LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN – TERM 2 (2023-24)

CLASS VII

ENGLISH FULL MARKS: 20

TOPIC: Screening Satyajit Ray

Third generation outcrop of the famous Roy family of Kolkata; Manick Babu as he was fondly addressed; took the world by storm with a string of scintillating films that made Satyajit Ray a household name the world over. His contribution to the craft was such that the Academy of Motion Picture Arts and Sciences presented him with the honorary Oscar for lifetime achievement in the early 1990s. The only son of Bengal's brilliant poet of Absurd Poetry -Mr. Sukumar Roy, Satyajit Ray was an accomplished writer in his own right having penned some of Bengali literature's most loved characters like Feluda, Professor T. Sanku, Tarini Khuro and Banku Babu to name a few.

To supplement awareness regarding Mr. Ray's contribution in the field of literature, students are instructed to study his works and execute the following tasks as per the allocation made by the concerned teacher.

Steps to follow-

- ✓ All the project groups to make 5 riddles. 5 minutes will be given to each team for the presentation of the same.
- ✓ The riddles to be submitted separately in a channel file.
- ✓ A thorough reading of the assigned texts is mandatory.
- ✓ All projects to be well presented.
- ✓ Project needs to be done in groups.
- ✓ Texts for each group will be assigned by the subject teacher.

1) Text: The Attic, Bipin Chowdhury's Lapse of Memory.

- **5 Riddles**
- **Book cover with blurb and Book Mark on either of the texts.**

2) Text: the Royal Bengal Mystery & The Curse of the Goddess [Chhinnamastar Obhishap]

- **To make a Board Game on either of the texts.**
- **Riddles**

✓ Students will be given 5 minutes to explain the rules and regulations of the games designed by them

3) Text: Uncle Tarini and Betal & The Spaceman's Diary [Byomjatrir Diary]

- **Storyboard [Graphical Presentation of the story] on either of the texts.**
- **5 Riddles**

After a thorough reading of the text they have to graphically present the same along with necessary dialogues.

LEARNING OBJECTIVE:

a. Students will be expose to the literary contribution of Satyajit Ray
b. Students will be able to summarize the events of the story in a concise manner.
c. Students will learn to appreciate literature.
d. To enhance the skills of reading and speaking

LEARNING OUTCOME:

- Independent research work.
- Collaboration.
- Awareness and awakening among all.

RUBRICS FOR EVALUATION

CATEGORY	PERFECT- 5	GOOD- 4	SATISFACTORY- 3	COULD BE BETTER- 2 OR 1
CONTENT & RESEARCH- 5 MARKS	• Directly relevant • Facts are sequenti	• Somewhat relevant • Slightly disordered	• remotely relevant • Some organization, points are scattered around, beginning	• Totally unrelated • Poorly organised

	ally arranged • Supported with details specific to the topic • Ideas are original	arrangement of facts • Some details are supported with data specific to the topic • Some ideas are original	and ending are unclear. • Sketchy details, hardly specific to the topic • Most of the ideas are not original	arrangement of facts • No logical progression • Vague beginning and ending • No original ideas
VERBAL PRESENTATION - 5 MARKS	All the members presented a specific portion of the presentation and role play with immaculate articulation, pronunciation and diction.	Most of the members presented a portion of the project with good articulation and somewhat good pronunciation and diction.	A few members presented a portion of the project with somewhat good articulation, pronunciation and diction.	Only 1 member/ nobody presented a portion of the project with poor articulation and erroneous pronunciation and diction.
LANGUAGE & ACCURACY **- 5 MARKS**	No grammatical errors Appropriate use of vocabulary (in both script and role play)	No grammatical errors, a few punctuation or spelling errors Most of the vocabulary is appropriate (in both script and role play)	Some grammatical errors, but the idea is conveyed successfully Some of the vocabulary is appropriate (in both script and role play)	A lot of grammatical errors Inappropriate use of vocabulary (in both script and role play)
NEATNESS & OVERALL PRESENTATION **- 5 MARKS**	Makes excellent use of costumes, props, posters, placards and space.	Makes good use of costumes, props, posters, placards and space.	Makes some use of costumes, props, posters, placards and space.	Makes minimal use of costumes, props, posters, placards and space.

MATHEMATICS FULL MARKS: 20

MATHEMATICS IN NATURE

"The laws of nature are but the mathematical thoughts of God." — EUCLID.

Mathematics is everywhere in this universe. We seldom note it. We enjoy nature and are not interested in going deep about what mathematical idea is in it.

Students are to divide themselves in 5 groups and study about the various properties of mathematics that are depicted in nature.

LEARNING OBJECTIVES:

Students will be able to:

- Define and explain with examples the variety of patterns existing in nature
- Explore and gain knowledge about the mathematical patterns found in nature.
- Relate the different mathematical patterns with the animal and plant world.
- Create their own pattern after identifying the nature of a particular pattern.

.GROUP 1 – SYMMETRY

Symmetry can be seen in parts of plants.

Symmetry in plants are of three types – a) Radial symmetry b) Bilateral symmetry and c) Dorsiventral symmetry

1) Prepare a chart defining the three types of symmetry with proper pictures

2) Give details (with pictures) of

i) Radial symmetry in fruits, stems and flowers

ii) Bilateral symmetry in leaves, fruits and cactus stems

iii) Dorsiventral symmetry in flowers and leaves.

https://www.botanical-online.com/en/botany/plant-symmetry

GROUP 2 – FIBONACCI SPIRAL

The Fibonacci numbers are Nature's numbering system. They appear everywhere in Nature, from the leaf arrangement in plants, to the pattern of the florets of a flower, the bracts of a pinecone, or the scales of a pineapple.

Sunflowers have a Golden spiral seed arrangement. This provides a biological advantage because it maximizes the number of seeds that can be packed into a seed head.

1. Prepare a chart illustrating the concept of Fibonacci numbers with proper illustrations
2. Give details (with pictures) of the presence of Fibonacci sequence in

    i) the fruit sprouts of a pineapple

    ii) the flowering of an artichoke

    iii) branching in trees

    iv) Phyllotaxis

v) an uncurling fern

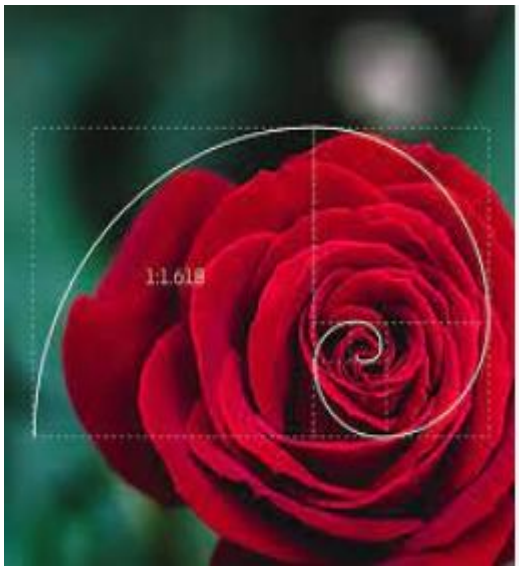
vi) the arrangement of a pine cone' bract

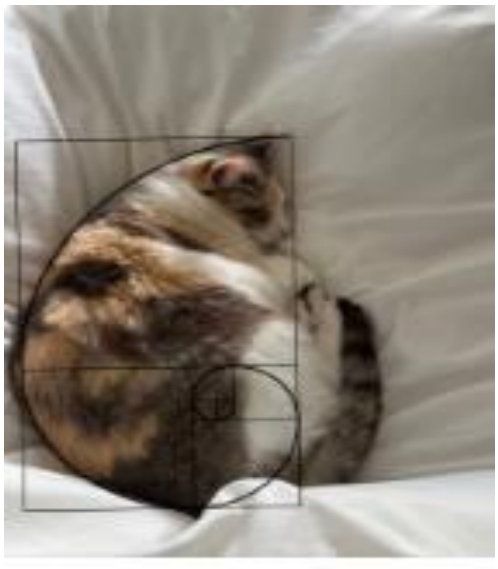
https://www.mathsisfun.com/numbers/fibonacci-sequence.html

GROUP 3 – GOLDEN RATIO

Golden ratio, also known as the **golden section,** is approximately equal to 1.618. It is the ratio of a line segment cut into two pieces of different lengths such that the ratio of the whole segment to that of the longer segment is equal to the ratio of the longer segment to the shorter segment. It is often represented using the symbol "ϕ" (phi).

https://www.mathsisfun.com/numbers/golden-ratio.html



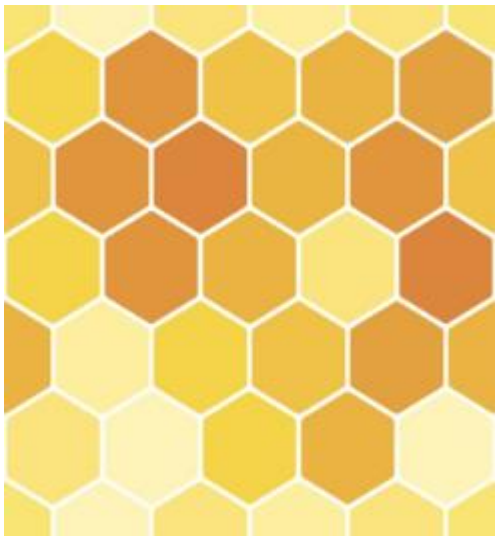


1. Prepare a chart illustrating the concept of Golden ratio with proper illustration.
2. Give details (with pictures) of presence of Golden ratio in

   i) Flower petals ii) seed heads iii) pine cones iv) Tree branches

GROUP 4 – TESSELLATION

Tessellations are found throughout the natural world. If you look closely at most flowers and plants, you will see that the same shapes are repeated either in a line or in a spiral arrangement around the plant. The individual seeds of a sunflower are arranged in a regular pattern, forming a Tessellation.



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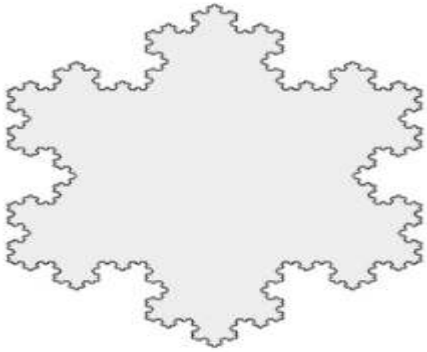
1. Prepare a chart illustrating the concept of Tessellation with proper illustration of

   a) regular b) semi regular c) Irregular Tessellations
2. Now put on your thinking caps and create your own tessellation in a one – fourth of a chart paper.

https://www.mathsisfun.com/geometry/tessellation.html

GROUP 5 – FRACTALS

A fractal is a never-ending pattern. Fractals are infinitely complex patterns that are self-similar across different scales. They are created by repeating a simple process over and over in an ongoing feedback loop.



1. Prepare a chart illustrating the concept of Fractals with proper illustration
2. Give details (with pictures) of presence of Fractals in

   i) Trees ii) Leaves iii) Pine cones and (iv) Broccoli

https://www.treehugger.com/amazing-fractals-found-in-nature-4868776

LEARNING OUTCOME:

- It will help the students to understand the natural world around us.
- Students will be able to identify the different mathematical patterns existing in the plant and animal world.

MATHEMATICS PROJECT GRADING RUBRIC

CATEGORY	GREAT WORK (4)	GOOD WORK (3)	SATISFACTORY (2)	COULD BE BETTER (1)
TOPIC CONTENT – (4)	**Content regarding symmetry, fractals, golden ratio, Fibonacci numbers and tessellation are well explained All facts are accurate**	**Content regarding symmetry, fractals, golden ratio, Fibonacci numbers and tessellation well explained 90 – 95% of the facts are accurate**	**Explanation needs improvement 80 – 89% of the facts are accurate**	**More points need to be added Less than 80% of the facts are accurate**
WRITING-VOCABULARY EDITING-LANGUAGE (4)	**Use of mathematical terms in the proper way Presentation is free from grammatical errors**	**Use of few mathematical terms in the proper way The presentation may have one or two grammatical errors**	**Less use of mathematical terms in the proper way The presentation may have few grammatical errors**	**No Use of mathematical terms in the proper way There are many grammatical errors**
CHOICE OF PICTURES (4)	**Pictures chosen go well with the text and there is good mix of text and graphics**	**Pictures chosen well with the text , but they are inappropriately sized, too small or hard to read**	**Pictures chosen go well with the text , but they are too few and the project seems text heavy.**	**There are less pictures or they do not go with the topic.**
OVERALL PRESENTATION (4)	**The presentation is exceptionally attractive, in terms of design, layout and neatness.**	**The presentation is attractive, in terms of design, layout and neatness.**	**The presentation is acceptably attractive, though it may be a bit messy.**	**The project is distractingly messy or very poorly designed**
EXPLANATION OF CONCEPTS (4)	**Concepts are properly explained with proper images.**	**Concepts are correct, but have one or two errors in labelling are there.**	**Concepts may have one or two errors**	**Concepts are not explained correctly**

SCIENCE

FULL MARKS: 20

Let us join hands this term to rekindle our creative skills to enhance the scientific acumen.

Learning Objective:

- Gain knowledge on the principle of the models / activities.

- Importance of the related topics on which they researched.

INSTRUCTIONS: Class will be divided into SIX groups to work on the models assigned.

Group 1 – Model of EXCRETORY SYSTEM

Group 2 – Model of LUNGS TO SHOW INHALATION AND EXHALATION

Group 3 – Activity to DEMONSTRATE CO_2 PRODUCTION BY FERMENTATION

Group 4 – Model of STRUCTURE OF ATOMS OF ANY 2 ELEMENTS.

Group 5 – Model of WATER DISPENSER

Group 6- MODEL OF A COMPLETE FLOWER (SHOWING ALL THE WHORLS)

Learning Outcome:

Students will:

- Learn the principles of the models made / activities performed.
- Importance of the related topics on which they researched.

Evaluation Rubrics:

Category	5	4.5	4
Details of Research on the topic - 5 MARKS	Content is well researched ,genuine with detailed explanation	Not well researched , but the concepts are well explained	Neither well researched , nor well explained
Model making- 5 MARKS	Perfectly made model.	Well-made model	Average
Presentation- 5 MARKS	Well presented	Average	Sketchy
Creativity and Art Integration- 5 MARKS	The concept in submission is creative, especially as compared with other submissions	The concept in the submission is somewhat creative	The concepts in the submission lacks creativity

HISTORY FULL MARKS: 10

India has a rich culture and varied heritage which has evolved from the Indus valley civilization. The Architecture holds the indigenous cultural traditions and social requirements, economic prosperity, the religious practice of different eras. Thus, the study of architecture discloses the cultural diversities of India. Most of Indian art is encouraged by religion. In this project you are

going to find out the details about the major style of temple architecture that developed from **7th century to 17th century**.

The Gupta Age showed a new era in the history of temple architecture. Shilpashastras are the architectural texts written in early medieval times. These mention to 3 prominent styles of temple architecture. They are:

1. Nagara
2. Dravida
3. Vesara

Islam came to India in the 7th and 8th centuries CE chiefly through Muslim traders, merchants, holy men, and conquerors.The religion spread in India over a time period of 600 years. Muslims in Gujarat and Sind had begun construction work in the 8th century itself. But it was only in the 13th century that building activity on a large scale began by the Turkish State after the Turkish conquest of North India. Muslims absorbed many aspects of local architectural traditions and amalgamated them into their own practices. Architecturally, a mix of many techniques, stylized shapes, and surface decorations evolved through a continuous amalgamation of architectural elements from various styles. Such architectural entities that showcased multiple styles are known as **Indo-Saracenic or Indo-Islamic architecture - Jaali work, Pietra Dura to name a few**

- Each group will identify a temple, monument or fort built during the time period mentioned above.
- Prepare a research presentation on paper (lab file tied with shoe lace or chart paper) that will be placed at the entrance of the Architecture.
  Information to be included are:
  1. When the construction took place (time period)
  2. During which dynasty the construction happened
  3. The special feature used in the construction
- This will help the visitors move through the place smoothly, studying at least 3 aspects of the architecture.
- Each group will prepare a 3-D model of 1 special feature/aspect of the chosen architecture. Example – Pietra Dura, Jaali, Dome, Peacock Throne, Shikara, Gopuram, Mandapa, Amalaka-Kalasha (a feature that has not been listed here may also be selected; students to evaluate their selection of the feature in their group without seeking help from the teacher)

PROJECT FORMAT:

• Projects need to be done in groups.

• Students will do the project with pen and paper.

• Support the project with relevant pictures.

• A 3D model has to be made (instructions will be given in class).

• Artifacts relevant to the project may be brought to add value to the project.

SUBJECT INTEGRATION: Social Science, Life skills, Art, Computer Science, Political Science, English and Economics.

LEARNING OBJECTIVE: The learning objectives include –

a) To learn about the Indian heritage in architecture
b) To promote digital research
c) To be able to prepare a model

LEARNING OUTCOME: The learning outcome will include –

- Capability to extract relevant information and present the same in simple style.
- Independent research work.
- Collaboration.

Links:-

https://byjus.com/free-ias-prep/ncert-notes-aspects-of-indo-islamic-architecture-part1/

https://byjus.com/free-ias-prep/major-indian-temple-architecture-styles/

RUBRICS FOR EVALUATION

Category	3	2	1
Content – 3 marks	All facts are correct.	All facts are not correct, 1 factual errors.	All facts are not at all relevant to the topic.
Model – 3 marks a) Represents the form correctly b) Environment friendly items used	All criteria met	Criteria 1 met	Criteria 2 not met
Team Work – 2 marks	-	Independent research work and collaboration.	Independent research work missing and lack of collaboration.
Graphics/Photographs are relevant to the topic- 2 marks	-	Presentation includes relevant photographs and diagrams	Irrelevant photograph used

GEOGRAPHY FULL MARKS: 10

TOPIC: NATURAL VEGETATION AND WILDLIFE IN TAMIL NADU

Natural vegetation refers to the forest cover. Landforms, nature of soil, temperature and rainfall are the major factors that control the distribution of natural vegetation. As per National Forest Policy, 1988, a minimum of one-third of the total geographical area must be under forest cover. The total forest cover of Tamil Nadu is far lower than this. According to the Tamil Nadu State of Forest Report - 2017 assessment, the area under forest in the state is 26,281 sq.km, which constitutes 20.21% of the total area. Tamil Nadu constitutes 2.99% of India's forest cover. The forest types in the state varies from wet evergreen to scrub forests.

There are as many as 5 National Parks and 17 Wildlife Sanctuaries in the state of Tamil Nadu where you can witness the amazing wildlife in Tamil Nadu. Many rare and endangered species of animals dwell here. It is indeed a great experience to be visiting the various wildlife destinations in Tamil Nadu and seeing the wild animals that are not to be seen elsewhere.

GROUP – 1, 3, & 5: Case study on **"Natural vegetation in Tamil Nadu."**

GROUP – 2, 4 & 6: Case study on **"Wildlife in Tamil Nadu."**

PROJECT FORMAT:

- ✓ Projects need to be done in groups.
- ✓ **GROUP 1, 3 & 5**, will make the project in form of a **model** (only flora).
    - ♦ **GROUP 1: Evergreen Forest.**
    - ♦ **GROUP 3: Mangrove Forest.**
    - ♦ **GROUP 5: Montane Forest.**
- ✓ **GROUP 2, 4 & 6**, will make the project in form **puppet show**.
    - ♦ **GROUP 2: Wildlife in Evergreen Forest.**
    - ♦ **GROUP 4: Wildlife in Mangrove Forest.**
    - ♦ **GROUP 6: Wildlife in Montane Forest.**
- ✓ For **model making**, use of thermocol or styrofom should be avoided.
- ✓ Demonstration of model is compulsory for all groups.

Following questions to be answered by all the groups:

Content:-

Q1. Discuss how climate effects the distribution of natural vegetation and wildlife in Tamil Nadu.

Q2. Does human interference affect the natural vegetation and wildlife of the region? Justify. (2 points)

SUBJECT INTEGRATION: Botany, Zoology, Life-skills, Installation Art, Political Science, Economics, and English.

LEARNING OBJECTIVE:

- ✓ To find out the nature of diverse flora and fauna as well as their distribution.
- ✓ To develop concern about the need to protect the bio-diversity of our country.
- ✓ Students will be able to identify species, characteristics, habitat requirements and life cycles of birds, fish and/or mammalian wildlife species.

LEARNING OUTCOME: The learning outcome will include –

- ✓ They will be able to differentiate between Natural vegetation and crops.
- ✓ Understand the importance of Natural vegetation and wildlife.
- ✓ Appraise the efforts made by the government for their conservation

LINKS:

https://www.brainkart.com/article/Natural-Vegetation-and-Forest-Types-of-Tamil-Nadu_41784/

https://www.indianholiday.com/tourist-attraction/tamil-nadu/wildlife-in-tamil-nadu/

https://agritech.tnau.ac.in/forestry/forest_wildlife_resources_index.html

https://www.tourmyindia.com/states/tamilnadu/wildlife.html

https://youtu.be/oLXmXwAEaWs?feature=shared

https://youtu.be/JnWOdsUbLEo?si=bQSmhqsFsOqnitoX

Rubrics for Evaluation

Parameters	5	4	3	2	1
Content (4)	–	Applicable to Theoretical knowledge and all facts are correct.	Applicable to Theoretical knowledge and all facts are correct. One or two factual errors.	Applicable to Theoretical knowledge and all facts are correct. Few factual errors.	Applicable to theoretical knowledge and all facts are not at all relevant to the topic.
Presentation (3)	–	–	Overall impact of the project is attractive and appealing to the viewers. Students are well prepared. Teamwork is visible. Project is compiled up to the mark.	Overall impact of the project is quite appealing to the viewers. Students are well prepared. Teamwork is visible. Project is fairly compiled.	Some attempt has been made to make the presentation appealing to the viewers. Students are well prepared. Teamwork is visible. Project is not

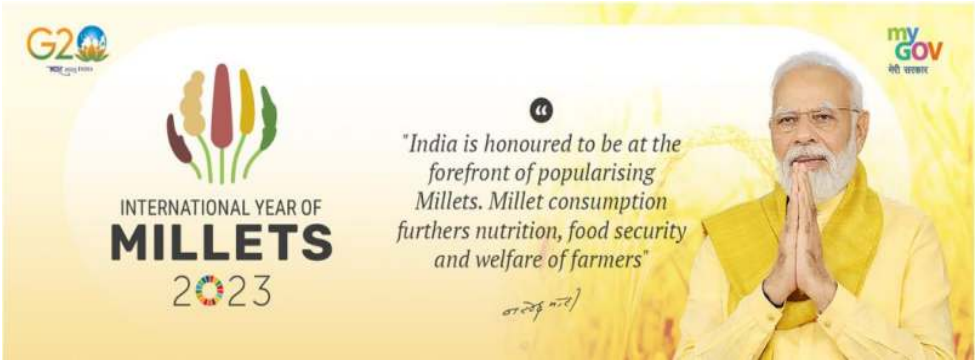
					compiled up to the mark.
Graphics/Photographs/Charts/Relevance to the topic (2)	–	–	–	Presentation includes relevant photographs/ charts/ diagrams.	Graphics & Chart are not clear. They are irrelevant to the topic.
Team Work (1)	–	–	–	–	Independent research work and collaboration. Tried to adapt the new technology.

COMPUTER EDUCATION

FULL MARKS: 20

Theme: Celebrating International Year of Millets

(Awareness through Gamification and Presentation)



Learning objective:

Students will be able to:

- Understand the need and importance of millet.
- Be aware of types of millets available in our country.
- Make people aware about their nutrient values.
- Develop technical skills while creating awareness game as well promote eating millets at regular basis amongst children.
- Develop critical thinking skills while creating storyboard for the multimedia presentation about a specific millet.
- Will learn organizational skill through the scheduled exhibition after project.

Learning Outcome:

- Students will develop 21st century's gamification and story boarding skills.
- Students will be able to efficiently handle the coding platform MakeCode Arcade and MS PowerPoint Presentation.
- They will be able to spread awareness through their game and presentation.

Introduction

Millets have been an integral part of our diet for centuries. In addition to a plethora of health benefits, millets are also good for the environment with low water & input requirement. With the aim to create awareness and increase production & consumption of millets, United Nations, at the behest of the Government of India, declared 2023 the International Year Millets.

Jowar (Sorghum), Bajra (Pearl Millet) and Ragi (Finger millet) are the important millets cultivated in India. Small Millets such as Proso (Cheena), Kodo (Kodra, Arikelu), Fox tail (Kangni/Korra), Barnyard (Varai, Sawa), Little millet (Kutki) are also grown in our country.

To Do: - (House wise Group Project)

The following two activities will be done by each house. One member should do only one activity out of two. You are allowed to decide before hand which members will do which activity.

You will be allowed to download required content and information during project.

I. Gamification:-

- Choose a millet which you feel is beneficial to eat for children of your age.
- Create a digital game using MakeCode Arcade, to promote this millet. E.g., Eating this millet, you might get extra power/ grow in size in game etc.
- It should be a score based game.
- Keeping various levels, is optional.
- Maximum use of application will be appreciated.
- Two members MUST bring email id and passwords for registering to the application.

II. Presentation:-

- Make a presentation to create awareness about the millet you chose while making your game.
- Use internet to get images and required information.
- Promote millet campaign started by Government of India.
- Add Title slide and bibliography.
- Maximum use of application will be appreciated.

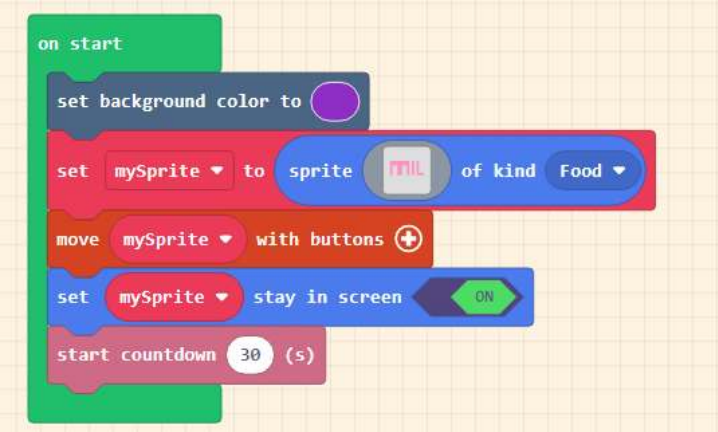
A Sample Game:-

Link and Snips of a sample project made in MakeCode Arcade is shared below for better understanding.

Link : https://makecode.com/_9UM0ACcoX96J

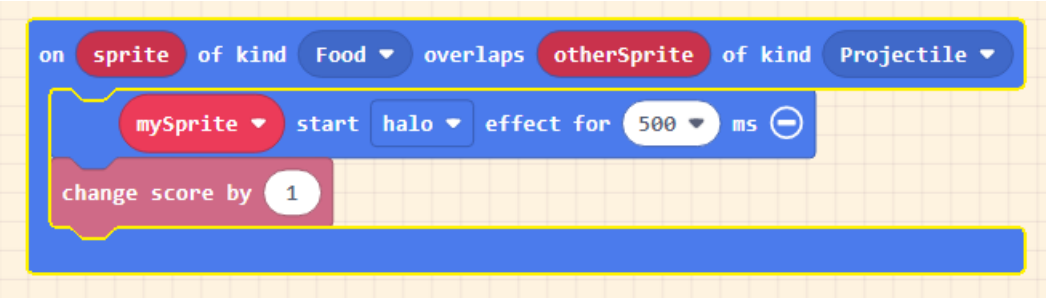
Blocks used with colour codes

Output



Snip 1

Snip2



Snip 3

Resources:-

https://arcade.makecode.com/

https://www.mygov.in/campaigns/millets/

Rubrics for Evaluation:-

Criteria	Marks: 4	Marks: 3	Mark: 1
Originality of the Game (4)	Fresh, distinctive approach. It is highly imaginative and insightful.	Conveys some imaginative, or insightful ideas	Reflects few substantive, or imaginative ideas out of the ordinary
Content alignment with Topic (4)	The content effectively demonstrates adaptability to the topic provided	The content somewhat demonstrates adaptability to the topic provided	The content did not demonstrate any adaptability to the topic provided
Appropriate use of Technical Skill (4)	Reflects the maximum features used of application get the desired output	Reflects the use of some features used to show acceptable understanding	Reflects the use of few features to show acceptable understanding
Creativity and presentation Skill (4)	Presented a creative and well formatted game/ presentation.	Was able to demonstrate originality in the project and presented a well formatted game/	Was able to portray the theme with minimum creativity.

		presentation.	
Collaboration (4)	Consistently stays focused on task. Effectively encourages and supports the efforts of the group as a whole.	Focuses on the task, most of the time. Usually encourages and supports the efforts of the group as a whole	Rarely focuses on the task. Let's others do the work and rarely supports the efforts of the group as a whole.

GERMAN-3RD LANGUAGE FULL MARKS: 20

Learning objective:- Die Besonderheiten der deutschen Grammatik im Vergleich zu ihrer Sprache.

(The distinctive features of German grammar in comparison to their language.)

Learning Outcome :- **Ein Verständnis für verschiedene grammatikalische Strukturen und eine Wertschätzung für die sprachliche Vielfalt entwickeln.**

(An understanding of different grammatical structures and develop an appreciation for linguistic diversity)

Theme: **Sprachenvielfalt** (Linguistic diversity)

Integrated with 1st /2nd Language

Instructions: -

Bereitet einen Vortrag über die Besonderheiten der deutschen Grammatik im Vergleich zu eurer Sprache vor !

(Prepare a presentation about the distinctive features of German grammar in comparison to your language.)

Die folgenden Informationen enthalten

(include the following information)

Vergleicht und kontrastiert die grundlegende Satzstruktur der deutschen Sprache und euere Sprache und gebt Beispiele in beiden Sprachen an, um die Unterschiede zu veranschaulichen!

(Compare and contrast the basic sentence structure of the German language and your language and provide examples in both languages to illustrate the differences)

Substantiv Geschlecht :- Stellt das Konzept des Substantivgenus (männlich, weiblich, neutral) im Deutschen vor und besprecht , wie es sich vom Konzept in eurer Sprache unterscheidetund gebt die Beispiele für geschlechtsspezifische Substantive in beiden Sprachen!

(Noun gender:-Introduce the concept of noun gender (masculine, feminine, neuter) in German, discuss how it differs from the concept in your language and give examples of gendered nouns in both languages)

Fälle im Deutschen: - Erklärt das Konzept der Fälle (Nominativ, Akkusativ, Dativ, Genitiv) im Deutschen, diskutiert , wie sich Fälle auf Artikel, Pronomen und Wortendungen in deutschen Sätzen auswirken, und gebt Beispiele für die Verwendung von Fällen in beiden Sprachen!

(Cases in German: - Explain the concept of cases (nominative, accusative, dative, genitive) in German, discuss how cases affect articles, pronouns and word endings in German sentences, and give examples of the use of cases in both languages.).

Verbkonjugation: - Erklärt das Konzept der Verbkonjugation im Deutschen, einschließlich regelmäßiger und unregelmäßiger Verben! Vergleicht ihr, es mit der Verbkonjugation in der Muttersprache der Schüler. Stellt die Konjugationstabellen bereit!

(Verb Conjugation: - Explains the concept of verb conjugation in German, including regular and irregular verbs. Compare it with the verb conjugation in the students' native language. Provides the conjugation tables)

Dies sollte ein Gruppenprojekt sein

(This should be a group project)

Fasst ihr, die Informationen in einer Präsentation mit relevanten Bildern und Informationen zusammen.

(Compile the information in a presentation with relevant pictures and information)

Die Präsentation kann in Englisch / Deutsch erfolgen

(The presentation can be made in English / Deutsch)

Erwähnt die Websites/ Bücher, die zum Sammeln von Daten verwendet wurden!

(Mention the websites/ books which has been used for acquiring data)

Einreichen

(Submit)

RUBRICS FOR EVALUATION:

Category	8	6	4	2
Research work- (6)	-	Dependent on quality of information	Dependent on quality of information	Dependent on quality of information
Quality of information- (6)	-	Met with the most important information	Not all the information are very important	Incomplete or irrelevant information
Overall presentation- (8)	Proper presentation with the links used for research, Relevant	Presentation with the links used for research, Relevant decoration,	Presentation with the links used for research,	Presentation without the links used for research, not so

	decoration, properly furnished with the presenter's name class section and roll number	not properly furnished with the presenter's name class section and roll number.	Not so relevant decoration, properly furnished with the presenter's name class section and roll number	relevant decoration, not properly furnished with the presenter's name class section and roll number

FRENCH -3RD LANGUAGE FULL MARKS: 20

Topic: Google Doodle celebrates French Revolution.

Learning objective: To have knowledge about the Basteille Day celebration. Why it is important. How it came in a knowledge worldwide through Google Doodle.

Project:

Give a short history of French Revolution. How the Basteille day is celebrated in France in this year.

Support the presentation with suitable pictures, drawings, paper cutting, print out etc. to have the project more attractive.

Project should be submitted in groups.

Learning outcome: At the end of the project the students should be able to design a poster to spread the knowledge about the Basteille Day celebration through Google Doodle.

RUBRICS FOR EVALUATION:

Category	8	6	4	2
Research work (6)	-	Dependent on quality of information	Dependent on quality of information	Dependent on quality of information
Quality of information -(6)	-	Met with the most important information	Not all the information are very important	Incomplete or irrelevant information
Overall presentation - (8)	Proper presentation with the links used for research, Relevant decoration, properly furnished with the	Presentation with the links used for research, Relevant decoration, not properly furnished with the presenter's	Presentation with the links used for research, Not so relevant decoration, properly furnished with the presenter's name class section and roll number	Presentation without the links used for research, not so relevant decoration, not properly furnished with the presenter's name class section and roll number

	presenter's name class section and roll number	name class section and roll number.		

SANSKRIT- 3RD LANGUAGE FULL MARKS: 20

Learning Objectives:

- Knowing the cultural history of India
- Understand the ancient Language
- Creative skill enhancement
- Writing Skill development

Sanskrit is known to be the oldest Indian Language. Moreover Sanskrit is also one of the ancient languages of Indo-Aryan Language Family. Many Indian and Western languages is originated from Sanskrit. Various literatures found in this language attest to the antiquity of this language and its influence on Indian culture and heritage.

As a part of your Sanskrit Project,

- Make a hard flip book pertaining at least 5 Sanskrit Literatures (3 Dramas, 2 Epic excluding Ramayana, Mahabharata)
- Draw the cover of the literatures and mention the name of the author and the work below the cover
- Mention some Information about the author at the back of the cover
- Use proper Title & Pictures
- Label all the pictures properly
- Make a proper hard Cover

Learning Outcome

At the end of the project, students should be able to understand the values and history of Sanskrit as well as understand the values to respect and uphold their culture and heritage.

Evaluation Rubrics

Skills	Competency			
	4	3	2	1
Content (4 marks)	All the parameters of the project must be met	Distribution of information in each parameter is not balanced	Not every area of the required subject is mentioned	Incomplete work
Research (4 marks)	The literature of the language reflected properly	The name of the work is present but Cultural information is missing	The information is not supported by authentic document	Project gone in wrong direction

Creativity (4 marks)	Fundamental thinking in keeping with content	Lacks originality even though content is on par	Lack of uniformity in content and nomenclature	No Title
Art Integration (4 marks)	Innovative appropriate art presentation, cover ideas	appropriate cover ideas, nice artwork, inappropriate pictures	appropriate cover ideas missing art form is not shown	No Cover page or incomplete art presentation
Overall Presentation (4 marks)	Nice, clean presentation	Nice, clean presentation, lack of confidence	Untidy presentation	Spelling errors

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN – TERM 2 (2023-24)

HINDI 2ND LANGUAGE

CLASS VII FULL MARKS: 20

<u>विषय</u> : विभिन्नता में एकता भारत की पहचान

विभिन्नता में एकता हमारे भारत की पहचान है जिसने विश्व को भी मंत्रमुग्ध कर दिया है । हमारे सांस्कृतिक और कलात्मक क्षेत्र भी इसी सूत्र से बँधे हुए हैं। किसी एक क्षेत्र का चुनाव करते हुए (नृत्य, संगीत, खान–पान, पोशाक, चित्रकारी, कुटीर उद्योग-धंधे आदि) भारत के भिन्न-भिन्न प्रदेशों के योगदान को सचित्र हस्तलिखित पत्रिका के रूप में प्रस्तुत कीजिए।

<u>Learning Objectives</u>

- संस्कृतियों और परंपराओं की जानकारी रखना।
- शोधात्मक कार्य द्वारा समसामायिक विषयों के प्रति जानकारी रखना।
- सृजनात्मकता का विकास।
- कलात्मकता का विकास
- स्थितियों की परख और भाषा कौशल का विकास।

<u>Learning Outcomes</u>

- संस्कृतियों और परंपराओं के प्रति जानकार हुए।
- शोधात्मक कार्य द्वारा समसामायिक विषयों के प्रति जानकारी प्राप्त करने में सक्षम हुए।
- सृजनात्मकता का विकास हुआ।
- कलात्मकता का विकास हुआ।
- स्थितियों की परख और भाषा कौशल का विकास हुआ।

<u>RUBRICS FOR PROJECT EVALUATION - HINDI</u>

मानदंड	5	4	3	2
विषय वस्तु की प्रभावी एवं सटीक जानकारी (5)	विषय सामग्री से जुड़े शोधात्मक कार्य सटीक एवं विषयानुरूप है।	एक या दो तथ्यात्मक त्रुटियों के अलावा अधिकांश तथ्य	कुछ तथ्य विषयानुरूप है पर तीन से अधिक त्रुटियाँ पाई गईं हैं।	प्रयुक्त लेखों में विषय सामग्री स्पष्ट नहीं है।

		सही एवं विषयानुरूप है।		
सचित्र प्रस्तुतीकरण (5)	अच्छे ढंग की तैयारी,टीम के सदस्यों का समन्वय सराहनीय, प्रस्तुतीकरण स्पष्ट एवं प्रभावी।	पर्याप्त तैयारी,टीम के सदस्यों का परस्पर सहयोग देखा गया। प्रस्तुति के दौरान स्पष्टता पाई गई पर प्रभावी नहीं हो पाई।	कुछ विद्यार्थी ही लिखित विषय में सहयोग देने के लिए तैयार, टीम के सदस्यों में परस्पर सहयोग का अभाव देखा गया। लिखित अभिव्यक्ति में आत्मविश्वास की कमी पाई गई।	छात्र तैयार नहीं ,टीम वर्क का अभाव एवं लिखित प्रस्तुति अस्पष्ट एवं विषयानुरूप नहीं।
कलात्मकता का प्रयोग करते हुए विषयानुरूप चित्र संकलन (5)	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का अच्छा उपयोग ।	परियोजना के विषय की अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का कुछ उपयोग ।	कलात्मकता, संकलित तथ्यों एवं तस्वीरों का उपयोग कम होने के कारण विषय की अभिव्यक्ति स्पष्ट तौर पर नहीं हो पाई।	कलात्मकता की कमी के कारण संकलित तथ्यों एवं तस्वीरों का प्रयोग प्रभावी नहीं रहा।
भाषा की उपयुक्तता समग्र प्रस्तुति (5)	प्रस्तुतीकरण में वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी त्रुटियों का न होना। सहज एवं बोधगम्य भाषा का उपयुक्त प्रयोग। परियोजना का समग्र प्रभाव दर्शकों के लिए रोचक और आकर्षक।	प्रस्तुतीकरण में वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी कुछ त्रुटियों का ही होना। विषय की सहज अभिव्यक्ति। परियोजना का समग्र प्रभाव दर्शकों का ध्यान आकर्षण करने के लिए पर्याप्त।	वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी त्रुटियों के कारण भाषा की उपयुक्तता का अभाव पाया जाना। परियोजना की समग्र प्रस्तुति को आकर्षक बनाने के लिए कुछ प्रयास किया गया।	वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी अत्यधिक त्रुटियों के कारण विषयानुरूप भाषा का प्रयोग न हो पाना । समग्र प्रस्तुति को रोचक बनाने के लिए विद्यार्थियों के प्रयास में अभाव।

Name:_____ Sec:___ Roll No:____ ClassVII/Bengali2L/2023-24

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN - Term II

2023-24

Theme: বাঙ্গালির বারো মাসে তেরো পার্বন (Festivals of Bengal)

Class: VII **Total: 20 Marks**

Subject: Bengali 2nd Language

পরিযোজনা কার্যের উদ্দেশ্যঃ

- বাংলার সংস্কৃতিকে জানা ও তার পূর্ব ইতিহাস বিষয়ে সচেতন হওয়া
- বাংলার নানা অনুষ্ঠান ও উৎসবকে জানা
- সৃজনশীলতার বিকাশ
- ভাষাশৈলীর বিকাশ
- ব্যবহারিক প্রয়োগক্ষমতার বৃদ্ধি
- ভাষার ব্যবহার ও বিচারশক্তির বিকাশ

বাংলাদেশ শব্দটির সাথে বাংলার মানুষের অনেক স্মৃতি ও আবেগ জড়িয়ে আছে। কারণ বাংলা বা পশ্চিমবঙ্গ কেবল একটি নাম বা ভারতীয় মানচিত্রের কোন ভূখন্ড নয়, তা ভারতের শিল্প ও সংস্কৃতির এক পরিচয়। তাই কলকাতাকে ভারতের সাংস্কৃতিক রাজধানী বলা হয়। বাংলা মানে আবেগ ও উৎসব। সারা বছর বাঙ্গালী নানা উৎসবে মেতে ওঠে। দুর্গাপূজা বাঙ্গালীর অন্যতম বড় উৎসব হলেও সারা বছর ধরেই চলতে থাকে নানা উৎসব তথা পার্বন।

বাংলা পরিযোজন কার্যের অংশ হিসাবে বাংলার বারো মাসে তেরো পার্বনকে তুলে ধরার চেষ্টা করা হয়েছে।

- বাংলা মাসের নাম দিয়ে বাংলা ক্যালেন্ডার প্রস্তুতিকরণ
- মাস অনুসারে বাংলার তেরোটি পার্বনের নাম
- যে কোন দুটি পার্বনের সংক্ষিপ্ত পরিচয় প্রদান
- উপযুক্ত প্রচ্ছদ (Cover) ও শিরোনাম (title)
- প্রাসঙ্গিক চিত্র

প্রাসঙ্গিক তথ্যঃ

১। https://bangla.aajtak.in/dharm-religion/story/thirteen-festivals-in-twelve-months-in-bengal-know-the-name-of-these-festival-religion-hindu-religion-festival-of-bengal-sum-567399-2023-05-29

২। https://drishtibhongi.in/2020/04/13/thirteen-festivals-in-twelve-months-in-bengal/

পরিযোজনা কার্যের কাঙ্খিত ফলাফলঃ

পরিযোজনা কার্যের দ্বারা শিক্ষার্থীরা বাংলার ঐতিহ্য, সংস্কৃতি ও তার প্রাচীন ইতিহাস সম্পর্কে পরিচিত হতে পারবে। ভবিষ্যতের নাগরিক হিসাবে তাদের দায়িত্ব, কর্তব্যপালনের বিষয়ে আরও বেশি সচেতন হবে। এছাড়াও বাংলার নানা উৎসব বিষয়ে আরো ভালভাবে অবহিত হবে।

Evaluation Rubrics

Skills- দক্ষতা	Competency – যোগ্যতা			
	4	3	2	1
Content (4 marks)	সকল বিষয় সঠিক ভাবে লেখা হবে এবং প্রতিটি ক্ষেত্র আলাদা ভাবে প্রতিফলিত হবে	উৎসবের ইতিহাসের উল্লেখ থাকলেও বিধি নিষেধের উল্লেখে অপ্রতুলতা	প্রয়োজনীয় বিষয়ের প্রতিটি ক্ষেত্রের উল্লেখ নেই	অসম্পূর্ণ কাজ
Research (4 marks)	ঐতিহ্যের ইতিহাসের স্পষ্ট ও যথাযথ উল্লেখ	প্রয়োজনীয় বিষয়ের অসম উল্লেখ	প্রয়োজনীয় বিষয়ের অনুপস্থিতি	ভুল পদ্ধতি বেছে নেওয়া
Creativity (4 marks)	বিষয়বস্তুর সাথে সমতা বজায় রেখে মৌলিক চিন্তাশীলতা	বিষয়বস্তুর সাথে সমতা বজায় থাকলেও মৌলিকতার অভাব	বিষয়বস্তু ও নামকরণে সমতার অভাব	নামকরণের অনুপস্থিতি
Art Integration (4 marks)	পরিচ্ছন্ন কাজ, উপযুক্ত প্রচ্ছদ ভাবনা, উপযুক্ত শিল্পভাবনা	উপযুক্ত প্রচ্ছদ কার্যের অপ্রতুলতা , সৃজনশীলতার অভাব	উপযুক্ত প্রচ্ছদের অভাব	প্রচ্ছদের অনুপস্থিতি
Overall Presentation (4 marks)	সুন্দর, পরিচ্ছন্ন উপস্থাপনা	সুন্দর, পরিচ্ছন্ন উপস্থাপনা, কার্যে আত্মবিশ্বাসের অভাব	কার্যে পরিচ্ছন্নতার অভাব	বানান ভুলের বাহুল্য

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT PLAN – TERM 2 (2023-24)

HINDI-3RD LANGUAGE

CLASS VII FULL MARKS: 20

<u>विषय</u> महाभारत पर आधारित चित्र तथा मधुबनी आर्ट

मधुबनी कला भारत की कलात्मक धरोहर है, जो पौराणिक पात्रों व कहानियों को दर्शाती है। इसी कला के आधार पर महाभारत की कथा का सुंदर सचित्र प्रस्तुतीकरण चार्ट के माध्यम से कीजिए।

<u>Learning Objectives</u>

- संस्कृतियों और परंपराओं की जानकारी रखना।
- शोधात्मक कार्य द्वारा समसामायिक विषयों के प्रति जानकारी रखना।
- सृजनात्मकता का विकास।
- कलात्मकता का विकास
- स्थितियों की परख और भाषा कौशल का विकास।

<u>Learning Outcomes</u>

- संस्कृतियों और परंपराओं के प्रति जानकार हुए।
- शोधात्मक कार्य द्वारा समसामायिक विषयों के प्रति जानकारी प्राप्त करने में सक्षम हुए।
- सृजनात्मकता का विकास हुआ।
- कलात्मकता का विकास हुआ।
- स्थितियों की परख और भाषा कौशल का विकास हुआ।

<u>RUBRICS FOR PROJECT EVALUATION - HINDI</u>

मानदंड	5	4	3	2
विषय वस्तु की प्रभावी एवं सटीक जानकारी (5)	विषय सामग्री से जुड़े शोधात्मक कार्य सटीक एवं विषयानुरूप है।	एक या दो तथ्यात्मक त्रुटियों के अलावा अधिकांश तथ्य सही एवं विषयानुरूप है।	कुछ तथ्य विषयानुरूप है पर तीन से अधिक त्रुटियाँ पाई गईं हैं।	प्रयुक्त लेखों में विषय सामग्री स्पष्ट नहीं है।

सचित्र प्रस्तुतीकरण (5)	अच्छे ढंग की तैयारी,टीम के सदस्यों का समन्वय सराहनीय, प्रस्तुतीकरण स्पष्ट एवं प्रभावी।	पर्याप्त तैयारी,टीम के सदस्यों का परस्पर सहयोग देखा गया। प्रस्तुति के दौरान स्पष्टता पाई गई पर प्रभावी नहीं हो पाई।	कुछ विद्यार्थी ही लिखित विषय में सहयोग देने के लिए तैयार, टीम के सदस्यों में परस्पर सहयोग का अभाव देखा गया। लिखित अभिव्यक्ति में आत्मविश्वास की कमी पाई गई।	छात्र तैयार नहीं ,टीम वर्क का अभाव एवं लिखित प्रस्तुति अस्पष्ट एवं विषयानुरूप नहीं।
कलात्मकता का प्रयोग करते हुए विषयानुरूप चित्र संकलन (5)	परियोजना के विषय की प्रभावी अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का अच्छा उपयोग ।	परियोजना के विषय की अभिव्यक्ति के लिए कलात्मकता, संकलित तथ्यों एवं तस्वीरों का कुछ उपयोग ।	कलात्मकता, संकलित तथ्यों एवं तस्वीरों का उपयोग कम होने के कारण विषय की अभिव्यक्ति स्पष्ट तौर पर नहीं हो पाई।	कलात्मकता की कमी के कारण संकलित तथ्यों एवं तस्वीरों का प्रयोग प्रभावी नहीं रहा।
भाषा की उपयुक्तता समग्र प्रस्तुति (5)	प्रस्तुतीकरण में वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी त्रुटियों का न होना। सहज एवं बोधगम्य भाषा का उपयुक्त प्रयोग। परियोजना का समग्र प्रभाव दर्शकों के लिए रोचक और आकर्षक।	प्रस्तुतीकरण में वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी कुछ त्रुटियों का ही होना। विषय की सहज अभिव्यक्ति। परियोजना का समग्र प्रभाव दर्शकों का ध्यान आकर्षण करने के लिए पर्याप्त।	वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी त्रुटियों के कारण भाषा की उपयुक्तता का अभाव पाया जाना। परियोजना की समग्र प्रस्तुति को आकर्षक बनाने के लिए कुछ प्रयास किया गया।	वाक्य विन्यास, वर्ण विन्यास एवं विराम चिह्न संबंधी अत्यधिक त्रुटियों के कारण विषयानुरूप भाषा का प्रयोग न हो पाना । समग्र प्रस्तुति को रोचक बनाने के लिए विद्यार्थियों के प्रयास में अभाव।

LAKSHMIPAT SINGHANIA ACADEMY

PROJECT (TERM-2) 2023-24

CLASS- VII

Integration: Social Science, IT, Art

SUBJECT: BENGALI 3rd LANGUAGE FULL MARKS – 20

ভারতবর্ষে নানা শৈলীর মন্দির পৃথিবীর স্থাপত্য শিল্পের এক গুরুত্বপূর্ণ অংশ। ভারতবর্ষের নানা প্রদেশে ভিন্ন ভিন্ন মন্দির শৈলী আমরা দেখতে পাই। এই বিভিন্নতা নির্ভর করে মুলতঃ সেই এলাকার ভৌগোলিক বিশেষত্বের ওপরে।
আমাদের রাজ্য পশ্চিমবঙ্গে আমরা দেখতে পাই পোড়া মাটির তৈরী মন্দির।
এই মন্দিরগুলি রাজ্যের বিভিন্ন এলাকায় ছড়িয়ে আছে, যার মধ্যে বিষ্ণুপুর (বাঁকুড়া), বরানগর (মুর্শিদাবাদ) ও পুরুলিয়া খুবই বিখ্যাত।

প্রকল্পের মুল লক্ষ্য হল -

- ছাত্ররা বাংলার ৫০০ বছরের এক পুরনো ঐতিহ্যকে জানবে।
- তারা এই ধরনের ঐতিহ্যের প্রতি উৎসাহিত হবে এবং ভবিষ্যতে নিজের দেশের ঐতিহ্য রক্ষা করতে এগিয়ে আসবে।
- দলগতভাবে প্রকল্পের কাজ করার সময়ে যে ছোট ছোট বাঁধার সম্মুখীন হবে, সেগুলি সমাধান করতে শিখবে।

এই প্রকল্পের কাজ হল -

১) কোন বিশেষ জায়গার একটি বিখ্যাত পোড়া মাটির মন্দিরের নাম খুঁজে নেবে।

তারপর সেই মন্দিরটি বিষয়ে নিচে দেওয়া তথ্যগুলি জানবে - ৫X২=১০

ক) মন্দিরটির নাম জানবে ও একটি ছবি অনুসন্ধান করে বের করবে।
খ) মন্দিরটি কোথায় অবস্থিত অনুসন্ধান করে বের করবে।
গ) মন্দিরটি কোন সময় কালে এই মন্দিরটি নির্মিত হয়েছিল অনুসন্ধান করে বের করবে।
ঘ) মন্দিরটি কোন রাজবংশ এই মন্দিরটি নির্মান করিয়েছিলেন জানবে।
ঙ) কলকাতা থেকে এই মন্দিরটিতে কিভাবে পৌঁছনো যায় জানবে।

২) এই মন্দিরটির একটি ত্রিমাত্রিক মডেল বানাবে (এটা বানাবার সহজ উপায় ক্লাসে আলোচনা করা হবে) ৫

৩) উপস্থাপনা - ৩

৪) গবেষণা - ২

(ক) থেকে (ঙ) তথ্যগুলি সুন্দর করে সাজিয়ে একটি চার্ট পেপারে উপস্থাপনা করতে হবে।
(চার্ট পেপারের আকার নিজেরা ঠিক করবে, এই বিষয়ে কোন প্রশ্ন করা যাবে না।)

(২)নং এ উল্লিখিত মডেল বানাবার জন্য যে কোন পরিবেশ বান্ধব জিনিস ব্যবহার করা যেতে পারে। থার্মকল ব্যবহার করা চলবে না।

প্রকল্পটি থেকে তোমরা কি শিখবে?

- পশ্চিমবঙ্গের একটি বিখ্যাত পোড়া মাটির মন্দিরের নাম ও তার বিষয়ে ঐতিহাসিক ও ভৌগোলিক।
- একটি বিশেষ জায়গায় যাওয়ার জন্য প্রযুক্তি ব্যবহার করে পথনির্দেশিকা তৈরি করা।
- হাতে কলমে মডেল তৈরী করা।
- পরিবেশ সচেতনতা।
- দলগতভাবে কাজ করার মানসিকতা।
- ছোট ছোট বাঁধার সমাধান করতে শেখা।

RUBRICS FOR EVALUATION

	10	8	5	2
Content (2x5=10) Correctly identify • Name and picture of the temple • Location • Built in (time period) • Built by (name of dynasty) • How to reach the temple	All 5 information are correct.	Any 2 information incorrect	Any 3 information incorrect	Any 4 information incorrect
Creativity and Art Integration – Model Making (5) • Environment friendly materials used • Neat work • Resembles the original temple			All 3 criterion are met	Only 2 or less criteria are present
Presentation (3) Ease of completing the project				The project is completed by ALL group members using simple method.
Research (2)				All aspects are well researched and sources mentioned