals.	Observes and explores the immediate surroundings, i.e., home, school and neighbourhood for different animals /birds and identifies different features of birds and animals
Identifies relationship with and among family members in extended family.	Identifies relationship with and among family members in extended family.
Explains the herd /group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.)	Explains the herd /group behaviour in animals, birds; changes in family
Describes different skilled work (farming, construction, art /craft, etc.); their inheritance (from elders) and training (role of institutions) in daily life	Describes different skilled work (farming, construction, art /craft, etc.); their skills, tools used by them, their inheritance (from elders) and training (role of institutions) in daily life

Explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home. (e.g., crops from field to <i>mandi</i> and home, water from local source and ways of its purification at home / neighbourhood)	Explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home.
Differentiates between objects and activities of past and present. (e.g., transport, currency, houses, materials, tools, skills- farming, construction, etc.)	Explores and analyses objects and activities of past and present in order to differentiate between them.
Groups the animals, birds, plants, objects, waste material for observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin /surface), instincts (domestic /wild, fruit / vegetable / pulses / spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.)	Groups the animals, birds, plants, objects, waste material, places for observable features in order to compare based on differences or similarities and sorts them into different categories.
Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard /local units ( <i>kilo, gaz, pav</i> etc.) and verifies using simple tools /setups to establish relation between cause and effect. (e.g., evaporation, condensation, dissolution, absorption; for places- near / far, objects- size and growth; shelf life of flower, fruit, vegetables)	Guesses (properties, conditions of phenomena), observes and shares experiences of the phenomena, happenings, situations in daily life (such as, how root, flowers grow, lifting of weight with /without a pulley etc.) and demonstrates ways to check /verify /test the observations through simple experiments and activities
	Uses different senses as per their abilities to observe /smell /taste /feel /hear while performing simple activities and experiments
	Estimates spatial quantities (distance, weight, time, duration) in standard /local units ( <i>kilo, gaz, pav</i> etc.) and verifies using simple tools /set-ups
	Establishes relation between cause and effect.
Records her observations /experiences / information for objects, activities, phenomena, places visited ( <i>mela</i> , festival, historical place) in different ways and predicts patterns in activities /phenomena.	Records her observations /experiences / information for objects, activities, phenomena, places visited in different ways and predicts patterns in activities /phenomena.

Identifies signs, location of objects /places and guides for the directions w.r.t a landmark in school /neighbourhood using maps etc.	Uses maps and identifies signs, location of objects /places and guides for the directions w.r.t a landmark in school /neighbourhood etc.
Uses the information on signboards, posters, currency (notes /coins), railway ticket /time table.	Uses the information on signboards, posters, currency (notes /coins), railway ticket /time table.
Creates collage, designs, models, <i>rangolis</i> , posters, albums, and simple maps (of school /neighbourhood, flow diagrams, etc.) using local /waste material.	Creates collage, designs, models, <i>rangolis</i> , posters, albums, simple maps, flow diagrams, etc. using available material or local /waste material.
Voices opinion on issues observed / experienced in, family / school / neighbourhood, e.g., on stereotypes (making choices / decision making /solving problems), discriminatory practices on caste in use of public places, water, mdm / community eating, child rights (schooling, child abuse, punishment, labour).	Voices opinion on issues observed / experienced in, family / school / neighbourhood, e.g., on stereotypes (making choices / decision making /solving problems), discriminatory practices on the basis of castes in use of public places, water, MDM / community eating, child rights (schooling, child abuse, punishment, labour)
Suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property).	Suggests ways for personal and community hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), and resources (food, water, and public property).
	Participates in different indoor /outdoor /local /contemporary activities and games, carries out projects / role play for taking care of a plant(s), feed birds /animals, taking care of things /elderly /differently abled in order to demonstrate initiatives of care, share empathy, leadership by working together in groups.

**Section III****MAPPING OF GRADE 4 EVS TOPICS WITH LEARNING OUTCOMES ADAPTED BY CBSE**

<b>Chapter 1</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Going to school</b>	Mode of transport used by Children to reach School	Know about the ways children of different parts of the country go to school and problems faced by them.	Explores and analyses objects and activities of past and present in order to differentiate between them.
		Identify different modes of transport used in different regions	
		Relate the mode of transport to different land forms viz. rocky path, dense forests, snow, mountain etc.	
	Bridges	Realize the importance of a bridge.	
		Identify various material used for constructing different kinds of bridges.	
	Jugad	Explain 'Jugad' in your own words with examples	
		Appreciate its usefulness in the Indian context.	
	No punishment in school	Reinforce the message of no punishment in school.	
Be self-disciplined.			
<b>Chapter 2</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Ear to Ear</b>	Animal ears	Recognize animals by the nature of ears that they have.	Observes and explores the immediate surroundings, i.e., home, school and neighborhood for different animals /birds and identifies different features of birds and animals
		Name animals with external ears (we can see) and with internal ears (we cannot see)	
	Skin-Body covering	Identify animals by the patterns of their skin.	Groups the animals, birds, for observable features in order to compare based on differences or
		Distinguish animals on basis of hairs / feathers on their skin	

			similarities and sorts them into different categories.
	Egg laying animals/Giving birth to babies.	Identify and differentiate between animals who lay eggs or give birth to young ones.	
	General	Be sensitized to the extinction of animals from our surroundings.	
		Draw animals, their ears and for make animals using paper or other material.	
<b>Chapter 3</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>A Day with Nandu</b>	Group behavior of animal	Define a herd and give examples of animals that live in herds.	Explains the herd /group behavior in animals, birds and changes in family
		Know important characteristic behavior of animals/elephant living in a herd	
	Animal-human interface	Give examples of animals that can be used for riding or carrying loads.	Participates in taking care of a plant(s), feed birds /animals, in order to demonstrate initiatives of care, share empathy, leadership by working together in groups.
		Relate to feelings of caged animals.	
		Develop love and sensitivity towards animals.	
Draw and paint animal pictures.			
<b>Chapter 4</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>The story of Amrita</b>	Amrita's friend- A tree	Be sensitized regarding trees / forests in particular in Rajasthan	Observes and explores the immediate surroundings, i.e., home, neighborhood for different objects /flowers / plants, and identifies simple features of objects, flowers, roots and fruits in immediate surroundings
	Importance of trees and animals	Realize the importance of forest (plants) and animals	Suggests ways for personal and community hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), and resources (food, water, and public property).
		Give reasons for decline in number of birds.	
		Develop a concern of care for plants and animals.	

Chapter 5	Topic	Learning Objectives	Learning Outcome	
<b>Anita and the honey bees</b>	Dream of a School	Adopt practices to protect plants and animals.	Explains the herd /group behavior in animals	
		Realize the importance of education and equal opportunity to all		
	Know about Right to Education- RTE Act (2009)			
	Becoming Bee - Keeper	Know about insects that live in groups and division of labor amongst them.		Describes different skilled work (farming, their skills, tools used by them and training (role of institutions) in daily life
		Gain knowledge about bees and their behavior.		
Become familiar with steps in bee keeping.				
Appreciate and imbibe the value of being independent and taking responsibility.				
Chapter 6	Topic	Learning Objectives	Learning Outcome	
<b>Omana's Diary</b>	Dairy Reading	Comprehend the story of train journey from Gandhi Dham to Kerala from description.	Records her observations /experiences / information for objects, activities, phenomena, places visited in different ways and predicts patterns in activities /phenomena.	
		Know about various persons like ticket checker, guard, coolie, driver etc. and their roles.		
		Describe a platform scene.		
		Become familiar with steps in booking of a railway ticket.		
	Map reading skill	Read map and get an idea about distance between places.		Uses maps and identifies signs, location of objects /places and guides for the directions w.r.t a landmark in school /neighborhood etc.
Chapter 7	Topic	Learning Objectives	Learning Outcome	
<b>From the window</b>	Train journey continues...	Relate the difference to outside scenes while on a train journey in relation to climatic conditions of the region.	Records her observations /experiences / information for objects, activities, phenomena, places visited in different ways and predicts patterns in activities /phenomena.	
	Bridges and Tunnels and Level Crossing	Realize the importance of building bridges and tunnels en-route train journey.		

		State reasons for high smoke and loud noise at level crossings.	
		Become aware of safety precautions at level crossing.	
	Various culture	Become familiar with diversity in languages, clothes, food and landforms of different states of India.	
<b>Chapter 8</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Reaching Grandmother's house</b>	Different modes of transport	Know about different modes of transport and their uses	Uses the information on signboards, currency (notes /coins), railway ticket /time table
	Rail Ticket	Read a train-ticket and find out train number, date of journey, tax, birth and coach numbers distance etc.	
	Railway Time-Table	Know the use of railway time table	
		Can read timetable and calculate distance and travel time between places.	
<b>Chapter 9</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Changing Families</b>	Changing nature of family.	Accept that changes are a part of life.	Explains the changes in family (e.g., due to birth, marriage, transfer, etc.)
		Give reasons for change in family viz. birth of a new baby, transfer of a working member, a wedding in the family etc.	
		Relate to changes/adjustments as a consequence of these changes and adapt to them.	
		Become familiar with special food, clothes, songs and dances performed during wedding in different families.	
	My family- Yesterday, Today and Tomorrow	Identify changes in their own family as a result of education and use of technology.	

		Empathize with the children who drop out of school for various reasons	
		Relates age of marriage as per Law on Child Marriage.	
<b>Chapter 10</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Hu Tu Tu, Hu Tu Tu</b>	Game of kabaddi	Develop sportsmanship	Participates in different indoor /outdoor /local /contemporary activities and games, carries out projects for taking care of things share empathy, leadership by working together in groups
		Know the rules of the game kabaddi.	
		Know different names of this native games in different parts of India	
	Playing together	Recognize the need to follow the rules of the game.	
		Name other games in which one has to touch a person, thing or colour.	
	Discrimination and Biases	Recognize discrimination in games, on the basis of gender, caste and class	
Advocate and observe equal opportunity in all in sports.			
Name some sportspersons who won medals in Olympic games.			
<b>Chapter 11</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>The Valley Of Flowers</b>	The world of flowers	Appreciate the beauty and importance of flowers	Observes and explores the immediate surroundings, i.e., home, school and neighborhood for different flowers / plants, and identifies simple features of , parts of flowers, roots and fruits in immediate surroundings
		Become aware in variety in colors shape, hues, shapes, size aroma of flowers and group them accordingly.	

		Recognize Madhubani as folk art form of Bihar.	
	Blooming buds	Draw, identify and understand the parts of a flower	
		Identify flowers which on trees bushes, water creepers.	
		Identify flowers by their scents.	
		Differentiate between a bud and flowers.	
	Uses of flowers	Recognize the different uses of flower.	Creates collage, designs, models, <i>rangolis</i> , posters, albums, simple maps, flow diagrams, etc. using available material or local /waste material.
		Name flowers which are used for making medicine.	
		List scents/perfumes.	
		List flowers used on special occasions and festivals.	
		Name flowers which are used for making colors.	
		List the different ways flowers are sold.	
	Map reading skill	Locate Uttarakhand, U.P. Maharashtra and Kerala on the map of India, the places famous for flowers	
	Miscellaneous	Know the technique to dry flowers and use it to make pretty cards.	
		Become familiar with flowers associated with songs/poems that are sung on different occasions.	
<b>Chapter 12</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Changing Times</b>	A big move	Relate to freedom struggle partition of India and displacement of persons.	Differentiates between objects and activities of past and present.
	Changing Houses	Identify the different types of houses and materials used of constructing them with charging times.	

		Enlist the difference in the nature of toilets instructed in the past and present.	
		Sensitize them to concerns of people who clean toilets.	
		Recognize the differences in Kitchen construction in the past and present.	
		Imagine future houses and materials used for their construction.	
	Construction of houses	Name the persons and tools used by them for construction of a house.	Suggests ways for personal and community hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), and resources (food, water, and public property).
		Become aware of the approximate cost of construction materials.	
		Make model of houses using different waste-materials.	Creates, designs, models, using available material or local /waste material.
<b>Chapter 13</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>A River's Tale</b>	Journey of river	Trace the journey of a river from mountain to sea.	Explains the process of producing and procuring daily needs (e.g, food, water, clothes) i.e., from source to home.
		Recognize colour changes and other changes in water through picture reading.	
		Become aware of plants, trees animals and birds found in and around water bodies.	
	How does water become dirty?	Locate reasons responsible of making water dirty.	Establishes relation between cause and effect. (e.g., evaporation, condensation, dissolution, absorption, etc.)
	Demonstrate extent of solubility of different substances in water.		
	Suggest ways to keep rivers clean.		
	Predict the effect of seasons on water bodies.		

	Ways of cleaning water	Gain knowledge of the methods of making water safe for drinking	Uses different senses as per their abilities to observe /smell /taste /feel /hear while performing simple activities and experiments.	
<b>Chapter 14</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>	
<b>Basva's Farm</b>	Growing a crops	Recognize the variety in nature of crops grown in different regions/areas.	Describes different skilled work (farming, construction, etc.); their skills, tools used by them, their inheritance (from elders) and training (role of institutions) in daily life	
		Describe different steps in cultivating a crop.		
		Recognize the importance of removing weeds.		
		Reason out the need for involvement of all farming members at various steps during cultivation.		
	State measures to ensure good yield and return for the farmer.			
Agriculture tools	Identify different agricultural tools, their local names and purposes.			
<b>Chapter 15</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>	
<b>From Market to Home</b>	Daily routine of a vegetable seller	Narrate the daily routine of vegetable sellers.	Explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home.	
		Relate the importance of starting the day early and working long hours.		
		Appreciate the importance of all family members in sorting of fruits and vegetables.		
	Ways of keeping vegetables fresh	Enlist different ways to keep vegetables and fruits fresh for a longer time		
	Identification of fruits and vegetables	Differentiation and classify fruits and vegetables on the basis of season, colour, size, shape, texture, seeds, smell etc.		Groups the plants for observable features in order to compare based on differences or similarities and sorts them into different categories.
	Identify fruits and vegetable that spoil quickly and those that can stay for some days.			

	Weighing & selling of fruits and vegetables	Know the measures used for selling vegetables and fruits like dozen, kilograms etc.	Estimates spatial quantities (weight) in standard /local units ( <i>kilo, gaz, pav</i> etc.) and verifies using simple tools /set-ups	
<b>Chapter 16</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>	
<b>A Busy Month</b>	World of animals and birds	Identify animals that live on land, in water and on trees	Observes and explores the immediate surroundings, i.e., home, school and neighborhood for different birds and identifies different features of birds.	
	Bird's and nests	Become familiar with variety of nests and materials used in their making .		
		Know the reasons for making of nests by the birds.		
		Becomes acquainted with the how and what mother birds feed to their young ones.		
		Name the enemies of birds and bird's eggs.		
	Variety in Beaks and feet of birds	Identify the nature of different kinds of bird's feet and their purpose.	Groups the animals, birds for observable features in order to compare based on differences or similarities and sorts them into different categories.	
		Identify variety in beaks and relate nature of beak to the kind of food they eat.		
	Animal Teeth	Recognize variety in nature of teeth in different animals and relate to the kind of food consumed by them.		
Become familiar with the different kinds of human teeth				
Miscellaneous	Draw birds, bird's nests, animals, birds beak etc.			
<b>Chapter 17</b>	<b>Topic</b>	<b>Learning Objectives</b>		<b>Learning Outcome</b>
<b>Nandita in Mumbai</b>	Life in rural and urban India	Differentiate between ways of living in rural and urban areas.		Suggests ways for personal and community hygiene, reduce, reuse, recycle and takes care of different living beings (the elderly people), and resources (food, water, and public property).
		Compare the size and nature of houses in rural, and urban areas (both slums and high-rise buildings)		

		Make a comparative list of facilities available in rural and urban areas.	
	Water and sanitation	Compare water and toilet facilities in rural slum and high-rise buildings.	
		Check the availability of electricity in different kinds of homes.	
	Life in slums	Identify the problems of people living in slums like shortage of water	Voices opinion on issues observed / experienced in, family /neighborhood,
<b>Chapter 18</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Too Much Water Too Little Water</b>	Polluted Water	Relate the harmful effects of drinking dirty unclean water.	Suggests ways for personal and community hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), and resources.
		Name some water based diseases and their symptoms.	
	Uneven distribution of water.	Become sensitized to uneven distribution of water and consequent water shortage.	
	Purification of water	Gain knowledge of methods of purification of water	
	Miscellaneous	Conduct a water survey and find out ways to stop wastage of water.	
<b>Chapter 19</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Abdul in the Garden</b>	Roots & its function	Recognize different kinds of roots.	Guesses (properties, conditions of phenomena), observes and shares experiences of the phenomena, happenings, situations in daily life (such as, how root, flowers grow etc.) and demonstrates ways to check /verify /test the observations through simple experiments and activities
		Recognize the importance of water for plants.	
		Postulate the ways plants get water if nobody waters them.	
		Recognize unusual roots and their functions.	
	Growing a plant.	Conduct an activity to grow seeds and record their observations.	
		Become aware of laws against cutting trees.	
Make a list of other things that grow including human beings.			

Chapter 20	Topic	Learning Objectives	Learning Outcome
<b>Eating Together</b>	Community eating	Imbibe the virtue/value of sharing and doing things together	Records her observations /experiences / information for objects, activities, phenomena, places visited ( <i>mela</i> , festival) in different ways and predicts patterns in activities /phenomena.
	Bihu -Festival of Assam	Explore the narrative to find out <ul style="list-style-type: none"> <li>- Special food prepared</li> <li>- Special dresses worn</li> <li>- Temporary shed for feasting together</li> <li>- Bhela Ghar</li> </ul>	
	Mid-Day Meal	Collect necessary information regarding Mid-Day Mean Scheme and their right to complain, if unhappy with the quality of food or other issues.	
Chapter 21	Topic	Learning Objectives	Learning Outcome
<b>Food and Fun</b>	Visit to Gurudwara	Relate the importance of Langar in a Gurudwara	Records her observations /experiences / information for objects, activities, places visited (religious places) in different ways and predicts patterns in activities /
	Community Kitchen	Know various tasks and appreciate the participation of different members in community in various ways.	
	Food in a boarding school	Discover the facts about life in boarding schools	
		Get acquainted with food prepared and served regularly on festive occasions.	
Chapter 22	Topic	Learning Objectives	Learning Outcome
<b>The World in My Home</b>	Relationship and decision making in a family	Relate the importance of caring and concern for different interests of family members.	Identifies relationship with and among family members in extended family.
		Know about various decisions taken in a family and persons who take them.	
	Gender Discrimination	Become sensitized to gender discriminatory practices in a family.	Voices opinion on issues observed / experienced in, family / school / neighborhood.

	Family Values	Appreciate the importance of values exhibited by elders in the family and acquire them.	
	Caste and religious practices	Become sensitized to discriminatory practices on the basis of caste and religion in families.	
	Good and Bad touch	Become sensitized to good and bad touch and other abuses.	
<b>Chapter 23</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Pochampalli</b>	Pochampalli- Art of weaving	Know about traditional art of weaving Pochampalli sarees and carpet weaving in different parts of India Become sensitized about reasons for extinction of traditional handicrafts	Describes different skilled work (, art /craft, etc.); their skills, tools used by them, their inheritance (from elders) and training (role of institutions) in daily life.
	Process of weaving	Know the steps involved in weaving- From thread to cloth Appreciate and realize the role of all members of the family in the process	
		Traditional occupation	
	<b>Chapter 24</b>	<b>Topic</b>	
<b>Home and Abroad</b>	Kerala and its landforms	Know about Kerala and Abu Dhabi's climate, houses, trees and plants, food, clothes people, language and currency. Compare Kerala and Abu Dhabi on various aspects	Uses the information on signboards, currency (notes /coins)
		Comparison of Kerala and Abu Dhabi	
	<b>Chapter 25</b>	<b>Topic</b>	<b>Learning Objectives</b>

<b>Spicy Riddles</b>	Importance & use of spices	Identify various spices by touch and smell	Observes and explores the immediate surroundings, i.e., flowers / plants, and identifies simple features of flowers, roots and fruits in immediate surroundings
		Recognize the importance of spices in food and cooking.	
		Know the medicinal value of various species	
		Name the places in India where maximum spices are grown	
	Uses of spices	Understand that spices add flavor to food and also have medicinal value	
	Garam masala	Enlist spices for making garam masala	
Miscellaneous	Prepare some simple dishes like chat		
		Make riddles for different spices	
<b>Chapter 26</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Defense Officer : Wahida</b>	Girl child education	Recognize difficulties faced by girls to get education in Indian Villages	Describes different skilled work defense services their skills and training (role of institutions) in daily life
		Inspire children to dream big and develop a resolve to become an achiever.	
	Defense services	Enlist three defense forces of India and their importance	
		State various jobs and ranks in defense service	
Contribution of women' in society	Appreciate women achievers and their contribution in today's world		
<b>Chapter 27</b>	<b>Topic</b>	<b>Learning Objectives</b>	<b>Learning Outcome</b>
<b>Chuskit Goes to School</b>	Chuskits Dream to go to school	Relate to the problems faced by special people in hilly areas.	Participates in different indoor /outdoor /local activities, carries out projects / role play for taking

		Get motivation to help others and work in a group	care of differently abled in order to demonstrate initiatives of care, share empathy, leadership by working together in groups.
	Special people	Develop sensitivity to the needs of differently abled people.	
		Recognize the importance of equipment and special facilities like wheelchair and ramp for special people at.	