PM SHRI KENDRIYA VIDYALAYA KEYLONG

MULTI-DISCIPLINARY PROJECT (MDP)

ACADEMIC SESSION: 2026–27 • TERM – II • CLASS: 5

⛰ INTERDISCIPLINARY THEME (NCERT CLASS 5) ⛰

EXPLORING HIMALAYAN HABITATS & SUSTAINABLE HERITAGE

हमारे हिमालयी आवास, जल-धरोहर और सतत पर्यावरण

TWAU: Our Wondrous World | ENGLISH: Santoor | MATHEMATICS: Maths Mela | हिंदी: वीणा (Veena)



👤 STUDENT PROFILE & SUBMISSION RECORD

Name of Student: _____ Class & Sec: _____ Roll No: _____

Class Teacher Name: _____ English Teacher: _____

Maths Teacher: _____ TWAU Teacher: _____

Hindi Teacher Name: _____ Date of Submission: _____

Signature of Student: _____ Parent's Signature: _____

GENERAL GUIDELINES & CERTIFICATION

Project Guidelines & Assessment Sheet

📝 **Important Notes for Students & Parents:**

1. All 5 competency codes in each subject carry **4 marks each** (Total: 20 marks per subject, Grand Total: 80 marks).
2. Questions are strictly based on the **New NCERT Class 5 Textbooks**: *Santoor* (English), *Veena* (Hindi), *Maths Mela* (Mathematics), and *Our Wondrous World* (TWAU).
3. Simple activity-based questions encourage inquiry, estimation, creativity, and love for nature.

CERTIFICATE OF COMPLETION

This is to certify that Master / Miss _____, a student of Class 5, Section _____, Roll No. _____ has successfully completed and submitted the **Multi-Disciplinary Project (MDP)** on the theme *"Exploring Himalayan Habitats & Sustainable Heritage"* for **Term – II** during the academic session **2026–27** under the mentorship of all subject teachers.

Date: _____ **Place: Keylong** **Class Teacher's Signature:** _____

👏 ACKNOWLEDGEMENT 👏

I express my sincere gratitude to our respected **Principal** and my beloved **Subject Teachers** for guiding me throughout this project. I also thank my parents and grandparents for sharing their knowledge about high-altitude Himalayan living, traditional water systems, and local cultural heritage.

Student's Signature: _____ **Date:** _____

Class 5 MDP – Competency Codes and Descriptions (Assessment Rubric)

Subject	Competency Code	Competency Description	Max	Obtained
English (Santoor)	C-1.2	Comprehends narrated/read out stories and identifies characters, storyline, and key aspects.	4M	
	C-2.5	Demonstrates interest in picking up and reading a variety of children's books.	4M	
	C-3.2	Creates simple posters, invites, and instructions with appropriate information and purpose.	4M	
	C-3.3	Writes stories, poems, and conversations based on imagination and experiences.	4M	
	C-4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.	4M	
हिंदी (वीणा - Veena)	C-2.2	पढ़ी गई सामग्री के मुख्य विचारों को समझता/समझती है और आवश्यक निष्कर्ष निकालता/निकालती है।	4M	
	C-3.2	स्पष्ट और सुसंगत अनुच्छेद लिखता/लिखती है, जो किसी दिए गए विषय/अवधारणा या पाठ के पठन से प्राप्त उसकी समझ को व्यक्त करते हैं।	4M	
	C-3.3	उपयुक्त जानकारी और उद्देश्य के साथ पोस्टर, निमंत्रण-पत्र, सरल कविताएँ, कहानियाँ और संवाद तैयार करता/करती है।	4M	
	C-4.2	विभिन्न प्रकार के पाठों या अन्य विषय-क्षेत्रों की सामग्री को सुनकर और पढ़कर शब्दों के अर्थ पर चर्चा करता/करती है तथा शब्दावली विकसित करता/करती है।	4M	
	C-5.2	पुस्तकालय की पुस्तकें पढ़ने में रुचि प्रदर्शित करता/करती है।	4M	
Mathematics (Maths Mela)	C-2.2	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha).	4M	
	C-3.5	Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume and verifies the same using standard units.	4M	
	C-3.6	Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas.	4M	
	C-3.7	Evaluates the conservation of attributes like length and volume and solves daily-life problems related to them.	4M	
	C-4.2	Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people).	4M	
TWAU (Our Wondrous World)	C-1.5	Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes.	4M	
	C-2.3	Connects changes in the environment and the lives of family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication).	4M	
	C-4.4	Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets).	4M	
	C-6.1	Performs simple inquiry related to specific questions independently or in groups.	4M	
	C-7.2	Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades.	4M	
		GRAND TOTAL (80 MARKS) & OVERALL GRADE:	**80M**	

Source: Uploaded Holistic Progress Card – Preparatory Stage, Classes 3–5, pages 7–14. HPC_PreparatoryReport25 (3).pdf
Note: The Hindi descriptions are Hindi translations of the English competency statements in the PDF, not verbatim Hindi text from the source. The same competency codes have been retained for Class 5 as requested.

ENGLISH (SANTOOR) • WORKSHEET 1

Expedition Narrative, Vocabulary & Library Corner

NCERT English Grade 5: Santoor • Codes: C-1.2 [4M], C-4.1 [4M], C-2.5 [4M] **Marks: 12**

1 Story Comprehension: Read the narrative and answer the questions

[Competency: C-1.2 • 4 Marks]

Competency C-1.2: Comprehends narrated/read out stories and identifies characters, storyline, and key aspects.

📖 Story: The Wisdom of the High Pass (NCERT Santoor Theme: Teamwork & Flying Together)

A group of young student trekkers were hiking across the Rohtang Pass towards Lahaul. As sudden dark clouds rolled over the mountain ridge, freezing winds began to blow. Remembering the story *'Flying Together'*, guide Tashi gathered everyone: "In high mountains, individual hurry leads to trouble, but united teamwork guarantees safety." Together, the children secured their walking sticks, shared their warm woollen blankets, and followed Tashi step-by-step into a sturdy stone mountain shelter. They realized that listening to elders and working as one team overcomes any mountain storm.



- [ ] The students were trekking across the high pass.
- [ ] The children scattered in different directions.
- [ ] Guide Tashi reminded them that teamwork saves lives.
- [ ] They safely reached a sturdy stone shelter.

Key Message: How does teamwork help people overcome difficult challenges in life? _____

2 Vocabulary & Word Power: Discuss meanings and develop vocabulary

[Competency: C-4.1 • 4 Marks]

Competency C-4.1: Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.

Word & Visual	Meaning in Context	Sentence Making
1. Expedition 🧭	An organized journey for exploration or climbing	The mountaineers planned an expedition.
2. Shelter 🏠	A place giving protection from bad weather	A stone house gives _____ from cold.
3. United 🤝	Joined together politically or for common goal	When people are _____, they succeed.

Word Building: Add a prefix to make the opposite of 'Certain' • _____

3 My Library Book Corner: Exploring Children's Books on Adventure & Nature

[Competency: C-2.5 • 4 Marks]

Competency C-2.5: Demonstrates interest in picking up and reading a variety of children's books.

Book Title 📚 : _____ **Author / Publisher:** _____

Main Character: _____ **My Rating:** ★★★★★

One inspiring quote or lesson from this book: _____

ENGLISH (SANTOOR) • WORKSHEET 2

Zero Waste Poster, Community Campaign & Mountain Dialogue

NCERT English Grade 5: Santoor • Codes: C-3.2 [4M], C-3.3 [4M] **Marks: 8**

1 Poster & Campaign: Create a "Wonderful Waste: Zero-Waste Mountain Town" Poster

[Competency: C-3.2 • 4 Marks]

Competency C-3.2: Creates simple posters, invites, and instructions with appropriate information and purpose.

🎨 Draw & Colour Here

(Draw recycling bins, making compost from vegetable scraps, or a clean Himalayan village)

REUSE

Campaign Slogan: _____

Poster Checklist: ☐ 3 R's (Reduce, Reuse, Recycle) ☐ Catchy Slogan ☐ Clear Eco-Action

2 Imaginative Dialogue: Conversation between a Snow Leopard and a Trekker

[Competency: C-3.3 • 4 Marks]

Competency C-3.3: Writes stories, poems, and conversations based on imagination and experiences.

Trekker: "Majestic Ghost of the Mountains! How do you survive in this freezing cold snow?"

Snow Leopard: "Nature gifted me thick fur and wide paws to walk on fresh snow without sinking."

Trekker: "What message do you have for humans visiting your home?"

Snow Leopard: "Please keep our mountain rocks _____!"



Creative Thought: Write two lines of a poem on the silent beauty of Himalayan winters: _____

हिंदी (वीणा - VEENA) • कार्यपत्रक 1

पठन-बोध, शब्दावली विकास एवं पुस्तकालय कोना

NCERT हिंदी कक्षा 5: वीणा (Veena) • दक्षता कोड : C-2.2 [4M], C-4.2 [4M], C-5.2 [4M] | पूर्णांक : 12 अंक

1 पठन एवं बोध : कहानी पढ़कर मुख्य विचार व निष्कर्ष समझिए

[दक्षता कोड : C-2.2 • 4 अंक]

दक्षता C-2.2: पढ़ी गई सामग्री के मुख्य विचारों को समझता/समझती है और आवश्यक निष्कर्ष निकालता/निकालती है।

📖 प्रेरक प्रसंग : बर्फीले पहाड़ों का संदेशवाहक (NCERT वीणा संदर्भ)

हिमाचल प्रदेश के ऊँचे बर्फीले ज़िले में कंवर सिंह डाक सेवक का कार्य करते थे। सर्दियों में जब सड़कें बर्फ से ढक जाती थीं, तो वे जान जोखिम में डालकर कई मील पैदल चलकर चिट्ठियाँ, पेंशन और दवाइयाँ पहुँचाते थे। गाँव वाले आज भी डाकिए का बड़ी बेसब्री से इंतज़ार करते हैं। कंवर सिंह कहते हैं, "पहाड़ी लोगों के लिए डाकिया सिर्फ चिट्ठी नहीं लाता, बल्कि दूर रहने वाले अपनों का हाल-चाल और खुशियाँ लाता है।" कर्तव्यनिष्ठा और सेवाभाव ही पहाड़ी जीवन की सबसे बड़ी शक्ति है।



- [ ] कंवर सिंह ऊँचे पहाड़ी इलाके में डाक सेवक थे।
- [ ] सर्दियों में बर्फ की वजह से डाक बाँटना बहुत आसान था।
- [ ] डाकिया लोगों के लिए पेंशन और खुशियाँ लाता है।
- [ ] कर्तव्यनिष्ठा ही पहाड़ी जीवन की असली शक्ति है।

मुख्य निष्कर्ष: आज इंटरनेट के युग में भी मानवीय सेवा और डाकिए का महत्व क्यों बना हुआ है? _____

2 शब्द-संसार : नए शब्दों के अर्थ समझकर वाक्य निर्माण कीजिए

[दक्षता कोड : C-4.2 • 4 अंक]

दक्षता C-4.2: विभिन्न प्रकार के पाठों या अन्य विषय-क्षेत्रों की सामग्री को सुनकर और पढ़कर शब्दों के अर्थ पर चर्चा करता/करती है तथा शब्दावली विकसित करता/करती है।

शब्द	अर्थ	सार्थक वाक्य निर्माण
1. कर्तव्यनिष्ठा 🏅	अपने काम को पूरी लगन व ईमानदारी से करना	सैनिक अपनी कर्तव्यनिष्ठा से देश की रक्षा करते हैं।
2. संदेशवाहक 📬	सूचना अथवा समाचार पहुँचाने वाला	प्राचीन काल में कबूतर _____ का काम करते थे।
3. दुर्गम ⛰	जहाँ पहुँचना बहुत कठिन हो	हिमालय के _____ रास्तों पर संभलकर चलना पड़ता है।

विलोम शब्द: 'दुर्गम' का विलोम शब्द लिखिए • _____

3 पुस्तकालय कोना : पुस्तकालय से पढ़ी गई किसी साहसिक/यात्रा वृतांत पुस्तक का विवरण

[दक्षता कोड : C-5.2 • 4 अंक]

दक्षता C-5.2: पुस्तकालय की पुस्तकें पढ़ने में रुचि प्रदर्शित करता/करती है।

पुस्तक का नाम : _____ **लेखक का नाम :** _____

मुख्य पात्र / नायक : _____ **विधा (कहानी/यात्रा/जीवनी):** _____

इस पुस्तक ने मुझे किस प्रकार प्रेरित किया : _____

सुसंगत अनुच्छेद, पोस्टर एवं हिमालयी संवाद

NCERT हिंदी कक्षा 5: वीणा (Veena) • दक्षता कोड : C-3.2 [4M], C-3.3 [4M] | पूर्णांक : 8 अंक

1 सुसंगत अनुच्छेद लेखन : "पानी रे पानी : हमारी पारंपरिक जल-धरोहर (बावड़ी और कुहल)"

[दक्षता कोड : C-3.2 • 4 अंक]

दक्षता C-3.2: स्पष्ट और सुसंगत अनुच्छेद लिखता/लिखती है, जो किसी दिए गए विषय/अवधारणा या पाठ के पठन से प्राप्त उसकी समझ को व्यक्त करते हैं।

संकेत बिंदु: पहाड़ों में जल-स्रोत, सीढ़ीदार कुएँ (बावड़ी), पानी का सम्मान, बर्बादी रोकने के उपाय, जल ही जीवन है। (4-5 स्पष्ट पंक्तियाँ):

2 रचनात्मक पोस्टर व संवाद : "जल बचाओ — कल बचाओ"

[दक्षता कोड : C-3.3 • 4 अंक]

दक्षता C-3.3: उपयुक्त जानकारी और उद्देश्य के साथ पोस्टर, निमंत्रण-पत्र, सरल कविताएँ, कहानियाँ और संवाद तैयार करता/करती है।

🎨 यहाँ सुंदर पोस्टर बनाइए

(पारंपरिक बावड़ी, जल संरक्षण, स्वच्छ नदी अथवा वर्षा जल संचयन का सुंदर रंगीन चित्र बनाइए)

मेरा सुंदर नारा (Slogan) : _____

पहाड़ी यात्रा पर दो मित्रों का संवाद (रोहन और दोरजे):

रोहन : "दोरजे, तुम्हारे गाँव में पीने का पानी कहाँ से आता है?"

दोरजे : "हमारे यहाँ बर्फ पिघलने से बनी प्राकृतिक _____ से मीठा पानी आता है, जिसे हम बहुत संभालकर रखते हैं।"

MATHEMATICS (MATHS MELA) • WORKSHEET 1

Mountain Expedition Map & Standard Estimations

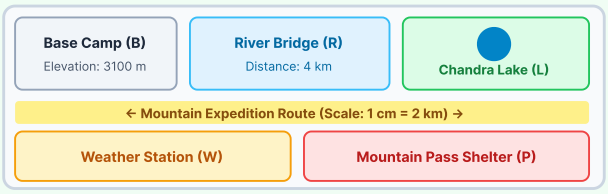
NCERT Mathematics Grade 5: Maths Mela • Codes: C-2.2 [4M], C-3.5 [4M] **Marks: 8**

1 Mapping Your Way : Mountain Expedition Route Map (नज़री नक्शा)

[Competency: C-2.2 • 4 Marks]

Competency C-2.2: Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (najri naksha).

Study the High-Altitude Expedition Route Map below (Scale: 1 cm on map = 2 km on ground):





COMPASS

(a) In which direction is the Chandra Lake located from the Base Camp? Direction: _____

(b) If the map distance between Base Camp and Shelter is 5 cm, actual ground distance = 5 × 2 km = _____ km

(c) In which direction is the Weather Station located from River Bridge? Direction: _____

2 Estimation & Verification with Standard Units (Distance, Weight & Volume)

[Competency: C-3.5 • 4 Marks]

Competency C-3.5: Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume and verifies the same using standard units.

Expedition Resource	Estimated Quantity	Actual Standard Unit	Verification Strategy / Instrument
Weight of Trekking Rucksack	12 kilograms	Kilogram (kg)	Spring Balance / Weighing Scale
Water in Base Camp Tank	_____	Litre (L)	Calibrated Dipstick / Meter
Length of Climbing Rope	_____	Metre (m)	Measuring Tape
Hiking Time across Pass	_____	Hours / Minutes	Stopwatch / Altimeter Watch

(a) Convert 12 kg rucksack weight into grams (1 kg = 1000 g): 12 × 1000 = _____ grams (g)

(b) If 4 team members drink 2.5 Litres of water each daily, total water needed = 4 × 2.5 L = _____ Litres

High-Altitude Mathematical Planning: "Accurate calculation of daily water and food rations is critical for mountain expedition safety, as unexpected blizzards can delay treks!"

MATHEMATICS (MATHS MELA) • WORKSHEET 2

Equal Area Boundaries, Conservation & Patrol Permutations

NCERT Mathematics Grade 5: Maths Mela • Codes: C-3.6 [4M], C-3.7 [4M], C-4.2 [4M] **Marks: 12**

1 Area and its Boundary : Equal Area - Different Perimeter in Shelter Plots

[Competency: C-3.6 • 4 Marks]

Competency C-3.6: Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas.



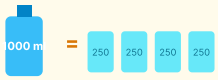
Both mountain camp plots have the **SAME Area = 100 square metres**.
• Perimeter of Plot A (Square) = 10 + 10 + 10 + 10 = **40 metres**.
• Perimeter of Plot B (Rectangle) = 25 + 4 + 25 + 4 = **58 metres**.
Deduction: Which plot requires MORE fencing wire? **Plot B (58 m vs 40 m)**
Can shapes with equal area have different perimeters? **[✓] YES [ ] NO**

Boundary Cost: At ₹ 20/m, Plot A fencing costs 40 × 20 = ₹ 800. Plot B costs 58 × 20 = ₹ _____

2 Conservation of Volume : How Big? How Heavy? (NCERT Maths Mela)

[Competency: C-3.7 • 4 Marks]

Competency C-3.7: Evaluates the conservation of attributes like length and volume and solves daily-life problems related to them.



A thermal flask with **1 Litre (1000 ml)** of soup is poured into four 250 ml cups.
• Total soup in four cups = 250 + 250 + 250 + 250 = **1000 ml = 1 Litre**.
Evaluation: Does dividing liquid into cups change its total volume?
[✓] Volume is Conserved [ ] Volume Changed

Daily Life Problem: If a 12-metre climbing rope is cut into 3 equal pieces, length of each piece = _____ metres (Is total rope length con

3 Permutations & Combinations : Mountain Safety Patrol Pair (2 from 5)

[Competency: C-4.2 • 4 Marks]

Competency C-4.2: Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people).

To monitor trail safety, a **2-member team** is chosen from 5 climbers: **Tenzin (T), Dolma (D), Aryan (A), Sonam (S), Rigzin (R)**. Systematically list all 10 possible combinations:

No.	Patrol Pair	No.	Patrol Pair
1.	Tenzin and Dolma (T, D)	6.	Dolma and Sonam (D, S)
2.	Tenzin and Aryan (T, A)	7.	Dolma and Rigzin (D, R)
3.	Tenzin and Sonam (T, S)	8.	Aryan and Sonam (A, S)
4.	Tenzin and Rigzin (T, R)	9.	Aryan and Rigzin (A, R)
5.	Dolma and Aryan (D, A)	10.	Sonam and Rigzin (S, R)

Total Combinations = 10 Teams • Does team (T, D) differ from (D, T)? **No, order does not change team membership**

THE WORLD AROUND US (TWAU) • WORKSHEET 1

Mountain Eco-Craft, Resource Sharing & Seed Dispersal Inquiry

NCERT TWAU Grade 5: Our Wondrous World • Codes: C-1.5 [4M], C-4.4 [4M], C-6.1 [4M] **Marks: 12**

1 Eco-Craft : Model of a Traditional Rebo Tent / Origami Himalayan Animal

[Competency: C-1.5 • 4 Marks]

Competency C-1.5: Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes.

Use local natural materials (recycled cardboard, wool scrap, twigs, or origami folded paper) to create a model of a traditional mountain shelter (Rebo tent) or a high-altitude animal (Ibex/Snow Leopard):

Sample Idea: (Changpa Rebo Tent / Origami Ibex)

🧺 Paste Your Craft Here

(Paste your folded paper tent model, origami animal, or wool collage here)

Local materials used: _____ **Display Purpose in School:** _____

2 Resource Conservation : Himalayan Bawris (Stepwells), Kuls & Climate-Resilient Millets

[Competency: C-4.4 • 4 Marks]

Competency C-4.4: Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets).

- ☐ Stepwells (Bawris) collected rain and snowmelt water.
- ☐ Traditional gravity channels (Kuls) shared water equitably.
- ☐ Millets (Buckwheat, Jowar) need fertile floodplains.
- ☐ Millets grow well in dry soils with minimal water.

Community Action: How did ancient Himalayan communities prevent wastage of shared stream water? _____

3 Scientific Inquiry : Seed Dispersal by Wind & Floatation (NCERT Our Wondrous World)

[Competency: C-6.1 • 4 Marks]

Competency C-6.1: Performs simple inquiry related to specific questions independently or in groups.

 1. Dandelion Winged Seed •  2. Maple Helicopter Pod •  3. Spiny Burdock (Velcro!)

Seed Type	Special Adaptation	How it Travels to New Land
Dandelion / Pine Seed	Lightweight wings or hairy parachutes	Floats on mountain breezes for kilometres
Xanthium / Burdock	Tiny curved hooks and barbs	Sticks to animal fur and clothes (inspired Velcro!)

Inquiry Conclusion: Why is seed dispersal essential for plants to survive in steep mountain terrains? _____

THE WORLD AROUND US (TWAU) • WORKSHEET 2

Elders' Oral History & Science Ideas in Thermal Living

NCERT TWAU Grade 5: Our Wondrous World • Codes: C-2.3 [4M], C-7.2 [4M] **Marks: 8**

1 Oral History with Elders : Changes in Mountain Architecture, Food & Lifestyle

[Competency: C-2.3 • 4 Marks]

Competency C-2.3: Connects changes in the environment and the lives of family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication).

👨‍🦱 Interview a grandparent or community elder about living in high mountains over the past 50 years:

Area of Change	In the Elder's Childhood	In Modern Times
Winter Shelter	Ground floor for animals, thick mud-stone insulation	Concrete houses with electrical blowers
Traditional Grains	Barley, Buckwheat (Kuttu), Chhang, Seabuckthorn	Polished white rice, refined packaged foods
Winter Travel	Walking on snow with homemade yak-leather boots	Snowmobiles, vehicles through Atal Tunnel

Elder's Golden Wisdom: Which traditional winter survival practice should modern youth adopt? _____

2 Science & Engineering Core Ideas : Thermal Insulation & Passive Solar Architecture

[Competency: C-7.2 • 4 Marks]

Competency C-7.2: Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades.



Disciplinary Core Science Idea (Thermal Science):
1. **Thermal Mass:** Thick stone walls absorb heat during sunny daytime and slowly release warmth into the room at freezing night.
2. **Trapped Air Insulation:** Yak wool and double-layer Rebo tents trap dead air, which is a poor conductor of heat!

Engineering Application: How does a south-facing glass sun-room naturally heat a mountain home in Lahaul? _____

✨ My Sacred Mountain Heritage Promise (मेरा पर्यावरण संकल्प):

- I will cherish our Himalayan ecology, glaciers, and traditional stone architecture.
- I will respect the sustainable heritage of our nomadic tribes and elders.
- I will apply scientific knowledge to protect mountain biodiversity and conserve water.

Student's Signature: _____ **Teacher's Remarks:** _____