

# 'GRADE 7 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- SCIENCE

STUDENT'S COPY



## LEARNING OUTCOMES

The students will be able to:

1. Explore their surroundings, natural processes, phenomena using senses.
2. Record the observations during an activity, experiment, field trip etc.
3. Identify materials and organisms.
4. Classify materials and organisms, acids & bases based on properties/characteristics.
5. Explain processes and phenomenon.
6. Write word equations for chemical reactions
7. Plot and interpret graphs.
8. Apply the learning of scientific concepts to everyday life.

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Ch 1 The ever evolving world of Science(not to be tested)  Ch 9 Life Processes in Animals	Ch 5 Changes Around Us: Physical and Chemical	Ch 2 Exploring Substances: Acidic, Basic and Neutral  Ch 3 Electricity: Circuit and their Components	Ch 4 The World of Metals and Non-metals  Ch 8 Measurement of Time and Motion	Revision  Ch 11 Light: Shadow and Reflections
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Ch 11 Light: Shadow and Reflections (cond/-)  Ch 7 Heat Transfer in Nature	Ch 7 Heat Transfer in Nature(cond/-)  Ch 10 Life Processes in Plants  Kaushal Bodh: Plant nursery	Ch 10 Life Processes in Plants (cond/-)  Kaushal Bodh: Plant nursery making ( Planting of vegetable plants)	Ch 12 Earth, Moon and the Sun 9cond/-)  Ch 6 Adolescence: A Stage of Growth and Change	Ch 6 Adolescence: A Stage of Growth and Change (cond/-)  Revision

	making (Planting of vegetable plants)	Ch 12 Earth, Moon and the Sun		
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<b>Assessment Planner</b>	
<u><b>PA-1 (20 marks)</b></u>	
Ch 9 Life Processes in Animals Ch 5 Changes Around Us: Physical and Chemical	
<u><b>Half Yearly (60 marks)</b></u>	
Ch 2 Exploring Substance: Acidic, Basic and Neutral Ch 3 Electricity: Circuit and their Components Ch 4 The World of Metals and Non-metals Ch 5 Changes Around Us: Physical and Chemical Ch 8 Measurement of Time and Motion Ch 9 Life Processes in Plants	
<u><b>PA-2 (20 marks)</b></u>	
Ch 7 Heat Transfer in Nature Ch 11 Light: Shadow and Reflection	
<u><b>Multiple Assessment (MA) (5 marks)</b></u>	
<p><b>MA 1: On an A-4 size sheet, paste a picture of any 3 different food items that contains 3 different types of organic acid. (3 marks).</b></p> <p><b>On the same sheet, write any one neutralization reaction happening in our daily life.(2 marks)</b></p>	
<p><b>MA 2: Assembling an electric circuit or solenoid. (3 marks)</b></p> <p><b>On an A4 sized sheet of paper, draw a closed and an open circuit using symbols. (2 marks)</b></p>	

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

**Portfolio 1: On the graph paper, Plot the distance-time graph for the uniform motion and non-uniform motion.**

**Portfolio 2: On an A-4 size sheet, draw a well labelled diagram of open and closed stomata.**

**Subject Enrichment (SE) (5marks)**

**EBSB paired state based transdisciplinary project.**

**On an A4 sized sheet of paper, draw/paint/stick pictures of 3 medicinal plants/fruits used by the tribal people of Andaman and Nicobar Island and write about their benefits.**

**Project (5 marks)**

**Turmeric Activity**

**On an A4 sized sheet of paper, apply turmeric solution on the entire sheet.**

**Let it dry.**

**The dried sheet of paper is to be brought to school.**

**Apply a basic solution like soap solution/baking powder solution on an ear bud or match stick and make a pattern on the sheet of paper. (Worli painting, a floral pattern or a geometric pattern could be made).**

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**Annual Exam (60 marks)**

**Ch 2 Exploring Substances: Acidic, Basic and Neutral**

**Ch 4 The World of Metals and Non-metals**

**Ch 5 Changes Around Us: Physical and Chemical**

**Ch 6 Adolescence: A Stage of Growth and Change**

**Ch 7 Heat Transfer in Nature**

**Ch 10 Life Processes in Plants**

**Ch 11 Light: Shadow and Reflection**

**Ch 12 Earth, Moon and the Sun**

**\*\* Subject to change as per DIRECTIVES**

# GRADE 7- Curriculum & Assessment Annual Planner (2026-2027)



## SUBJECT:- MATHEMATICS

### STUDENT'S COPY

#### LEARNING OUTCOMES

The students will be able to:

1. Comprehend mathematical operations (multiplication and division) of two or more integers.
2. Perform division and multiplication of fractions.
3. Represent daily life situations in the form of simple equations and solve them.
4. Recall how angles are formed by lines or line segments and identify the relationship between angles (linear pair, adjacent angles, complementary angles, supplementary angles and vertically opposite angles).
5. Determine the unknown angle of a triangle when two angles are given.
6. Interpret data using bar-graph and also plot the given data graphically.
7. Express numbers in exponential form.
8. Apply the concept of perimeter and area to real life situations.
9. Identify objects and shapes with rotational symmetry in real world.
10. Relate mathematical concepts with daily life.
11. Understand and identify congruent triangles as those having the same shape and size with all corresponding sides and angles equal.

#### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> <li>• Large numbers around us</li> <li>• Arithmetic expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Arithmetic expressions (cont.)</li> <li>• Parallel and Intersecting lines</li> </ul>	<ul style="list-style-type: none"> <li>• Finding common ground</li> <li>• Working with fractions</li> <li>• A peek beyond the point (Part-1)</li> </ul>	<ul style="list-style-type: none"> <li>• A Peek_beyond the point (Part-1) (cont.)</li> <li>• A peek beyond the point (Part-2)</li> <li>• Connecting the dots</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Exams</li> <li>• Expression using letter numbers</li> </ul>

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>• Finding the unknown</li> <li>• Operation with integers</li> </ul>	<ul style="list-style-type: none"> <li>• A tale of three intersecting lines</li> </ul>	<ul style="list-style-type: none"> <li>• Geometric twins</li> <li>• Constructions and tilings</li> </ul>	<ul style="list-style-type: none"> <li>• Number play</li> </ul>	<ul style="list-style-type: none"> <li>• Revision and Exams</li> </ul>

### **ASSESSMENT PLANNER**

#### **PA-1 (20 marks)**

- Large numbers around us
- Arithmetic expressions

#### **HALF YEARLY (60 marks)**

- Large numbers around us
- Arithmetic expressions
- Parallel and Intersecting lines
- Finding common ground
- Working with fractions
- A peek beyond the point (Part-1)
- A peek beyond the point (Part-2)
- Connecting the dots

#### **PA-2 (20 marks)**

- Expressions using letter numbers
- Finding the unknown

#### **ANNUAL EXAMINATION (60 marks)**

- Expression using letter numbers
- Finding the unknown
- Operation with integers
- A tale of three intersecting lines
- Geometric twins
- Constructions and tilings
- Number play
- A peek beyond the point (Part-1 and 2)

**MULTIPLE ASSESSMENT (5 marks )**

**MULTIPLE ASSESSMENT-1 (MA1)**

**MA 1: Lines and angles:** Activity demonstrating vertically opposite angles axiom

**MULTIPLE ASSESSMENT-2(MA2)**

**MA 2: Congruent Triangles:** Students will draw and cut 2 triangles using given measurements (Ex – Same sides/angles, SSS, SAS, ASA)

**PORTFOLIO ASSESSMENT (5 marks )- Notebook-3 Marks + Activity-2 Marks**

**PORTFOLIO ASSESSMENT (PORT-1)**

**Portfolio I:** Case based question on Fractions

**PORTFOLIO ASSESSMENT (PORT-2)**

**Portfolio II:** Proving exterior angle property using cut and paste method

**PROJECT (PROJ)- (5 marks)**

**Integers:** Integers in everyday life. Observe and record how integers are used in daily situations like temperature, profit-loss, or bank balance. Create a small chart or poster sharing at least 3 real – life examples with positive and negative numbers.

**SUBJECT ENRICHMENT (SE)- (5 marks)**

Graphical Representation (double bar graph) of the native inhabitants of the Andaman and Nicobar Islands

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS\***

**\*\* Subject to change as per DOE DIRECTIVES**



## GRADE 7 - HINDI - 2026-2027 (STUDENTS' COPY)

### LEARNING OUTCOMES

छात्र ये समझने में सक्षम होंगे -

1. छात्र पाठों को पढ़कर अपरिचित घटनाओं की कल्पनाओं से बनने वाली छवि और विचारों के विषय में मौखिक व सांकेतिक अभिव्यक्ति की क्षमता का विकास करेंगे।
2. छात्र विभिन्न पठन - सामग्रियों में प्रयुक्त शब्दों, मुहावरों, विराम चिह्न, कारक चिह्न, लिंग, वचन, काल भेद व क्रिया आदि को समझते हुए उनका स्वतंत्र रूप से प्रयोग करना सीखेंगे।
3. छात्र किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे।
4. छात्र कविता, कहानी, नाटक व संस्मरण आदि को पढ़कर साहित्य की विविध विधाओं से परिचित होंगे।
5. छात्र पढ़ी गई सामग्री पर चिंतन करते हुए परिचर्चा एवं तर्क - वितर्क करेंगे व भावों की अभिव्यक्ति सुंदर लेख में लिखेंगे।

### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep 10</u>
<u>साहित्य</u> - माँ, कह एक कहानी <u>व्याकरण</u> - वर्ण - विच्छेद / संयोजन, विलोम शब्द, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश	P.A -1 PAPERS <u>साहित्य</u> - तीन बुद्धिमान <u>व्याकरण</u> - लिंग, पर्यायवाची शब्द	<u>साहित्य</u> - फूल और काँटा, पानी रे पानी <u>व्याकरण</u> - विराम - चिह्न, सर्वनाम - भेद	<u>साहित्य</u> - वर्षा - बहार <u>व्याकरण</u> - कारक - चिह्न, विशेषण - भेद(प्रविशेषण सहित)अनुच्छेद - लेखन, अनौपचारिक - पत्र	समस्त कार्य की पुनरावृत्ति (अर्धवार्षिक परीक्षा ) <u>व्याकरण</u> - उपसर्ग - प्रत्यय
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>साहित्य</u> - गिरिधर.. <u>व्याकरण</u> - मुहावरे, अनेक शब्दों के लिए एक शब्द, संवाद-लेखन	P.A - 2 PAPERS <u>साहित्य</u> -बिरजू महाराज.. , चिड़िया <u>व्याकरण</u> - वचन, क्रिया - भेद, काल - भेद	<u>साहित्य</u> - नहीं होना बीमार <u>व्याकरण</u> - क्रिया विशेषण - भेद कौशल बोध (Family Health Handbook)	<u>साहित्य</u> - मीरा के पद <u>व्याकरण</u> - औपचारिक पत्र, विज्ञापन - रचना, अनुच्छेद लेखन कौशल बोध (Family Health Handbook)	कौशल बोध (Family Health Handbook) समस्त कार्य की पुनरावृत्ति (वार्षिक परीक्षा )

## ASSESSMENT PLANNER

### PA-1 (20 marks)

साहित्य - माँ, कह एक कहानी

व्याकरण - वर्ण - विच्छेद / संयोजन, विलोम शब्द, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश

### HALF YEARLY (60 marks)

साहित्य - तीन बुद्धिमान, फूल और काँटा, पानी रे पानी, वर्षा - बहार

व्याकरण - वर्ण - विच्छेद / संयोजन, लिंग, पर्यायवाची शब्द, विराम - चिह्न, संज्ञा - भेद, सर्वनाम-भेद, कारक-चिह्न, विशेषण - भेद (प्रविशेषण सहित), अनौपचारिक पत्र, अनुच्छेद लेखन, चित्र - वर्णन, अपठित - गद्यांश

### PA-2 (20 marks)

साहित्य - गिरिधर की कविराय कुंडलिया

व्याकरण- उपसर्ग - प्रत्यय, मुहावरे, अनेक शब्दों के लिए एक शब्द, संवाद- लेखन, अपठित - गद्यांश

### ANNUAL EXAMINATION (60 marks)

साहित्य - बिरजू महाराज से साक्षात्कार, चिड़िया, नहीं होना बीमार, मीरा के पद

व्याकरण - उपसर्ग - प्रत्यय, वचन, मुहावरे, पर्यायवाची, क्रियाविशेषण-भेद, कारक-चिह्न, विराम -चिह्न, क्रिया भेद, काल - भेद, औपचारिक पत्र, विज्ञापन, अनुच्छेद - लेखन, अपठित - गद्यांश

### MULTIPLE ASSESSMENT (5 marks)

(MA1) - चित्रकथा - लेखन

(MA2) - पहेली निर्माण

### PORTFOLIO ASSESSMENT (5 marks) - Notebook-3 Marks + Activity-2 Marks

(PORT-1)- पाठ - विश्वेश्वरैया

(PORT-2) कविता - विजयी विश्व तिरंगा प्यारा

### PROJECT (PROJ)- (5 marks)

पाठ - नृत्यांगना सुधा चंद्रन

### SUBJECT ENRICHMENT (SE)- (5 marks)

दिल्ली के सहराज्य से संबंधित गतिविधियाँ

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS\***

\*\* Subject to change as per DOE DIRECTIVES

# GRADE 7- Curriculum & Assessment Annual Planner (2026-2027)



## SUBJECT:-ENGLISH

### STUDENT'S COPY

#### LEARNING OUTCOMES

- **Improved Reading Comprehension:** Enhance their ability to comprehend various types of texts, including fiction, non-fiction and poetry, by practicing reading strategies, comprehending questions as related to the text and analyzing literary elements.
- **Enhanced Writing Skills:** Develop their writing skills through various genres such as narrative essays, informal and formal letters, caption writing, etc., along with focusing on organization, clarity, coherence, and creativity.
- **Expanded Vocabulary:** Enrich their vocabulary by learning new words and phrases in context, exploring synonyms, antonyms, phrases, clauses, determiners, and many other literary devices to enhance their language proficiency.
- **Effective Communication:** Practice effective oral communication skills through discussions, poetry recitations, presentations, and public speaking activities, fostering both confidence and articulation.
- **Critical Thinking and Analysis:** Engage in critical thinking exercises, analyse literary texts, evaluate arguments, and synthesize all this information to develop their analytical skills and logical reasoning.
- **Grammar and Language Mechanics:** Reinforce their understanding of grammar rules, punctuation and language mechanics through targeted exercises and application in writing tasks.

#### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b>LITERATURE:</b> - The Day the River Spoke  <b>WRITING:</b> - Paragraph writing (Narrative)  <b>GRAMMAR:</b> - Tenses(Simple, Continuous and perfect)	<b>LITERATURE:</b> Ch -Three Days to See  <b>WRITING:</b> - Caption Writing Revision for PA1  <b>GRAMMAR:</b> -Affixation (not to be tested)	<b>GRAMMAR:</b> - Subject Verb Agreement  <b>LITERATURE:</b> Ch -Animals, Birds and Dr. Dolittle  <i>Poem-</i> A Funny Man  <b>WRITING:</b> - Informal Letter	<b>LITERATURE:</b> Ch- Say the Right thing Poem- Paper Boats  <b>WRITING:</b> - Picture Composition  <b>GRAMMAR:</b> - Modals (12) (CAN,COULD,SHALL, SHOULD,MAY,MIGHT,WILL,WOULD,MUST, OUGHT TO,HAVE TO,DARE)	- Revision

		<b>GRAMMAR:</b> - Voice (Active to Passive only)		
<u>Oct</u>  <b>LITERATURE:</b> <b>Ch</b> – The Tunnel <b>Ch-</b> Conquering the Summit <b>WRITING:</b> - Diary Entry <b>GRAMMAR:</b> - Adjectives (Degrees of Comparison)	<u>Nov</u>  <b>LITERATURE:</b> Poem – Travel <b>GRAMMAR:</b> - Determiners Revision for PA2	<u>Dec</u>  <b>LITERATURE:</b> <b>Poem: ‘My Dear Soldiers’</b>  <b>WRITING:</b> - Formal Letter (Leave) <b>GRAMMAR:</b> - Adjective phrases and clauses	<u>Jan</u>  <b>LITERATURE:</b> <b>Ch-</b> Rani Abbakka  <b>GRAMMAR:</b> - Linking Words - Word Order - Reported Speech	<u>Feb</u>  Revision

<b><u>ASSESSMENT PLANNER</u></b>
<b><u>PA-1 (20 marks )</u></b>
<b>READING:</b> Unseen Passage/Poem <b>WRITING:</b> Paragraph Writing (Narrative) <b>GRAMMAR:</b> Tenses <b>LITERATURE:</b> The Day the River Spoke, Three Days to See
<b><u>HALF YEARLY (60 marks )</u></b>
<b>READING:</b> Unseen Passage and Poem <b>WRITING:</b> Informal Letter, Picture Composition <b>GRAMMAR:</b> Tenses, Subject Verb Agreement, Active and Passive Voice, Modals <b>LITERATURE:</b> Three Days to See , Animals, Birds and Dr. Dolittle ,A Funny Man , Say the Right thing ,Paper Boats
<b><u>PA-2 (20 marks)</u></b>
<b>READING:</b> Unseen Poem/Passage <b>WRITING:</b> Diary writing <b>GRAMMAR:</b> Adjectives (Degrees of Comparison) <b>LITERATURE:</b> The Tunnel, Conquering the Summit
<b><u>ANNUAL EXAMINATION (60 marks)</u></b>
<b>READING:</b> Unseen Passage and Poem <b>WRITING:</b> Formal Letter (Leave), Narrative Paragraph writing <b>GRAMMAR:</b> Adjective (Degrees of Comparison), Determiners, Adjective Phrases and Clauses, Linking words, Word Order, Reported Speech, Subject Verb Agreement <b>LITERATURE:</b> The Tunnel , Conquering the Summit, Travel, My Dear Soldiers, Three Days to See, Animals, Birds and Dr. Dolittle
<b><u>MULTIPLE ASSESSMENT (5 marks )</u></b>

**MULTIPLE ASSESSMENT-1 (MA1)**

**MA1** – Mélange intra level activity

**MULTIPLE ASSESSMENT-2(MA2)**

**MA2** – Reading Comprehension on *'Try Again'* POORVI (Poem)

**PORTFOLIO ASSESSMENT (5 marks )- Notebook-3 Marks + Activity-2 Marks**

**PORTFOLIO ASSESSMENT (PORT-1)**

**PORTFOLIO 1** – Word Wheel from *'My Brother's great invention'*

**PORTFOLIO ASSESSMENT (PORT-2)**

**PORTFOLIO 2** – Crossword based on *'A Homage to our Brave Soldiers'*

**PROJECT (PROJ)- (5 marks)**

**Art Integrated Activity :** Ch – North, South, East ,West (SDG 15)

Design a postcard and write a message to Helen Keller. In your postcard, describe your experience of exploring the diverse landscapes, people, and cultures of India, and explain how Helen Keller's life and achievements have inspired you to observe and appreciate the world more deeply.

**SUBJECT ENRICHMENT (SE)- (5 marks)**

**\*\*EBSB** – Listening Comprehension based on Lakshadweep/Andaman and Nicobar Islands.

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS\***

**\*\* Subject to change as per DOE DIRECTIVES**

# GRADE 7 - Curriculum & Assessment Annual Planner (2026-2027)



## SUBJECT: - SOCIAL STUDIES

### STUDENTS' COPY

#### LEARNING OUTCOMES

The students will be able to:

- Identify and describe key developments in medieval Indian history and their impact on society and culture.
- Compare and analyse administrative systems, policies, and governance practices of different medieval rulers and kingdoms.
- Interpret the principles and functioning of democracy in India.
- Describe and differentiate the roles and responsibilities of different levels of government in India.
- Identify and explain the structure and composition of the Earth's interior and atmosphere.
- Analyse weather, climate patterns, and environmental changes and their impact on human life.
- Investigate and discuss contemporary environmental challenges and sustainable practices.
- Compare and interpret geographical features and human activities in different climatic regions of the world.
- Demonstrate awareness and responsibility towards ecological conservation and sustainable development.
- Apply geographical skills through diagrams, maps, and interpretation of spatial information.

#### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Geography 1 - Geographical Diversity of India  History 1 - New Beginnings: Cities and States  Civics 1 – The Constitution of India	Economics 1 - From Barter to Money  <b>Revision PA1</b>  Civics 1- From the Rulers to the Ruled: Types of Governments (Not to be Tested)	Geography 2 – India & Her Neighbours  Civics 2 – The State, the Government, & You  History 1 - The Rise of Empires	History 1 – Age of Reorganisation  Economics 2 – Infrastructure Engine of India's Development  <b>Map of India – Physical Features</b>	<b>Revision Term 1</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
	Economics 2 – Banks & the			

History 2 – Empires & Kingdoms: 6 <sup>th</sup> to 10 <sup>th</sup> Centuries	Magic of Finance  <b>Revision PA2</b>	History 1 – How the Land Became Sacred  Geography 2 – Climates of India	History 1 – The Gupta Era  History 2 – India a Home to Many	<b>Revision Term 2</b>
Geography 1 – Understanding the Weather	History 1 – Turning Tides (11 <sup>th</sup> & 17 <sup>th</sup> Centuries)			
Economics 1 - Understanding Markets				

\*Number next to the subject denotes which part of the SST Book the chapter is from. For example, Geography 1 denotes a geography chapter from the Part 1 book. Geography 2 denotes a geography chapter from the Part 2 book.

<b><u>ASSESSMENT PLANNER</u></b>
<b><u>PA-1 (20 marks)</u></b>
History: New Beginnings: Cities and States ( <i>Pages to be tested: 68-74</i> )
Civics: The Constitution of India ( <i>Full chapter to be tested</i> )
Geography: Geographical Diversity of India ( <i>Pages to be tested: 2-17</i> )
Economics: From Barter to Money ( <i>Pages to be tested: 230-236</i> )
<b><u>HALF YEARLY (60 marks)</u></b>
History: The Rise of Empires; Age of Reorganisation
Civics: The Constitution of India; The State, the Government, & You
Geography: Geographical Diversity of India (entire chapter); India & Her Neighbours
Economics: From Barter to Money; Infrastructure Engine of India's Development
Map Work + diagrams
<b><u>PA-2 (20 marks)</u></b>
History: Empires & Kingdoms: 6th to 10th Centuries
Geography: Understanding the Weather
Economics: Understanding Markets; Banks & the Magic of Finance
<b><u>ANNUAL EXAMINATION (60 marks)</u></b>
History: How the Land Became Sacred; The Gupta Era; India a Home to Many; Turning Tides (11th & 17th Centuries)
Civics: The Constitution of India
Geography: India & Her Neighbours; Climates of India
Economics: Banks & the Magic of Finance

Map work + diagrams
<b><u>MULTIPLE ASSESSMENT (5 marks)</u></b>
<b><u>MULTIPLE ASSESSMENT-1 (MA1)</u></b>
<b>History: Meeting of the Titans</b> – take any 2 historical characters from any of the history chapters and conduct a debate/dialogue between the two. The discussion should showcase the developments/challenges of that particular time period.
<b><u>MULTIPLE ASSESSMENT-2 (MA2)</u></b>
<b>Geography: 3D Diorama – Layers of the Atmosphere</b> from the chapters Understanding the Weather and Climates of India (Book 1). Students will design and create a 3D diorama showing the five layers of the atmosphere — Troposphere, Stratosphere, Mesosphere, Thermosphere, and Exosphere. The model should clearly depict the unique features of each layer.
<b><u>PORTFOLIO ASSESSMENT (5 marks) - Notebook-3 Marks + Activity-2 Marks</u></b>
<b><u>PORTFOLIO ASSESSMENT (PORT-1)</u></b>
Quiz on Types of Government
<b><u>PORTFOLIO ASSESSMENT (PORT-2)</u></b>
Map Work
<b><u>PROJECT (PROJ) - (5 marks)</u></b>
Economics: Create your own currency note and conduct an interview with your local shopkeeper or family members on what type of currency they prefer to use. Refer to the chapter From Barter to Money (Book 1) page 245.
<b><u>SUBJECT ENRICHMENT (SE) - (5 marks)</u></b>
EBSB-based Paired State Activity
<b>ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS*</b>

**\*\* Subject to change as per DOE DIRECTIVES**



# GRADE 7 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- Spanish

Student's Copy

## LEARNING OUTCOMES

The students will be able to:

- Read and understand short paragraphs in all tense.
- Translate Food menu card, road traffic symbols
- Write birthday email to friends
- Conjugate verbs in all tenses form sentences
- Write informal and formal letters on multiple topics
- Learn Spanish songs
- Make compound sentences with the help of prepositions
- Talk about the planet and solar system
- Tell numbers till 1 million
- Tell historical facts about Mexico and other Latin American countries

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Lesson 1  El futuro – Regular e irregular  Lesson 1 Verbos reflexivos Rutina Diaria  Decir la hora ( Time telling)	Lesson 1 – Revision - P.A-1 Papers  Lesson 2  Interrogativos	El mundo hispano – Mexico  Correo electrónico (Birthday email)  Lesson 3  El verbo Gustar	Lesson 3 & 4 El Sistema solar, Los Numeros 1000- 1 Million  Estar + Gerund Ir + a + infinitive  Escribir Una carta informal	Half Yearly Exam - Revision Lesson 4 El Sistema solar
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Lesson 4 Las preposiciones, Escribir un parrafo sobre la ecosistema	PA-2 days - Revision  : Lesson 5 Tipos de los animals, Sick leave application	Lesson 6 & 7 Preterite, Las Conjunciones,	Lesson 7 & 8 Los medios de transporte, los comparativos,	El Repaso(Vocabs, Grammar and Lessons done in the Class).

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## Assessment Planner

### PA-1 (20 marks)

Lesson 1, Verb conjugation(Present and Future Tense), Reflexive verbs, Rutina Diaria, Vocabs ( Ch 1)

### Half Yearly (50 marks)

PA 1 SYLLABUS + Lesson – 2 & 3 , Comprension de lectura

Ser Vs Estar, Verbs – Present, future and progressive tense , Interrogativos, Informal Letter writing, Correo electronico, El Mundo Hispano - Mexico

### PA-2 (20 marks)

Lesson 4 & 5, Sistema solar, Preposiciones,  
Vocabulary (Chapter 5)

### Multiple Assessment (MA) (5 marks)

**MA1 -Estar + Gerund**

**MA2 - Las preposiciones**

### Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

**PORTFOLIO 1-** Notebook along with the worksheets

**PORTFOLIO 2 -** Notebook along with the worksheets

### Subject Enrichment (SE) (5 marks)

**Ppt/**Paragraph writing on Spanish music, dance or festival

With images ( Printed or drawn )

Work completion - 2

Timely submission – 1

Creativity & presentation(date, title, heading,etc.)- 2

**Project (PROJ) (5 marks)**

Holiday Homework

Map of South America

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**ATTENDANCE will carry 5 marks and will be reflected in both the terms.**

**Annual (50 marks)**

**PA 2 SYLLABUS + Lesson – 6,7 & 8 , Comprension de lectura  
Ser Vs Estar, Preterito perfecto, Preposiciones conjunctions, Sick leave application,**



## GRADE - 7 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- SANSKRIT

STUDENTS' COPY

### LEARNING OUTCOMES

#### छात्रों में निम्न कौशल- विकास में सक्षम होगा :-

1. संस्कृत शब्दों व वाक्यों का संस्कृत में शुद्ध उच्चारण का कौशल प्राप्त होगा।
2. संस्कृत में भाषिक तत्त्वों - श्रवण , भाषण, पठन तथा लेखन कौशल का विकास ।
3. पाठों में निहित पदों/ गद्य के माध्यम से जीवन मूल्यों का विकास।
4. रोचक कथाओं को पढ़कर घटनाक्रम का संयोजन कर सकने की क्षमता का विकास ।
5. निर्देशों के आधार पर प्रश्न -उत्तर की क्षमता व प्रश्न - निर्माण का कौशल विकसित करना।

Curriculum Planner				
April	May	July	Aug	Sep
प्रथमः पाठः – वन्दे भारतमातरम् वर्ण विच्छेद एवं संयोज(pg146-147) अव्यय - कालवाचक संख्या - 1 - 25 पुल्लिंग शब्दरूप - देव अपठित गद्यांश	द्वितीयः पाठः – नित्यं पिबामः सुभाषितरसम् धातु रूप लट् लकार (pg.13) कारक - कर्म पठन सामग्री (परिवार जनाः) नपुंसकलिंग शब्दरूप – पुष्प	तृतीयः पाठः – मित्राय नमः चतुर्थः पाठः - न लभ्यते चेत् आम्लं द्राक्षाफलम् कारक - करण , सम्प्रदान स्त्रीलिंग शब्दरूप – लता	पञ्चमः पाठः - सेवा हि परमो धर्मः षष्ठः पाठः - क्रीडाम वयं श्लोकान्त्याक्षरीम् धातु रूप - (pg.55) वचन परिवर्तन (पाठ आधारित ) अव्यय - रीतिवाचक,स्थानवाचक	Half Yearly Exam संख्या १- ४ [तीनों लिंगों में ]
Oct	Nov	Dec	Jan	Feb
सप्तमः पाठः - ईशावास्यम् इदं सर्वम् अष्टमः पाठः - हितं मनोहारि च दुर्लभं वचः धातु रूप - (pg.55) संख्या 26-50 तक संस्कृत शब्दों में	नवमः पाठः - अन्नाद् भवन्ति भूतानि दशमः पाठः - दशमः कः ? कारक - अपादान तथा संबंध लकार परिवर्तन (पाठ आधारित ) इकारांत शब्दरूप- कवि	एकादशः पाठः - द्वीपेषु रम्यः द्वीपोऽण्डमानः कारक - अधिकरण घटिका यंत्रम् कर्मकराः उकारांत पुल्लिंग शब्द रूप गुरु	द्वादशः पाठः - वीराङ्गना पन्नाधायी विस्मयादिबोधक अव्यय	Annual Exam साहित्य व व्याकरण के समस्त विषयों की पुनरावृत्ति एवं अभ्यास कार्य अपठित गद्यांश

Assessment Planner

PA-1 (20 marks)

खंड क - (अपठित गद्यांश)

खंड ख - (साहित्य ) पाठ्यपुस्तक दीपकम्

प्रथमः पाठः - वन्दे भारतमातरम्, द्वितीयः पाठः - नित्यं पिबामः सुभाषितरसम् (केवल श्लोकार्थ )

खंड ग - व्याकरण

वर्ण विच्छेद एवं संयोजन , अव्यय - कालवाचक, पुल्लिङ्ग शब्दरूप - देव

खंड घ - रचनात्मक लेखन संख्या - 1 - 25

Half Yearly (50 marks)

खंड क - (अपठित गद्यांश)

खंड ख - (साहित्य ) पाठ्यपुस्तक दीपकम्

द्वितीयः पाठः - नित्यं पिबामः सुभाषितरसम् , तृतीयः पाठः - मित्राय नमः, चतुर्थः पाठः - न लभ्यते चेत् आम्लं

द्राक्षाफलम्, पञ्चमः पाठः - सेवा हि परमो धर्मः, षष्ठः पाठः - क्रीडाम वयं श्लोकान्त्याक्षरीम्

खंड ग - व्याकरण

धातु रूप लट् लकार (pg.13), स्त्रीलिङ्ग शब्दरूप - लता, नपुंसकलिङ्ग शब्दरूप - पुष्प, कारक - कर्म, करण एवं सम्प्रदान , अव्यय - रीतिवाचक एवं स्थानवाचक , वचन परिवर्तन

खंड घ - रचनात्मक लेखन

पठन सामग्री (परिवार जनाः)

PA-2 (20 marks)

खंड क - (अपठित गद्यांश)

खंड ख - (साहित्य ) पाठ्यपुस्तक दीपकम्

सप्तमः पाठः - ईशावास्यम् इदं सर्वम् अष्टमः पाठः - हितं मनोहारि च दुर्लभं वचः

खंड ग - व्याकरण

धातु रूप - (pg.55), इकारांत शब्दरूप- कवि

खंड घ - रचनात्मक लेखन

संख्या 26-50 तक

Multiple Assessment (MA) (5 marks)

MA1 वन्दे भारत गायन (प्रथमः पाठः - वन्दे भारतमातरम्)

MA2 वर्ग पहेली

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

**Portfolio 1** श्लोक अंत्याक्षरी

**Portfolio 2** घटिका यन्त्रं (मम दिनचर्या)

**Subject Enrichment (SE) (5 marks)**

कला समेकित परियोजना कार्य

‘अंडमान और निकोबार द्वीप समूह को भारत के मान चित्र पर दर्शाए तथा उसकी प्रकृति एवं सुंदरता से सम्बंधित 5 वाक्य लिखिए। (छात्र A4 साइज शीट पर मानचित्र चिपकाएँगे तथा दूसरी तरफ 5 वाक्य सुन्दर लेख में लिखेंगे।)

**Project(PROJ) (5 marks)**

‘सेवा हि परमो धर्मः’ की भावना को दर्शाता एक सुन्दर चित्र बनाइये तथा इसी भाव को दर्शाती एक अन्य सूक्ति भी लिखिए। (ch. 5)

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**Annual Exam (50 marks)**

खंड क - (अपठित गद्यांश)

खंड ख - (साहित्य ) पाठ्यपुस्तक दीपकम्

नवमः पाठः - अन्नाद् भवन्ति भूतानि, दशमः पाठः - दशमः कः ?

एकादशः पाठः - द्वीपेषु रम्यः द्वीपोऽण्डमानः, द्वादशः पाठः - वीराङ्गना पन्नाधाय

खंड ग - व्याकरण

धातु रूप - (pg.55) , अकारांत पुल्लिङ्ग शब्दरूप , उकारांत पुल्लिङ्ग शब्द रूप गुरु

कारक - अपादान , संबंध तथा अधिकरण , लकार [काल] परिवर्तन , कर्मकराः, अव्यय- **विस्मयादिबोधक**, पठित गद्यांश

खंड घ - रचनात्मक लेखन

संख्या **26-50** तक संस्कृत शब्दों में , घटिका यन्त्रम्

**\*\* Subject to change as per DIRECTIVES**

# GRADE 7 - Curriculum & Assessment Annual Planner (2026-2027)



## SUBJECT:- Computer Science

### STUDENT'S COPY

#### LEARNING OUTCOMES

The students will be able to:

1. **Elaborate variable and its initialization**
2. **Explain Data Types and how it is validated in programming**
3. **Perform various operations on variables**
4. **Apply mathematical operations in programming**
5. **Describe Looping, Sequencing, Selection and Iteration along with examples**
6. **Define Bug in terms of programming**
7. **Elucidate about functions and its application in the Arcade**
8. **Define an Event and Event Handler**
9. **Elaborate about Collections and its usage in the Arcade**
10. **Explain Arrays and how they are used**
11. **Define a Programming language**
12. **Elaborate Variables and Datatypes in Programming and their usage**
13. **Create engaging and interactive programs based on the above concepts**

#### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Chapter 2: Sequencing with Block Coding (Pages 11-20 (Before Fun Activity))</p> <p>Kaushal Bhod: Proj 4: AI Assistant (Page 83 to 93)</p>	<p>Chapter 2: Sequencing with Block Coding (Pages 20 (From Fun Activity) to 31 (Before the Activity 2.10))</p> <p><b>Revision and Worksheets PA1 Exam</b></p> <p>Kaushal Bhod: Proj 4: AI Assistant (Page 94 to 101 (before Activity 8))</p>	<p>Chapter 2: Sequencing with Block Coding (Pages 31 (from the Activity 2.10) to 37)</p> <p>Chapter 3: Fun with Functions (Pages 38-44)</p> <p>Kaushal Bhod: Proj 4: AI Assistant (101 (from Activity 8) to 106)</p>	<p>Chapter 3: Fun with Functions (Pages 45 to 56)</p>	<p><b>Revision and Worksheets</b></p> <p><b>Half Yearly Exam</b></p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Chapter 3: Fun with Functions (Pages 57 to 68)</p> <p>Chapter 4: Understanding Arrays &amp; Collections (Page 69)</p>	<p><b>Revision and Worksheet PA2 Exam</b></p> <p>Chapter 4: Understanding Arrays &amp; Collections (Pages 70 to 83)</p>	<p>Chapter 4: Understanding Arrays &amp; Collections (Pages 83 (From Modifying Collections) to 86)</p>	<p>Chapter 5: Hello World with code (Pages 90 (From Getting Used to Syntax) to 98 (Before Quiz Time))</p>	<p>Chapter 5: Hello World with code (Pages 98 (From Quiz Time) to 100)</p> <p><b>Revision and Worksheet</b></p>

	(Before Modifying Collection)	Chapter 5: Hello World with code (Pages 87)		<b>Annual Exam</b>
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<b><u>ASSESSMENT PLANNER</u></b>				
<b><u>PA-1 (20 marks )</u></b>				
Chapter 2: Sequencing with Block Coding (Pages 11 to 31 (Before the Activity 2.10)				
<b><u>HALF YEARLY (30 marks )</u></b>				
Chapter 2: Sequencing with Block Coding (Pages 11 to 37) Chapter 3: Fun with Functions (Pages 38-44)				
<b><u>PA-2 (20 marks)</u></b>				
Chapter 3: Fun with Functions (Pages 57 to 68) Chapter 4: Understanding Arrays & Collections (Page 69)				
<b><u>ANNUAL EXAMINATION (30 marks)</u></b>				
Chapter 3: Fun with Functions (Pages 38 to 68) Chapter 4: Understanding Arrays & Collections (Page 86) Chapter 5: Hello World with code (Pages 87, 90 to 100)				
<b><u>MULTIPLE ASSESSMENT (5 marks )</u></b>				
<b><u>MULTIPLE ASSESSMENT-1 (MA1)</u></b>				
Create a Flowchart on the given topic related to Andaman and Nicobar Islands				
<b><u>MULTIPLE ASSESSMENT-2(MA2)</u></b>				
Create an Algorithm on the given topic related to Sikkim				
<b><u>PORTFOLIO ASSESSMENT (5 marks )- Notebook-3 Marks + Activity-2 Marks</u></b>				
<b><u>PORTFOLIO ASSESSMENT (PORT-1)</u></b>				
Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Collage to relate the real life activities involving – Sequencing, Branching (Selection) and Looping.				
<b><u>PORTFOLIO ASSESSMENT (PORT-2)</u></b>				
Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Collage to showcase the use of Arrays in real life.				
<b><u>PROJECT (PROJ)- (5 marks)</u></b>				
• Students will be asked to create a program on Minecraft Education Edition / Arcade.Makecode.Com as per the instructions given on the topic Sikkim				

- Artistic skills will also be integrated with the above given task.

**SUBJECT ENRICHMENT (SE)- (5 marks)**

- Students will be asked to create a program on Minecraft Education Edition as per the instructions given.
- Artistic skills will also be integrated with the above given task.
- It will be a hands-on experience on the computer.

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 MARKS\***

**\*\* Subject to change as per DOE DIRECTIVES**



# GRADE 7 Curriculum & Assessment Annual Planner

2026-27

SUBJECT: - P.E

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

- 1. Apply and refine Locomotors Skills and concepts effort space and relationship to perform and create a variety of activities to improve Personal performance.**
- 2. Adopt and improve activity specific skills a variety of games.**
- 3. Select plan and create game that incorporates simple and more Challenging strategies and tactics.**
- 4. Adopt and improve activity specific skills in a variety of individual pursuits Eg: - Resistance Training Aerobics**
- 5. Communicate thoughts and feelings in an appropriate respectful Manner as they relate to participation in physical education.**
- 6. Discuss issues related to positive athletic / active living role.**
- 7. Demonstrate etiquette and fair play.**
- 8. Describe apply monitor and assess leadership and followership skills Related to physical activity.**
- 9. Develop and apply practice that contributes to team work.**
- 10. Identify and Demonstrate positive behaviour that show respect for self and other.**

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>1 Marching</p> <p>2. Athletics Selections Events 100M, 200M,400M</p> <p>3. Final Selections</p> <p>4.Games.</p>	<p>1 Marching</p> <p>2. Athletics Selections Events Long Jump Shot Put</p> <p>4 Final Selections</p> <p>5.Games.</p>	<p>1 Marching</p> <p>2. Athletics Practise</p> <p>3. Games.</p> <p>4.Surya Namaskar</p>	<p>1 Marching</p> <p>2. Athletics Practise</p> <p>3.Games.</p> <p>4.Surya Namaskar</p>	<p>1 Marching</p> <p>2. Athletics Practise</p> <p>3.Games.</p> <p>4.Assessment TERM 1</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>1.Marching</p> <p>2. Athletics Practise</p> <p>3.Games.</p>	<p>1 Marching</p> <p>2. Athletics Practise</p> <p>3. Games.</p>	<p>1.Selection for inter class matches.</p> <p>2. Game practise of Football, Cricket and Basketball</p>	<p>1.Selection for inter class matches.</p> <p>2. Game practise of Football, Cricket and Basketball</p>	<p>1.Football skill Dribbling with ball.</p> <p>2.Basketball layup shot Assessment</p>

<b>Assessment Planner</b>		
<b><u>Half Yearly (5 marks)</u></b>		
<b>TERM -1 (Sep)</b>		<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Sport: - Yoga</b> <b>Skill: - Surya Namaskar</b>	
<b>Mark 5 A</b>		<b>1 BODY COORDINATION</b>
<b>Mark 4 B</b>		<b>2 EYE COORDINATION</b>
<b>Mark 3 C</b>		<b>3 TEAM WORK</b>
<b>Mark 2 C</b>		<b>4 ENDURANCE</b>
<b>Mark 1 C</b>		<b>5 DISCIPLINE</b>
<b><u>Annual (5 marks)</u></b>		
<b>TERM -2 (Feb)</b>		<b>CHECK LIST</b>
<b>Grade criteria</b>	<b>Game: - Cricket</b> <b>Skill: - HIGH CATCH WITH ORTHODOX CUP</b>	
<b>Mark 5 A</b>		<b>1 BALL CONTROL</b>
<b>Mark 4 B</b>		<b>2 EYES ON THE BALL</b>
<b>Mark 3 C</b>		<b>3 COME UNDER THE BALL</b>
<b>Mark 2 C</b>		<b>4 ORTHODOX CUP</b>
<b>Mark 1 C</b>		<b>5 DISCIPLINE</b>

**\*\* Subject to change as per DIRECTIVES**

# Curriculum & Assessment Annual Planner (2026-2027)



## SUBJECT: -Art and Craft GRADE 7 (STUDENTS'S COPY)

### LEARNING OUTCOMES

1. Understand and use basic elements of art (line, shape, color, texture, space).
2. Apply basic drawing and shading techniques in different artworks.
3. Create compositions based on observation and imagination (nature, still life, animals, etc.).
4. Explore and apply different art styles like Warli, Madhubani, Gond, and doodle art.
5. Understand simple perspective and create depth in drawings.
6. Use colors effectively to enhance visual appeal and expression.
7. Develop creativity through poster making, abstract art, and design activities.
8. Demonstrate skill-based learning through Kaushal Bodh activities (craft, tie n dye, etc.).
9. Handle art materials and tools properly with cleanliness and care.
10. Show originality and confidence in their creative work.
11. Complete assigned tasks on time with neat presentation.
12. Express ideas and explain their artwork confidently.

### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> <li>• Elements Of Art</li> <li>• Kaushal Bodh (Introduction &amp; Basics)</li> <li>• Patterned Leaves</li> <li>• Nature Study</li> <li>• Still Life</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil Shading</li> <li>• Kaushal Bodh (Skill Development)</li> <li>• Illusion Design</li> <li>• Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Paper Collage</li> <li>• Kaushal Bodh (Final Project)</li> <li>• Abstract Art</li> <li>• Poster Design</li> <li>• Anime Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Doodle Art</li> <li>• Warli Art</li> <li>• Fruits And Vegetables Composition</li> <li>• Cubism Art</li> </ul>	<ul style="list-style-type: none"> <li>• Madhubani Painting</li> <li>• Facial Expressions</li> </ul>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>• Animal composition</li> </ul>	<ul style="list-style-type: none"> <li>• Indian folk Art</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Drawing / Craft</li> </ul>	<ul style="list-style-type: none"> <li>• Color Pencil Landscape</li> </ul>	<ul style="list-style-type: none"> <li>• Pichwai Painting</li> </ul>

<ul style="list-style-type: none"> <li>• Still life with color</li> <li>• Diwali composition</li> </ul>	<ul style="list-style-type: none"> <li>• Caricature drawing</li> <li>• Bird study</li> </ul>	<ul style="list-style-type: none"> <li>• Gond Art</li> <li>• Sunset Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Republic Day Drawing/ Craft</li> <li>• Calligraphy</li> </ul>	<ul style="list-style-type: none"> <li>• Portrait Drawing</li> <li>• Pen Art</li> </ul>
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**ASSESSMENT PLANNER**

**HALF YEARLY (20 marks)**

**ANNUAL EXAM (20 MARKS)**

**KAUSHAL BODH ASSESSMENT/PROJECT (10 MARKS)**

**Graded Ability Levels**

- Grade A: 41–50 Marks
- Grade B: 31–40 Marks
- Grade C: 21–30 Marks
- Grade D: 0-21 Marks



**GRADE 7**  
**Curriculum & Assessment Annual Planner**  
**2026-2027**  
**SUBJECT :- GERMAN**  
**STUDENT'S COPY**

**LEARNING OUTCOMES**

The students will be able to:

- name food items in a tiffin box, buy food at a food stall, ask the price,
- name things in a school bag, names of subjects taught at school, names of weekdays.
- talk about television programmes, read & tell time, describe the timetable, daily & weekly routine, songs.
- name kinds of sports/ hobbies & related vocabulary, names of garments.
- name the landforms, seasons, describe the weather,
- say the dates, months & years, wish on birthdays, write an invitation & respond to it.

**Curriculum Planner**

<b>April</b>	<b>May</b>	<b>July</b>	<b>Aug</b>	<b>Sep</b>
<b>MODUL-3</b> <b>L-1 "Was isst du in der Pause?"</b> <ul style="list-style-type: none"> <li>• Conjugation of the verbs-essen and nehmen.</li> <li>• Accusative case- indefinite articles.</li> <li>• Negation: keinen, keine, kein</li> </ul>	<b>L-2 "Meine Schulsachen"</b> <ul style="list-style-type: none"> <li>• Conjugation of the verbs- brauchen, suchen, finden.</li> <li>• Plural forms</li> <li>• Use of preposition: "am" with weekdays: am Montag,...</li> </ul>	<b>MODUL-1</b> <b>L-3 "Was gibt es im Fernsehen?"</b> <ul style="list-style-type: none"> <li>• Verb- sehen and structure „es gibt“ in present tense.</li> <li>• Personal pronouns (accusative).</li> <li>• Questions: Wann?, Um wie viel Uhr?, Von wann bis wann? and answering with „um“, „von-bis“.</li> <li>• Compound words.</li> </ul>	<b>L-4 "Um wie viel Uhr stehst du auf?"</b> <ul style="list-style-type: none"> <li>• Verb: fahren.</li> <li>• Separable verbs</li> <li>• Interrogative pronoun of place: „, Wohin?“</li> <li>• Preposition- in+ accusative.</li> <li>• Questions: „,Wann?“, „, Um wie viel Uhr?“, „, Wie lange?“, „, Wie spät?“.</li> <li>• Prepositions of time: „um“, „, am“.</li> <li>• Difference: Uhr/Stunde</li> </ul>	Revision for Term 1
<b>Oct</b> <b>MODUL-2</b> <b>L-1 "Kannst du inlineskateten?"</b> <ul style="list-style-type: none"> <li>• Modal verbs: "können, müssen, wollen"</li> <li>Compound words</li> </ul>	<b>Nov</b> <b>L-2 "Wem gehört das Fahrrad?"</b> <ul style="list-style-type: none"> <li>• Verb: "gehören"</li> <li>• Interrogative Pronoun „wem“?</li> <li>• Possessive pronoun: nominative, Accusative and Dative case (mir, dir)</li> </ul>	<b>Dec</b> <b>L-3 "Wohin fährst du in Urlaub?"</b> <ul style="list-style-type: none"> <li>• Interrogative pronoun of place: Wohin?</li> <li>• Prepositions: in, an, auf, nach.</li> <li>• Interrogative pronoun of time: Wann?</li> <li>• Prepositions of time: im, am</li> <li>• Interrogative Pronoun: Warum?</li> </ul>	<b>Jan</b> <b>L-4 "Alles Gute zum Geburtstag"</b> <ul style="list-style-type: none"> <li>• ModalVerb: sollen</li> <li>• Verb: werden</li> <li>• Imperative</li> <li>• Personal Pronouns in accusative case</li> <li>• Interrogative Pronoun: Wen?</li> <li>• Preposition: für+ accusative</li> <li>• Date (Ordinal numbers)</li> </ul>	Revision for Term 2

## Assessment Planner

### PA-1 (20 marks)

#### Lektion 1- Was isst du in der Pause?

Section A: Reading (Reading comprehension)

Section B: Writing ( Dialogue/ Paragraph/ E-Mail writing)

Section C: Grammar (exercises in workbook)

Section D: Vocabulary (word list of the chapter)

### Half Yearly (50 marks)

#### **Lektion 1 – Was isst du in der Pause?**

#### **Lektion 2 – Meine Schulsachen**

#### **Lektion 3 – Was gibt es im Fernsehen?**

#### **Lektion 4 – Um wie viel Uhr stehst du auf?**

Section A: Reading (Reading comprehension)

Section B: Writing (E-Mail writing/ Paragraph writing)

Section C: Grammar (Exercises from workbook)

Section D: Vocabulary (Word list of the chapter)

#### **Grammar Topics:**

verbs - essen, nehmen, brauchen, suchen, finden, sehen, lesen, fahren, frühstücken

Trennbare (separable) Verbs

Negation ; kein, keine, keinen

Definite Artikel: Den/Der/Die/Das

Preposition: Am/ Um

Questions: Wann? Um wie viel Uhr? von wann bis wann? Wohin? Was?

Difference: Uhr- Studen

Time (privat/Offiziell)

Personal Pronoun - Akkusativ (ihn/sie/es)

### PA-2 (20 marks)

#### Lektion 1 – Kannst du inlineskatzen?

Section A: Reading (Reading comprehension)

Section B: Writing (E-Mail writing/ Paragraph writing)

Section C: Grammar (Exercises from workbook)

Section D: Vocabulary (Word list of the chapter)

#### **Grammar Topics:**

Sportarten

Hobbys

Modal Verben: können, wollen, müssen (Konjugation)

Was willst du? Was brauchst du?

Artikel:der/die/das

### Multiple Assessment (MA) (5 marks)

**MA1** Was hast du in deinem Mäppchen?

**MA2** Urlaubsplan/ Einladung

**Portfolio Assessment (PORT) (5 marks)**

**(Notebook -3 marks + Activity-2 marks)**

**PORTFOLIO 1** sprechen (Interview mit deinem Partner)

**PORTFOLIO 2** Diktat

**Subject Enrichment (SE) (5 marks)**

Speisekarte (Menu Card )

**Project (PROJ) (5 marks)**

Holiday Homework on German States & monuments

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**Annual (50 marks)**

**Lektion 1: Kannst du inlineskatzen?**

**Lektion 2 – Wem gehört das Fahrrad?**

**Lektion 3 – “Wohin fährst du in Urlaub?”**

**Lektion 4 – Alles Gute zum Geburtstag**

Section A: Reading (Reading comprehension)

Section B: Writing (E-Mail writing/ Paragraph writing)

Section C: Grammar (Exercises from workbook)

Section D: Vocabulary (Word list of the chapter)

**GRAMMAR TOPICS:**

Verbs: suchen, brauchen, gehören, fahren, werden, finden, gehen

Modal Verben: können, müssen, wollen

Possessiv Pronouns: Nominative , Akkusativ

Personal Pronouns: ihn/sie/es

interrogative Pronoun: Wem, Wohin, Wann, Warum, Mit wem, Woher

Prepositions: in, an, auf, nach

Prepositions of time: im/am/um

Weather, Weather Report

Date: Ordinal numbers / years

birthdays & star signs

**\*\* Subject to change as per DIRECTIVES**



# GRADE – 7 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT :- Music and Singing

Student's Copy

## LEARNING OUTCOMES

**Music Gives soul to the universe, wings to the mind, flight to the imagination and life to everything (Plato)**

### **Philosophy and Purpose of Music Education**

Music is a universal human endeavor which exists in various contexts in all cultures. Music connects individuals and communities through the expression of thoughts and emotions. Musical experiences enhance our lives and enrich our understanding of ourselves and the world. music is a medium of self-expression.

IT enables the sharing of feelings, ideas and experiences. It has the capacity to cross cultural and social boundaries; it also helps us to understand culture through times.

Music plays important roles in encouraging social bond, strengthening social identities and national identity formation.

Music education therefore contributes to the appreciation and renewal of Indian cultural heritage and traditions.

Our music education philosophy embraces the belief that all children are musical and seek to develop their aural abilities to empower them, to appreciate and participate in music.

### **Program of Singing Training**

: We would like to cover per month two songs from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box on the Google Class Room

: We would like to teach Basic common and Morden songs and will cover songs in other Language also, we will prepare the Children for Mélange, Tune and Tales and various combined assemblies, for example Republic Day and Independence Day assemblies, Christmas Carols and Easter assemblies, teachers day assemblies, Founder Day assemblies (Edmund Rice) and various festivals and celebrations and choir and Band Competitions.

: Selection criteria in the school Choir and in the school Band

: The person who plays the instruments Skill fully well and sing outstandingly Good will get a chance to participate in the school choir and in the school Band these students will go for inter-School Competition onsite and online.

: The students code of conduct and his presentation will also be taken into consideration.

### Assessment Tools

Teaching to a middle school class a song in an effective way to get all singers in an ensemble to technically and musically improve.

When all singers learn as a soloist.

Students should Focus on their range

1. Flexibility Tone
2. Phrase Shape
3. Language Skills
4. Overall Musicality
5. Stage performance

### Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b>Per Month Two Songs Selection For Mélange</b>  <b>Solo for classes 7<sup>th</sup> and 8<sup>th</sup></b>  <b>Band Selection Five Members</b>	<b>Per Month Two Songs Practice For Mélange</b>  <b>Solo Song</b>  <b>Band Genre</b>  <b>Rock</b>  <b>Basic Notation</b>	<b>Per Month Song Practice For Mélange</b>  <b>Solo Song</b>  <b>Band Genre</b>  <b>Rock</b>  <b>Five members</b>	<b>Independence, day Assembly</b>  <b>Selection For Tune And Tales</b>	<b>Teacher's Day Assembly</b>  <b>Vocal Test</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<b>Gandhi Jayanti Assembly Practice for Tune and Tales</b>  <b>&amp; Sports Day Practice</b>	<b>Two Songs and Carols</b>  <b>Sports Day</b>  <b>Practice For Tunes and Tales</b>	<b>Christmas Carols and Songs</b>  <b>Final Show Tunes and Tales</b>	<b>Republic Day Assembly</b>  <b>Vocal Test</b>	<b>Vocal Test</b>

## **Assessment Planner**

### **PA-1**

#### **Assessment Planner Term -1**

**Graded Singing Levels :- Key Features in singing Exam at classes 4 – level**

**:- Dynamics , Lyrics, Rhythms, short and Long Phrases**

**:- The Basic fundamentals of music and Songs for example :- Edmund Rice songs ,Prayer song, School song, School anthem ,National Anthem, Patriotic Songs, Melange Solo Category Voices of Peace and Band Category Unison Jam**

**How to write Music Basic Staff Notation and Chord Chat**

**:- Small Major intervals and Basic Rhythms pattern**

**For example 3/4, 2/4,**

**Day -3 Music Club**

**Introduction of the Instruments western and Indian**

**Guitar and Keyboard**

**Major Chords for Guitar and Keyboard**

**Major Scales For Guitar and Keyboard**

**Singing Exams will be conducted in September.**

### **Criteria for Assessing the Graded Singing Levels**

**GRADE    PITCH    RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE**

<b>OUTSTANDING</b>	Highly accurate notes and intonation Plus Perfect Rhythm (A)
<b>MERIT</b>	Largely accurate notes and intonation and Good Rhythm sense (B)
<b>PASS</b>	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 <sup>st</sup> Beat/ Or sing in the Group of Boys

### **PA-2**

#### **Assessment Planner Term -2**

**Graded Singing Levels :- Key Features in singing Exam at classes 4 – level**

**:- Dynamics , Lyrics, Rhythms, short and Long Phrases**

**:- The Basic fundamentals of music and Songs for example :- Songs on Friendship And Unity, Let there be Peace, Songs on other languages ,Tunes and Tales Carols, and Christmas Song**

**:- Small Major intervals and Basic Rhythms pattern**

**For example 3/4, 2/4, 4/4**

**Songs of their Choices**

**Minor Chords For Guitar and Keyboard**

**Minor Scales for Guitar and Keyboard**

**Tune and Tales**

**Singing exam will be conducted in February**

## **Criteria for Assessing the Graded Singing Levels**

**GRADE PITCH RHYTHMS AND UNDERSTANDING OF HUMAN VOICE AND THEIR QUALITY TONE**

<b>OUTSTANDING</b>	Highly accurate notes and intonation Plus Perfect Rhythm (A)
<b>MERIT</b>	Largely accurate notes and intonation and Good Rhythm sense (B)
<b>PASS</b>	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 <sup>st</sup> Beat/ Or sing in the Group of Boys (C)

**Subject Enrichment (SE) (5marks)**

**Project(PROJ) (5 marks)**

**Club Activity Making Charts**

**Writing Songs in the Music Copy**

**Making a diagram of Guitar, Drum set, and Keyboard and Label it**

**ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks\***

**\*\* Subject to change as per DIRECTIVES**

# GRADE 7- Curriculum & Assessment Annual Planner (2026-2027)



## SUBJECT:-LIBRARY

### STUDENT'S COPY

#### LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Related Vocabulary – objective – students will learn new words and their usage.
- Read Aloud will help students to enhance their reading skills and create interest in reading. It will also improve their pronunciation.
- Guided Reading will trigger their interest in reading. It develops the self-learning skills of students. It nurtures good moral values and principles in the children. It cultivates respect and love for the nation and its culture in the students.
- Kaushal Bodh activity will help them develop creativity through activities and projects

The following are the titles for compulsory reading:

- WONDER BY R.J. PALACIO
- A CHRISTMAS CAROL BY CHARLES DICKENS

#### CURRICULUM PLANNER

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>
<p>Library rules to be prepared by the class for their library class during the library period</p> <p>Kaushal bodh Classes.</p> <p>It will take place using puppets to tell stories</p>	<p>Kaushal bodh Classes</p> <p>It will take place using puppets to tell stories</p> <p>Students will prepare their own dictionary with the help of the newspaper.</p>	<p>Reiteration of Library Rules</p> <p>Independent reading will take place as well.</p>	<p>Read alone activity will take place.</p> <p>Students will summarize the book</p> <p>Crossword will be prepared by the students</p>	<p>Independent Reading</p>

	<p>Independent reading will take place as well.</p> <p>5 questions test from assigned book</p>			
<p><u>Oct</u></p> <p>Read Aloud Activity</p> <p>5 questions test from the book assigned</p>	<p><u>Nov</u></p> <p>Self-reading helps students stay focused</p>	<p><u>Dec</u></p> <p>Self-reading helps students stay focused</p> <p>5 questions test from the book assigned</p>	<p><u>Jan</u></p> <p>Self-reading helps students stay focused</p>	<p><u>Feb</u></p> <p>Self-reading helps students stay focused</p>

### ASSESSMENT PLANNER

#### HALF YEARLY

First Term Assessment-- will be taken from the books assigned to the students

#### ANNUAL EXAM

Final Term Assessment– it will be taken from the books assigned to the students

**\*\* Subject to change as per CBSE DIRECTIVES**



# GRADE 7 Curriculum & Assessment Annual Planner

2026-2027

SUBJECT: - SWIMMING

STUDENT'S COPY

## LEARNING OUTCOMES

The students will be able to:

1. Discipline
2. Hard Working
3. Perseverance
4. Sense of Rhythm
5. Motor ability Skills
6. Socialization
7. Confidence
8. Building team work
9. Self-Innovation
10. Vision to win
11. Importance of health

## Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<b>1 FREE STYLE</b> <b>2 BACK STROKE</b> <b>3 BUTTERFLY</b> <b>4. BREAST STROKE</b>	<b>1 FREE STYLE</b> <b>2 BACK STROKE</b> <b>3 BUTTERFLY</b> <b>4. BREAST STROKE</b>	<b>1 FREE STYLE</b> <b>2 BACK STROKE</b> <b>3 BUTTERFLY</b> <b>4. BREAST STROKE</b>	<b>1 FREE STYLE</b> <b>2 BACK STROKE</b> <b>3 BUTTERFLY</b> <b>4. BREAST STROKE</b>	<b>1 FREE STYLE</b> <b>2 BACK STROKE</b> <b>3 BUTTERFLY</b> <b>4 BREAST STROKE</b> <b>5 SWIMMING GALA SELECTION</b>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> <li>• PRACTICE</li> <li>• MARCHING PRACTICE</li> <li>• ATHLETIC PRACTICE</li> </ul> <b>GAME (FOOTBALL, BASKETBALL, ETC)</b>  <b>RECREATIONAL GAMES</b>	<ul style="list-style-type: none"> <li>• PRACTICE</li> <li>• MARCHING PRACTICE</li> <li>• ATHLETIC PRACTICE</li> </ul> <b>GAME (FOOTBALL, BASKETBALL, ETC)</b>  <b>RECREATIONAL GAMES</b>	<ol style="list-style-type: none"> <li>1. FOOTBALL (PUSH PASS)</li> <li>2. CRICKET (FRONT FOOT DRIVE)</li> <li>3. BASKETBALL (ONE HAND SHOT)</li> </ol>	<ol style="list-style-type: none"> <li>1. MARK TIME</li> <li>2. MARCHING</li> <li>3. SHUTTLE RUNNING</li> <li>4. CIRCUIT TRAINING</li> <li>5. GAME (BASKETBALL , FOOTBALL, ETC.)</li> </ol>	<ol style="list-style-type: none"> <li>1. MARK TIME</li> <li>2. MARCHING</li> <li>3. SHUTTLE RUNNING</li> <li>4. CIRCUIT TRAINING</li> <li>5. GAME (BASKETBALL , FOOTBALL, ETC.)</li> </ol>

## Assessment Planner TERM-1

TERM -1 (Sep) Grade criteria	Game :- Swimming Skill :- Free Style	CHECK LIST
Mark 5 A		1 JUMPING
Mark 4 B		2 SUBMERGING
Mark 3 C		3 KICKING
Mark 2 C		4 FLOATING
Mark 1 C		5 ARM ACTION

## Assessment Planner TERM-2

TERM -2 (Feb) Grade criteria	Game :- Basketball Skill :- One Hand Shot	CHECK LIST
Mark 5 A		1 DISCIPLINE -1
Mark 4 B		2 Foot Movement -1
Mark 3 C		3 Body Posture-1
Mark 2 C		4 Release -1
Mark 1 C		5 FOLLOW THROUGH

\*\* Subject to change as per DIRECTIVES



## **COUNSELING CURRICULUM (2026-2027)**

### **APRIL – SELF-AWARENESS (Knowing Myself)**

- **Grades 4–5**
  - My likes, dislikes, strengths
  - Identifying basic emotions
  - What makes me unique
- **Grades 6–7**
  - Personality traits
  - Emotional triggers
  - Strengths and weaknesses
- **Grades 8–10**
  - Self-concept and identity
  - Strengths, weaknesses, blind spots
  - Self-image vs others' perception

### **MAY – EMPATHY (Understanding Others)**

- **Grades 4–5**
  - Recognizing others' feelings
  - Being kind and helpful
- **Grades 6–7**
  - Perspective-taking
  - Understanding different situations
- **Grades 8–10**
  - Cognitive vs emotional empathy
  - Respecting differences (opinions, backgrounds)

### **JULY – EFFECTIVE COMMUNICATION**

- **Grades 4–5**
  - Kind vs hurtful communication
  - Listening skills
- **Grades 6–7**
  - Assertive communication
  - Expressing feelings appropriately
- **Grades 8–10**
  - Assertiveness vs aggression vs passivity
  - Handling conflicts through communication

## **AUGUST – INTERPERSONAL RELATIONSHIPS**

- **Grades 4–5**
  - Qualities of a good friend
  - Sharing and cooperation
- **Grades 6–7**
  - Peer influence
  - Friendship conflicts
- **Grades 8–10**
  - Healthy vs unhealthy relationships
  - Boundaries and respect

## **SEPTEMBER – DECISION-MAKING**

- **Grades 4–5**
  - Making simple choices
  - Understanding consequences
- **Grades 6–7**
  - Short-term vs long-term decisions
  - Responsibility for choices
- **Grades 8–10**
  - Decision-making under peer pressure

- Evaluating consequences and risks

## **OCTOBER – PROBLEM SOLVING & CRITICAL THINKING**

- **Grades 4–5**
  - Identifying problems
  - Thinking of possible solutions
- **Grades 6–7**
  - Steps of problem solving
  - Thinking before reacting
- **Grades 8–10**
  - Logical thinking and analysis
  - Recognizing thinking errors and biases

## **NOVEMBER – CREATIVE THINKING**

- **Grades 4–5**
  - Thinking differently
  - Exploring multiple ideas
- **Grades 6–7**
  - Flexible thinking
  - Looking at problems in new ways
- **Grades 8–10**
  - Reframing situations
  - Innovation and perspective shift

## **DECEMBER – COPING WITH EMOTIONS**

- **Grades 4–5**
  - Identifying emotions
  - Basic emotion control
- **Grades 6–7**

- Managing anger and frustration
- Understanding emotional reactions
- **Grades 8–10**
  - Emotional regulation
  - Thought–emotion connection

## **JAN–FEB – COPING WITH STRESS (EXAM FOCUS)**

- **Grades 4–5**
  - Understanding stress
  - Basic calming strategies
- **Grades 6–7**
  - Stress and body responses
  - Managing academic pressure
- **Grades 8–10**
  - Performance anxiety
  - Building resilience and coping strategies