



Explore the World



Environmental Studies



Scribbling page

Introduction

Millat Foundation for Educational Research and Development (MFERD) is an organization conceived with the vision of providing a common platform for the networking, co-ordination, collaboration and co-operation among Muslim educational institutions, thereby complementing the efforts of individuals and organizations in achieving excellence in education within the boundaries of Islamic Shariah. MFERD aims to address the various challenges faced by these institutions and find solutions through research and development.

One of its major program is to design a value based curriculum for school to nurture and culture our future generations with excellence.

Curriculum is the sum total of all learning experience a child undergoes including academics, activities, learning environment, assessment and interaction with teachers, students, parents all together from the moment a child walks in the school until he/she steps out.

After years of research in child psychology, education from Islamic perspective, and review of various curricula, a value based curriculum has been designed in accordance with National Curriculum Framework and International standards to focus on all round development of the children so that they identify their identity, realize the need and become leaders of tomorrow.

This curriculum is comprised of:

- ⇒ **Objectives** - as per Islam psychology, education and stakeholders
- ⇒ **Syllabus** - as per age group and government standards
- ⇒ **Methodology** - child centric and appropriate to the subject and objectives
- ⇒ **Resources** - including teacher training, teaching aids manuals and more
- ⇒ **Assessment** - formative, summative, self, co-scholastic, behavioral and long term
- ⇒ **Activities** - curricular, co-curricular and extra curricular with guidelines for events
- ⇒ **Scheduling** - calendar, day-year plans, workload, period split and competitions
- ⇒ **Observation** - feedback and research

Central Academic Development department has been setup to plan, train and monitor the implementation of this curriculum in various schools at all the levels.

Preface

Explore the world Environmental studies is an integrated book of science and social studies. It is based on the methodology of 'Learning by Doing'. Children at this age need to explore the world around them. They need to comprehend What's being taught, What's happening around, What's expected of them; take clues from it and understand on their own.

Greater the understanding of the details, greater the child will appreciate Islam. Science coexisted, infact flourished in the Islamic era. Islam teaches mankind to observe and learn from the nature. This book prepares young minds to appreciate the importance of environment in a holistic manner, to get them familiarized with the surrounding and to view it with a sense of care and responsibility. It imbibes in children the values of love and respect for nature and its laws.

The Alif Laam Meem Series aims at promoting this idea among the mankind. It also aims at training the learners to locate and comprehend the relationship between the natural, social and cultural environment to develop an understanding based on observations drawn from life experience.

The language is simple, clear and within the comprehension of the students. There is an attempt towards building up a scientific aptitude and temperament in the learners. Besides making them realize the existence of Allah and His creations, this book teaches them to be thankful to Allah for all His bounties, refrain from inhumane acts and to develop reasoning that leads to the correct path destined for us.

The salient feature of the book:

- ❖ Introduction of the lesson through motivational activities.
- ❖ Group discussion to break the monotony of the class and to develop interpersonal skills
- ❖ Arouse curiosity among the children through various interactive and interesting activities.
- ❖ Promote independent work.
- ❖ Quranic verses and Hadees: To prove the laws of nature laid by Allah.
- ❖ You will learn about: Gives an idea of what the child will learn from each lesson.
- ❖ Quick Look : Recapitulation made easy with keywords and quick look.
- ❖ Science corner: Learning by doing to develop observation data collection and inferential skills.
- ❖ Arts in science: Develop aesthetic values and to make learning a joyful experience.
- ❖ Math in science: To develop reasoning and logical thinking.
- ❖ Writing in science: To develop and encourage students for scientific writing.
- ❖ Take home activity: Activities given to make the child apply his knowledge in day to day life and promote independent work.

We strive to keep our standards high and continually improve the Alif Laam Meem Series based on your feedback and our research. Therefore, we request you to kindly send in your valuable suggestions to us and help this mission be successful.

We wish and pray for the wide spread use of this syllabus and inspire other experienced hands to come forward and do such work or better.

Excerpts from National Curriculum Framework 2005

An overall summary of the National Curriculum Framework 2005

The fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality. To correct this distortion, the present NCF proposes five guiding principles for curriculum development

- (i) connecting knowledge to life outside the school;
- (ii) ensuring that learning shifts away from rote methods;
- (iii) enriching the curriculum so that it goes beyond textbooks;
- (iv) making examinations more flexible and integrating them with classroom life; and
- (v) nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

National Curriculum Framework 2005 on the perspective of education

Education must be able to promote values that foster peace, humaneness and tolerance in a multicultural society.

The National Curriculum Frame document seeks to provide a framework within which teachers and schools can choose and plan experiences that they think children should have. In order to realize educational objectives, the curriculum should be conceptualized as a structure that articulates required experiences. For this, it should address some basic questions:

- (i) What educational purposes should the schools seek to achieve?
- (ii) What educational experiences can be provided that are likely to achieve these purposes?
- (iii) How can these educational experiences be meaningfully organized?
- (iv) How do we ensure that these educational purposes are indeed being accomplished?

National Curriculum Framework 2005 on the Guiding Principles of education

Children acquire varied skills naturally while growing up in their environment. They also observe life and the world around them. When imported into classrooms, their questions and queries can enrich the curriculum and make it more creative. Such reforms will also facilitate the practice of the widely acknowledged curricular principles of moving from 'known to unknown', from 'concrete to abstract', and from 'local to global'.

The MFERD books are designed to adhere to the guiding principles laid down in the National Curriculum Framework 2005. We want the followers/students to abide and fulfill the educational objectives framed by the NCF so that they not only become honest and faithful citizens but also to be a part of the ever growing global world and economy. We sincerely believe that by following this curriculum the students will develop their personality which will be a beacon of light for others to reflect and ponder and be like one.

For MFERD's approach to address these perspectives please refer to the back cover page.

Contents

Unit V

My Neighbourhood

- | | |
|---------------------------|---|
| 12. Community and Helpers | 1 |
| 13. My Country | 8 |

Unit VI

My Surroundings

- | | |
|-----------------------------------|----|
| 14. Green World | 12 |
| 15. Animal Kingdom | 18 |
| 16. Food for Animals | 24 |
| 17. Animal Homes and Their Babies | 28 |

Unit VII

Our Environment

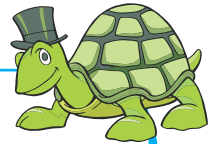
- | | |
|------------------------|----|
| 18. Air Around Us | 33 |
| 19. Water | 39 |
| 20. Weather | 45 |
| 21. Journey to the Sky | 50 |

Community and Helpers



You will learn about

- ⦿ Places in the neighbourhood
- ⦿ Importance of neighbour
- ⦿ Community
- ⦿ Community helpers
- ⦿ Importance of community helpers



New words

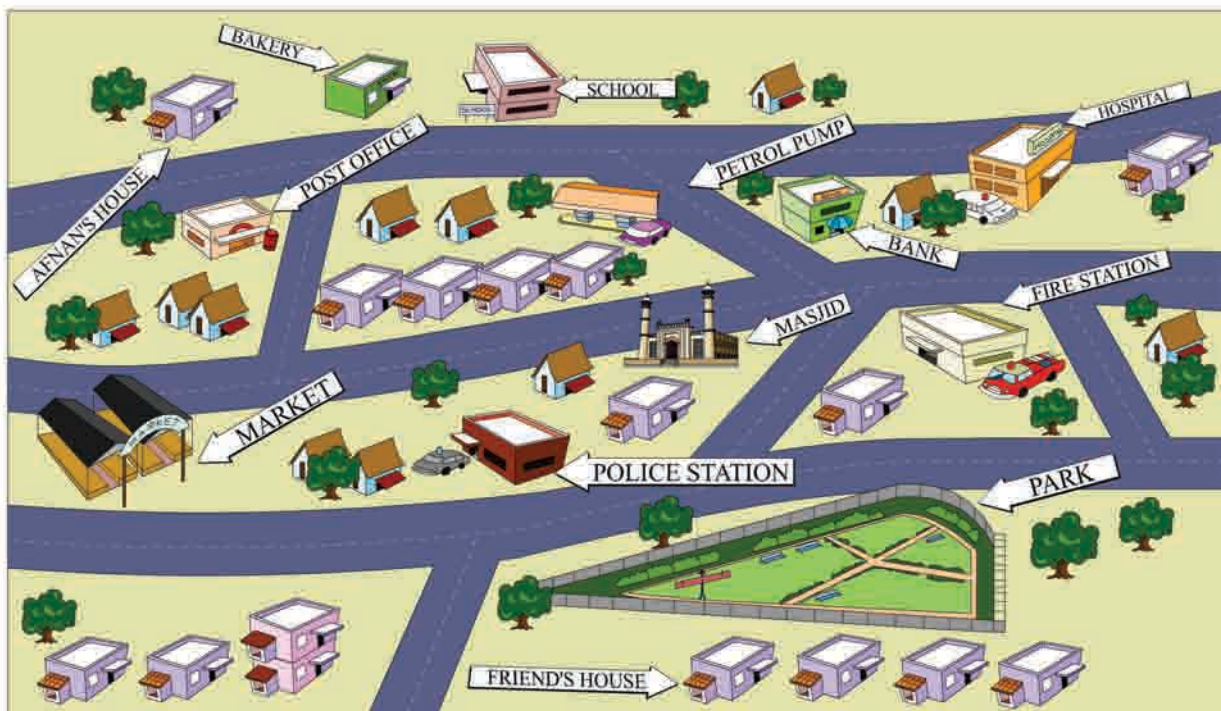
- neighbour neighbourhood
street market
house helper
mason carpenter muazzin
Imaam postman soldier

The area around our house is called neighbourhood.
People around our house are our neighbours.

Masjid, market, hospital, post office, police station and fire station are a few places in our neighbourhood.



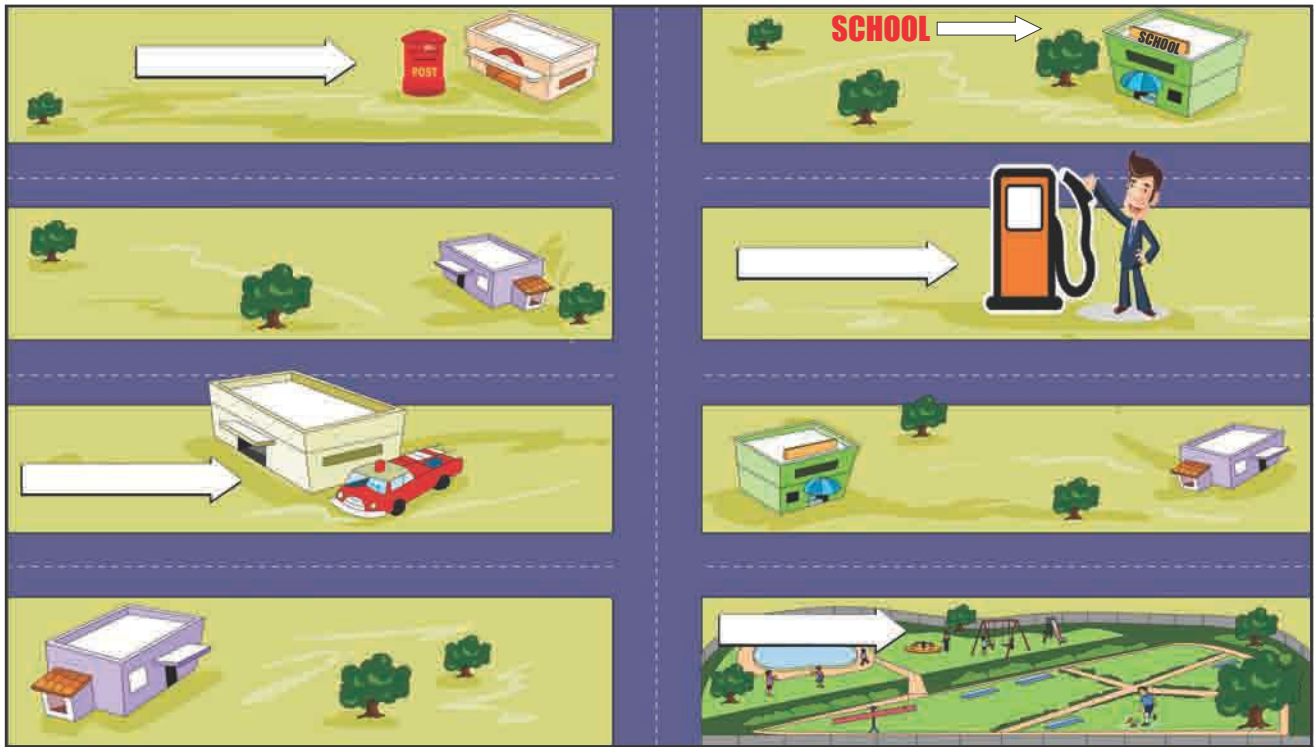
Let us view all the places in the given picture.



Activity

Afnan is ready for school. Trace different ways he would take to reach the school and the following places.

- (a) Petrol pump (b) Park (c) Post office (d) Fire station



Community helpers

People Living in our neighbourhood form a community.

Community helpers are people who help us in our neighbourhood.

We take their help to do the work.

We must always be polite towards community helpers.



A doctor treats sick people.



A teacher teaches.



A Muazzin calls for prayers.



An Imaam leads the prayers.



A nurse takes care of patients.



A tailor stitches clothes.



A cobbler mends shoes.



A security guard guards a building.



A carpenter makes and repairs wooden items.



A barber trims hair.



A postman delivers letters and parcels.



A butcher sells meat.



A policeman catches thieves.



A mason builds houses.



Activity

Look at the pictures below and write their professions.

sweeper postman mason cobbler fireman porter barber doctor



















- The area around our house is called neighbourhood.
- People living in forty houses around our house are neighbours.
- We should always be good and kind to our neighbours.
- Community is made up of different people who live and work together.
- Community helpers are people who help us in our neighbourhood.

Reviewing words and concepts

A. Answer the following questions.

1. What is a neighbourhood ?
2. Who are our neighbours ?
3. What is a community?

B. Which place do you go for the following things?

1. To buy fruits and vegetables _____
2. To buy medicines _____
3. To pray _____
4. To buy grains _____
5. If badly injured _____
6. To play _____

C. Write one word for the following.

1. One who takes care of sick people _____
2. One who guards our building _____
3. One who helps in cleaning our house _____
4. One who builds a house _____
5. One who stitches clothes _____
6. One who delivers letters _____

D. Read the sentences and tick the one you would do.

1. You are in a school bus and you want to get down first.

What do you do?

a. Push others and get down.

b. Say 'Excuse me!' and make your way out.

2. If you see a crowded shop, what should you do?

a. Form a queue and wait for your turn.

b. Push people and move forward.

3. If your neighbour falls sick, what should you do?

a. Visit your neighbour.

b. Do not go to his house.

4. If you go to a shop to buy something, how should you speak?

a. Say 'Please' and Ask politely.

b. Speak rudely.

Take home activity

On a Sunday observe all the helpers that come to your house.

Make a list of them. Ex: newspaper boy.