



GRADE 7 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- Computer Science

STUDENTS' 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>
Chapter 2: Sequencing with Block Coding (Pages 11-20 (Before Fun Activity))	Chapter 2: Sequencing with Block Coding (Pages 20 (From Fun Activity) to 31 (Before the Activity 2.10)) Revision and Worksheets PA1 Exam	Chapter 2: Sequencing with Block Coding (Pages 34(From Activity Distributing Birthday Sweets) to 37) Chapter 3: Fun with Functions (Pages 38- 44)	Chapter 3: Fun with Functions (Pages 45 to 56)	Revision and Worksheets Half Yearly Exam
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Chapter 3: Fun with Functions (Pages 57 to 68) Chapter 4: Understanding Arrays & Collections (Page 69)	Revision and Worksheet PA2 Exam Chapter 4: Understanding Arrays & Collections (Pages 70 to 83)	Chapter 4: Understanding Arrays & Collections (Pages 83 (From Modifying Collections) to 86) Chapter 5: Hello World with code (Pages 87)	Chapter 5: Hello World with code (Pages 90 (From Getting Used to Syntax) to 98 (Before Quiz Time))	Chapter 5: Hello World with code (Pages 98 (From Quiz Time) to 100) Revision and Worksheet Annual Exam

	(Before Modifying Collection)			
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Assessment Planner				
<u>PA-1 (20 marks)</u>				
Chapter 2: Sequencing with Block Coding (Pages 11 to 31 (Before the Activity 2.10))				
<u>Half Yearly (30 marks)</u>				
Chapter 2: Sequencing with Block Coding (Pages 11 to 31 (Before the Activity 2.10)), (Page 34(From Activity Distributing Birthday Sweets) to 37)				
Chapter 3: Fun with Functions (Pages 38 to 56)				
<u>PA-2 (20 marks)</u>				
Chapter 3: Fun with Functions (Pages 57 to 68)				
Chapter 4: Understanding Arrays & Collections (Page 69)				
<u>Multiple Assessment (MA) (5 marks)</u>				
MA1: Create a Flowchart on the given topic related to Andaman and Nicobar Islands				
MA2: Create an Algorithm on the given topic related to Sikkim				
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>				
PORTFOLIO 1- 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.				
PORTFOLIO 2: Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Collage to showcase the use of Arrays in real life.				
<u>Subject Enrichment (SE) (5marks)</u>				
• 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.				
<u>Project(PROJ) (5 marks)</u>				
• 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.				
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>				
<u>Annual Exam (30 marks)</u>				
Chapter 3: Fun with Functions (Pages 38 to 68)				
Chapter 4: Understanding Arrays & Collections (Pages 69 to 86)				
Chapter 5: Hello World with code (Pages 87, 90 (From Getting Used to Syntax) to 100)				

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



GRADE 7 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- SCIENCE

STUDENTS' 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>
Nutrition in Plants Heat	Acids, Bases & Salts	Acids, Bases & Salt (Cond/) Reproduction in Plants Nutrition in Animals	Physical and Chemical Changes Transportation in Animals and Plants	Revision Respiration in Organisms
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Respiration in Organisms (cond/-) Light	Light (cond/-) Electric Current and its effects	Motion and Time Forests- Our Lifeline	Forests- Our Lifeline (cond/-) Wastewater Story	Wastewater Story (cond/-) Revision

Assessment Planner

PA-1 (20 marks)

Nutrition in Plants Heat
<u>Half Yearly (60 marks)</u> Nutrition in Plants Acids, Bases & Salts Heat Reproduction in Plants Nutrition in Animals Physical and Chemical Changes Transportation in Animals and Plants
<u>PA-2 (20 marks)</u> Respiration in Organisms Light
<u>Multiple Assessment (MA) (5 marks)</u> MA 1: Get a complete flower and separate its 4 whorls. On an A4 sized sheet of paper, draw a well labelled diagram of the stamen and the pistil. MA 2: Assembling of an electric circuit or a solenoid. On an A4 sized sheet of paper, draw a closed and an open circuit using symbols.
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u> Portfolio 1: Draw the microscopic structure of Rhizopus (bread mould/mucor) and label the sporangium with its spores and hyphae. Portfolio 2: Plot a distance-time graph for uniform motion.
<u>Subject Enrichment (SE) (5marks)</u> 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 Sikkim and write about their benefits.
<u>Project(PROJ) (5 marks)</u> 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)

Motion and Time

Wastewater Story

Forests- Our Lifeline

Light

Respiration in Animals

Electric Current and its effects

Physical and Chemical Changes

Transportation in Animals and Plants

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



GRADE 7 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- MATHEMATICS

STUDENTS' 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.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
- Integers - Fractions and Decimals	Fractions and Decimals (cont.)	- Data handling - Lines and Angles	- Algebraic Expressions - Comparing Quantities	- Revision and Exams - Rational numbers

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
• Symmetry • Simple Equations	• Perimeter and Area	• Triangle and its properties	• Exponents and Powers • Visualising solid shapes	• Revision and Exams

Assessment Planner

PA-1 (20 marks)

- Integers
- Fractions and Decimals (till Ex 2.3)

Half Yearly (60 marks)

- Integers
- Fractions and Decimals
- Data handling
- Lines and Angles
- Algebraic Expressions
- Comparing Quantities

PA-2 (20 marks)

- Rational numbers
- Symmetry

Multiple Assessment (MA) (5 marks)

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

MA 2: Visualising solid shapes: Make a net of cube and square pyramid using pastel sheet and paste on an A4 size sheet. Also identify faces, edges and vertices in a cube and square pyramid.

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

Portfolio I: Case based question on Fractions

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

Subject Enrichment (SE) (5 marks)

Graphical Representation (double bar graph) on the flora and fauna of Sikkim

Project(PROJ) (5 marks)

Symmetry: To find reflection and rotational symmetry of any three geometrical shapes (Isosceles triangle, parallelogram, rhombus, semicircle)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 marks)

- Rational numbers
- Symmetry
- Simple equations
- Perimeter and Area
- Triangle and its properties
- Exponents and Powers
- Visualising solid shapes
- Data handling

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



GRADE - 7 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- SANSKRIT

TEACHERS' 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 एवं ओठों 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

<u>April (20)</u>	<u>May (16)</u>	<u>July (23)</u>	<u>Aug(22)</u>	<u>Sep(10)</u>
रुचिरा : प्रथमः पाठः - सुभाषितानि द्वितीय पाठः - दुर्बुद्धिः विनश्यति वर्ण विच्छेद एवं संयोजन अव्यय - कालवाचक संख्या - 1 - 25 पुल्लिङ्ग शब्दरूप - देव अपठित गद्यांश	रुचिरा : तृतीयः पाठः - स्वावलम्बन चतुर्थः पाठः पंडिता रमाबाई धातु रूप लट् लकार (पठ्, नम्, गम्, दृश्) अव्यय - रीतिवाचक पठन सामग्री (परिवार जनाः) स्त्रीलिङ्ग शब्दरूप - लता मम परिवारः	रुचिरा : पञ्चमः पाठः - हास्यबालकवि सम्मेलनम् षष्ठः पाठः - सदाचारः धातु रूप - लृट् लकार (पठ्, नम्, गम्, दृश्) अपठित गद्यांश (कार्यपत्र)	रुचिरा : सप्तमः पाठः - सङ्कल्पः सिद्धिदायकः अष्टमः पाठः - त्रिवर्णः ध्वजः कारक - कर्म , करण , सम्प्रदान वचन परिवर्तन अव्यय -स्थानवाचक	Half Yearly Exam संख्या १- ४ [तीनों लिङ्गों में]
<u>Oct(19)</u>	<u>Nov(22)</u>	<u>Dec(18)</u>	<u>Jan(19)</u>	<u>Feb(10)</u>
रुचिरा : नवमः पाठः - अहमपि विद्यालयं गमिष्यामि दशमः पाठः - विश्वबन्धुत्वम्	रुचिरा : एकादशः पाठः - समवायो हि दुर्जयः द्वादशः पाठः - विद्याधनम्	त्रयोदशः पाठः - अमृतं संस्कृतम् चतुर्दशः पाठः -	पञ्चदशः पाठः - लालनगीतम् (कर्मकराः	Annual Exam साहित्य व व्याकरण के समस्त विषयों की पुनरावृत्ति एवं अभ्यास कार्य

धातु रूप - लङ्ग लकार (तिष्ठा खाद् अस् कृ) संख्या 26-50 तक संस्कृत शब्दों में नपुंसकलिङ्ग शब्दरूप - पुष्प	कारक - अपादान तथा संबंध अपठित गद्यांश लकार [काल] परिवर्तन इकारांत शब्दरूप- कवि	अनारिकायाः जिज्ञासा कारक - अधिकरण घटिका यंत्रम्	अव्यय- विस्मयादिबोधक	अपठित गद्यांश
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Assessment Planner

PA-1 (20 marks)

रुचिरा : प्रथमः पाठः – सुभाषितानि द्वितीय पाठः – दुर्बुद्धिः विनश्यति

वर्ण विच्छेद एवं संयोजन , अव्यय - कालवाचक , संख्या - 1 - 25 , पुल्लिङ्ग शब्दरूप - देव , अपठित गद्यांश

Half Yearly (50 marks)

रुचिरा - सुभाषितानि, दुर्बुद्धिः विनश्यति, स्वावलंबनं, पंडिता रमाबाई, सदाचारः, सङ्कल्पः सिद्धिदायकः, त्रिवर्णः ध्वजः

धातु रूप - लट् लकार एवं लृट् लकार (पठ्, नम्, गम्, दृश्)

संख्या १- ४ [तीनों लिंगों में]

कारक - कर्म , करण , सम्प्रदान

वचन परिवर्तन

अव्यय - रीतिवाचक , स्थानवाचक

पठन सामग्री

शब्दरूप – देव , लता

पठित गद्यांश

अपठित गद्यांश

PA-2 (20 marks)

रुचिरा : नवमः पाठः - अहमपि ... दशमः पाठः - विश्वबन्धुत्वम्

धातु रूप - लङ्ग लकार (तिष्ठा खाद् अस् कृ) , नपुंसकलिङ्गशब्दरूप – पुष्प, संख्या 26-50 तक , अपठित गद्यांश

Multiple Assessment (MA) (5 marks)

MA1 श्लोक उच्चारण (सुभाषितानि)
MA2 हास्यबालकविसम्मेलनम् (MCQकार्यपत्र एवं चित्र निर्माण)
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>
Portfolio 1 मम परिवारः(वंश वृक्षः) Portfolio 2 घटिका यन्त्रं (मम दिनचर्या)
<u>Subject Enrichment (SE) (5 marks)</u> कला समेकित परियोजना कार्य सिक्किम को भारत के मान चित्र पर दर्शाइए 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।)
<u>Project(PROJ) (5 marks)</u> विश्वबंधुत्व की भावना को दर्शाता एक सुन्दर चित्र बनाइये तथा इसी भाव को दर्शाता एक ध्येय वाक्य भी लिखिए।
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>
<u>Annual Exam (50 marks)</u> रुचिरा- अहमपि विद्यालयं गमिष्यामि ,विश्वबन्धुत्वम् , समवायो हि दुर्जयः, विद्याधनम् , अमृतं संस्कृतम्, अनारिकायाः जिज्ञासा धातु रूप - लङ्ग लकार (तिष्ठ खाद् अस् कृ) , शब्दरूप – पुष्प , इकारांत शब्दरूप- कवि संख्या 26-50 तक संस्कृत शब्दों में कारक - अपादान , संबंध तथा अधिकरण लकार [काल] परिवर्तन कर्मकराः घटिका यन्त्रम् अव्यय- विस्मयादिबोधक पठित गद्यांश अपठित गद्यांश

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



GRADE 7 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT: Social Studies

STUDENTS' COPY

LEARNING OUTCOMES

The students will be able to:

- Analyse the socio-political and economic changes during the medieval period.
- Contrast between the policies and administrative measures of different medieval periods.
- Recall factors leading to the development of new and varied religious and spiritual ideas and movements.
- Elaborate on the reasons for decline of powerful empires and emergence of new political groups.
- Comprehend the significance of equality in democracy.
- Describe the functions of the State Governments of India and distinguish between local and state governments.
- Examine the causes and consequences of the disadvantages faced by women in various spheres of society.
- Comprehend the role of media in various aspects of our lives.
- Recall the name and composition of the major layers of the Earth's interior.
- Examine the various layers of air and their significance.
- Discuss climate change/ environmental issues/ current scenario
- Analyze the different geographical aspects of tropical and subtropical regions around the world.
- Develop and exhibit sensitivity towards ecological diversity and sustainability.
- Draw diagrams and develop map work skills (identify, shade, locate, label)

Curriculum Planner

<u>April (20)</u>	<u>May (16)</u>	<u>July (23)</u>	<u>Aug (22)</u>	<u>Sep (10)</u>
Geography- Inside our Earth Civics- On Equality Role of Government in Health History- Kings and Kingdoms Map of India - states and capitals (not to be tested)	Geography- Our Changing Earth Revision PA1	History- Delhi: 12 th to 15 th Century Civics- How the State Government Works Geography- Air	History- The Mughals (16 th to 17 th Century) Civics- Growing up as Boys and Girls	<u>Map work (on history to be tested)</u> Revision Term 1

<u>Oct (19)</u> History- Tribes, Nomads and Settled Communities Civics- Women Change the World Geography- Water + Map work (6 from water bodies map and 4 from water currents map)	<u>Nov (22)</u> Civics- Understanding Media History- Devotional Paths to the Divine Revision PA2	<u>Dec (18)</u> Civics- Markets Around Us Geography: Human Environment Interactions- tropical and subtropical regions	<u>Jan (19)</u> History- 18 th Century Political Formations Geography- Life in Deserts	<u>Feb (10)</u> Revision Term 2

Assessment Planner
<u>PA-1 (20 marks)</u> History: Kings and Kingdoms Civics: On Equality; Role of Government in Health Geography: Inside Our Earth
<u>Half Yearly (60 marks)</u> History: Kings and Kingdoms; Delhi (12th to 15th Century); The Mughals (16th to 17th Century) Civics: On Equality; Role of Government in Health; How the State Government Works; Growing up as Boys and Girls Geography: Inside Our Earth; Our Changing Earth; Air Map work India political (History) + diagrams (geography)
<u>PA-2 (20 marks)</u> History: Tribes, Nomads and Settled Communities Civics: Women Change the World Geography: Water

Multiple Assessment (MA) (5 marks)

MA1 Geography: Our Environment (Group JAM session)

MA2 History: Making of Regional Culture (Poster Making) on one of the states covered in the chapter. Depict the major festivals, food, temples, or any other major identifying feature from your chosen state.

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1- Clay-making activity – Make a coin out of clay and design it with a historical twist.

PORTFOLIO 2- Make a waste basket or pen holder from paper (or wastepaper) keeping in mind Swachh Bharat Abhiyaan.

Subject Enrichment (SE) (5marks)

EBSB based Paired State Activity: Sikkim (Travel Magazine/Travel Brochure)

Project (PROJ) (5 marks)

Civics: Shirt in the Market (Research Work: Any Commodity from Production to Sales)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 marks)

History: Tribes, Nomads and settled Communities; Devotional Paths to the Divine; 18th Century Political Formations

Civics: How the State Government Works; Women Change the World; Understanding Media; Markets Around Us

Geography: Air; Water; Human Environment Interactions; Life in the Deserts

Map work (ocean currents, seas, rivers from chapter water)

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



GRADE 7 Curriculum & Assessment Annual Planner

2025-2026

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>
1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
• DRILL PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	• DRILL PRACTICE • MARCHING PRACTICE • ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC) RECREATIONAL GAMES	1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)	1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING 5. GAME (BASKETBALL, FOOTBALL, ETC.)

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**



GRADE 7
Curriculum & Assessment Annual Planner
2025-2026
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

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>MODUL-3</u> <u>L-1 "Was isst du in der Pause?"</u> - Conjugation of the verbs-essen and nehmen. - Accusative case- indefinite articles. - Negation: keinen, keine, kein	<u>L-2 "Meine Schulsachen"</u> - Conjugation of the verbs-brauchen, suchen, finden. - Plural forms - Use of preposition: "am" with weekdays: am Montag,...	<u>MODUL-1</u> <u>L-3 "Was gibt es im Fernsehen?"</u> - Verb- sehen and structure „es gibt“ in present tense. - Personal pronouns (accusative). - Questions: Wann?, Um wie viel Uhr?, Von wann bis wann? and answering with „um“, „von-bis“. - Compound words.	<u>L-4 "Um wie viel Uhr stehst du auf?"</u> - Verb: fahren. - Separable verbs - Interrogative pronoun of place: „Wohin?“ - Preposition- in+ accusative. - Questions: „Wann?“, „Um wie viel Uhr?“, „Wie lange?“, „Wie spät?“. - Prepositions of time: „um“, „am“. - Difference: Uhr/Stunde	Half Yearly
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>MODUL-2</u> <u>L-1 "Kannst du inlineskateten?"</u> - Modal verbs: "können, müssen, wollen" - Compound words	<u>L-2 "Wem gehört das Fahrrad?"</u> - Verb: "gehören" - Interrogative Pronoun „wem“? - Possessive pronoun: nominative,	<u>L-3 "Wohin fährst du in Urlaub?"</u> - Interrogative pronoun of place: Wohin? - Prepositions: in, an, auf, nach.	<u>L-4 "Alles Gute zum Geburtstag"</u> - ModalVerb: sollen - Verb: werden - Imperative - Personal Pronouns in accusative case	Revision for Annual

	Accusative and Dative case (mir, dir)	• Interrogative pronoun of time: Wann? • Prepositions of time: im, am • Interrogative Pronoun: Warum?	• Interrogative Pronoun: Wen? • Preposition: für+ accusative • Date (Ordinal numbers)	
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Assessment Planner	
<u>PA-1 (20 marks)</u>	
<u>Lektion 1- Was isst du in der Pause?</u>	
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)	
<u>Half Yearly (50 marks)</u>	
<u>Lektion 1 – Was isst du in der Pause?</u>	
<u>Lektion 2 – Meine Schulsachen</u>	
<u>Lektion 3 – Was gibt es im Fernsehen?</u>	
<u>Lektion 4 – Um wie viel Uhr stehst du auf?</u>	
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)	
<u>PA-2 (20 marks)</u>	
<u>Lektion 1 – Kannst du inlineskaten?</u>	
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)	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1 sprechen (Interview mit deinem Partner)	
MA2 hören (MCQ)	

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1 Was hast du in deinem Mäppchen?

PORTFOLIO 2 Laufdiktat

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 inlineskaten?

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)

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



GRADE 7 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- ENGLISH

STUDENTS' 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 analysing 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>
LITERATURE: - Three questions -The Rebel WRITING: - Paragraph writing (Narrative)	WRITING: - Caption Writing LITERATURE- - A Gift of Chappals Revision for PA1	GRAMMAR: - Subject Verb Agreement LITERATURE: - The Tiny Teacher - Golu Grows a Nose	LITERATURE: - The Ashes that made the trees bloom - Chivvy - Bringing up Kari WRITING:	- Revision of all topics for SA1.

GRAMMAR: - Tenses	GRAMMAR: -Affixation (not to be tested) - Reading Comprehension (Mystery of the Talking Fan and 'Meadow Surprises')	WRITING: - Informal Letter GRAMMAR: - Voice (Active to Passive only)	- Picture Composition GRAMMAR: - Modals (12) (CAN,COULD,SHALL, SHOULD,MAY,MIGHT, WILL,WOULD,MUST, OUGHT TO,HAVE TO,DARE)	
<u>Oct</u> LITERATURE: - A Tiger in the House - The Shed WRITING: - Diary Entry GRAMMAR: - Adjectives (Degrees of Comparison)	<u>Nov</u> LITERATURE: - Expert Detectives - Gopal and the Hilsa Fish GRAMMAR: - Determiners Revision for PA2	<u>Dec</u> LITERATURE: - Chandni - Dad and the Cat and the Tree WRITING: - Formal Letter (Leave) GRAMMAR: - Adjective phrases and clauses	<u>Jan</u> LITERATURE: - Quality - Trees GRAMMAR: - Linking Words - Word Order - Reported Speech	<u>Feb</u> Revision of all topics. - Reading Comprehension ('The Squirrel' and 'Garden Snake')

Assessment Planner

PA-1 (20 marks)

READING: Unseen Passage/Poem

WRITING: Paragraph Writing (Narrative)

GRAMMAR: Tenses

LITERATURE: Three Questions, The Rebel

Half Yearly (60 marks)

READING: Unseen Passage and Poem

WRITING: Informal Letter, Picture Composition

GRAMMAR: Tenses, Subject Verb Agreement, Active and Passive Voice, Modals

LITERATURE: Three Questions, The Rebel, A Gift of Chappals, The Tiny Teacher, Golu Grows a Nose, The Ashes that made the trees bloom, Chivvy, Bringing up Kari

PA-2 (20 marks)

READING: Unseen Poem/Passage

WRITING: Diary writing

GRAMMAR: Adjectives (Degrees of Comparison)

LITERATURE: A Tiger In the House, The Shed

Multiple Assessment (MA) (5 marks)

MA1 – Design an Advertisement

MA2 – Reading Comprehension on ‘An Alien Hand’

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1 – Word Wheel from ‘The Invention of Vita-Wonk’

PORTFOLIO 2 – Crossword based on ‘A Homage to our Brave Soldiers’

Subject Enrichment (SE) (5 marks)

Art Integrated Activity EBSB – Listening Comprehension

Project(PROJ) (5 marks)

Cut/Draw cartoon characters from a newspaper to make a **cartoon strip** and present a discussion/dialogue on any one of the SDGs. - to be based on the chapter ‘The Bear Story’

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual Exam (60 marks)

READING: Unseen Passage and Poem

WRITING: Formal Letter (Leave), Narrative Paragraph writing

GRAMMAR: Adjective (Degrees of Comparison), Determiners, Adjective Phrases and Clauses, Linking words, Word Order, Reported Speech, Subject Verb Agreement

LITERATURE: Gopal and the Hilsa Fish, The Shed, Expert Detectives, A Tiger in the House, Dad and the Cat and the Tree, Chandni, Quality, Trees, The Ashes that made the Trees bloom

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



GRADE 7 Curriculum & Assessment Annual Planner

2025-2026

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				
<u>PA-1 (20 marks)</u>				
Lesson 1, Verb conjugation(Present and Future Tense), Reflexive verbs, Rutina Diaria, Vocabs (Ch 1)				
<u>Half Yearly (50 marks)</u>				
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				
<u>PA-2 (20 marks)</u>				
Lesson 4 & 5, Sistema solar, Preposiciones, Vocabulary (Chapter 5)				
<u>Multiple Assessment (MA) (5 marks)</u>				
MA1 -Estar + Gerund				
MA2 - Las preposiciones				
<u>Portfolio Assessment (PORT) (5 marks)</u>				
<u>(Notebook -3 marks + Activity-2 marks)</u>				
PORTFOLIO 1- Notebook along with the worksheets				
PORTFOLIO 2 - Notebook along with the worksheets				
<u>Subject Enrichment (SE) (5 marks)</u>				
<u>Ppt/</u> 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)

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 Indefinido, Preposiciones, Sick leave application,



GRADE 7 Curriculum & Assessment Annual Planner

2025-2026

SUBJECT :- LIBRARY

STUDENT'S COPY

LEARNING OUTCOMES

- Library rules - objective- to use library effectively.
- Introduction to different genre – objective—will be able to understand and differentiate among the different kind of genre. It cultivates reading habits in students It develops their interest in using the library.
- Related Vocabulary – objective – students will learn new words and their usage.
- Newspaper Scavenging : Search information about related topic from newspapers & paste them in their scrap book / fact file or present in the class.
- 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.

Following titles for compulsory reading:

- REFUEE BY ALAN GRANTZ (APRIL – MAY)
- WONDER BY R.J. PALACIO (JUNE- JULY)
- A CHRISTMAS CAROL BY CHARLES DICKENS (AUGUST – SEPT)
- THE JUNGLE BOOK BY RUDYARD KIPLING (OCT– NOV)
- HEYY KIDDO (DEC- JAN)

Curriculum Planner				
<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sept</u>
Library rules to be prepared by the class for their	Students will prepare their own dictionary with the help	Reiteration of Library Rules Book for the month of July and	Read alone activity will take place. Students will summarize the book	Independent Reading Book for the month of Sept and

library class in the library period Discuss about different Genres and explore on it. Introduction of the book assigned to the students for the month of April and May. They will prepare quiz on the book. Independent reading will take place as well.	of the newspaper. Independent reading will take place as well. 5 question test from the book assigned for the month of April and May.	August will be introduced. Independent reading will take place as well.	which is assigned to them for the month of July and August Crossword will be prepared by the students	Oct will be introduced.
<u>Oct</u> Read Aloud Activity 5 question test from the book assigned for the month of Sept and Oct	<u>Nov</u> Self reading which will help them to be focus Book for the month of Nov and Dec will be introduced	<u>Dec</u> Self reading which will help them to be focus 5 question test from the book assigned for the month of Nov and Dec	<u>Jan</u> Self reading which will help them to be focus Book for the month of Jan and Feb will be introduced	<u>Feb</u> Self reading which will help them to be focus 5 question test from the book assigned for the month of Jan and Feb

Assessment Planner
<u>Half Yearly</u>

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

Annual (10 marks)

will be taken from the books assigned to the students



GRADE – 7 Curriculum & Assessment Annual Planner

2025-2026

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>
Per Month Two Songs Selection For Mélange Solo for classes 6 th and 7 th Band Selection Four Members & a singer	Per Month Two Songs Practice For Mélange Solo Song Acapella Band Genre Rock Basic Notation	Per Month Song Practice For Mélange Solo Song Acapella Band Genre Rock	Independence, day Assembly Practice For Tune And Tales	Teacher's Day Assembly Vocal Test
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Gandhi Jayanti Assembly Tune and Tales	Two Songs and Carols	Christmas Carols and Songs	Republic Day Assembly Vocal Test	Vocal Test

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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
OUTSTANDING		Highly accurate notes and intonation Plus Perfect Rhythm (A)
MERIT		Largely accurate notes and intonation and Good Rhythm sense (B)
PASS		Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 st 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

	OUTSTANDING	Highly accurate notes and intonation Plus Perfect Rhythm (A)
	MERIT	Largely accurate notes and intonation and Good Rhythm sense (B)
	PASS	Generally Correct Notes sufficiently reliable intonation to maintain tonality and Sometimes miss the rhythm and doesn't know the sum or the 1 st 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**



Academic Year 2025-2026

(Curriculum & Assessment Annual Planner)

GRADE- 7

Subject: - Physical Education

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 for 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 roles.**
- 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: **TERM-1** and **TERM-2**

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

Assessment Planner TERM-1

TERM -1 (Sep) Grade criteria	Sport: - Marching	CHECK LIST
Mark 5 A		1 Attension & Stand At Ease
Mark 4 B		2 Mark Time
Mark 3 C		3 Forward March
Mark 2 C		4 Body Coordination
Mark 1 C		5 Discipline

Assessment Planner TERM-2

TERM -2 (Feb) Grade criteria	Game: - Football Skill: - Instep Kick	CHECK LIST
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Mark 5	A		1 Approach on the ball
Mark 4	B		2 Strike
Mark 3	C		3 Kick with laces part
Mark 2	C		4 Follow through
Mark 1	C		5 Discipline

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

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



Academic Year 2025-2026
Curriculum & Assessment Annual Planner
Subject:- Art and Craft (Student's Copy)
CLASS:- 7th

LEARNING OUTCOMES

1. Learn geometrical shapes to create animals, birds, etc.
2. Improve drawing and compositional skills.
3. Learn paper folding, cutting, pasting, and assembling skills.
4. Develop designing skills.
5. Improve fine motor skills.
6. Understand the character of the pigment.
7. Develop designing skills, slogan writing skills, and measurement skills.
8. Learn to paint and decorate diya(terracotta surface).
- 9.. Learn to handle threads to create abstract forms.
10. Learn the stippling technique.

Curriculum Planner: TERM-1 and TERM-2

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
. Fun and Learn (Transformation of basic shape into Object/ living things) .Paper Craft/Origami .Basic Drawing of object	.Color Blending Technique with Oil Pastel .Basic human drawing(proportion) .Paper Bag (using newspaper with slogan etc.)	.Drawing Human/Birds /Animal study . Composition .Origami Jumping Frog/papercraft .Paper Fish with Origami/Craft .Composition	.BasicTrees sketch with Oil pastel, watercolor .OrigamiJumping Frog/papercraft .FlexiblePaperFish .Animal Drawing (Squirrel) .Drawing (Human Face study) .PaperAngry Bird .National Flag with Coloured Paper	.Landscape with oil pastel color .Composition JuteThreadWork /Craft .Paper Mask /Craft Jute Thread Work/Craft

<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
.Paper Mask /Craft Jute Thread Work/Craft	.Imaginative Human Figure Composition	.New Year Greeting Card	.Thread Painting Stippling Art	.watercolor technique
.Paper Collage	.Christmas painting	.Christmas Decoration PenStand	.Object Painting	. Watercolor composition technique of water brush
.Texture painting	.Origami House/Home decor craft	.composition on Christmas Painting	.Basic Tree Sketch with Pencil	.Madhubani Painting (Technique, color combination and material)
.Diya Painting/ Flower pot painting		.Pen Stand	.	.composition
.Imaginative Human Figure Composition				.3d papercraft

Graded Ability Levels

Grade A: 81-100 Marks

Grade B: 61-80 Marks

Grade C: 41-60 Marks

Criteria for Assessing the Graded Levels

- Participation
- Creativity
- Imagination
- Inquisitiveness
- Timely completion and submission of work

Assessment Tools

- Art file
- Group Activities
- Involvement in Creative Work
- . Portfolio
- .Observation
- .Motivation
- .Originality
- Interest



GRADE 7 Curriculum & Assessment Annual Planner

2025 - 2026

SUBJECT : - हिंदी

STUDENT'S COPY

LEARNING OUTCOMES

छात्र निम्न तथ्यों को समझने में सक्षम होंगे -

1. छात्र पढ़ी हुई सामग्री पर चिंतन करते हुए परिचर्चा करने में समर्थ होंगे।
2. 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।
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 आदि को पढ़ेंगे व साहित्य की विविध विधाओं से अवगत होंगे।
5. छात्र विभिन्न पठन - सामग्रियों में प्रयुक्त शब्दों, मुहावरों, विराम - चिह्नों, काल, लोकोक्तियों आदि को समझते हुए उनका स्वतंत्र रूप से प्रयोग करना सीखेंगे।

Curriculum Planner

April	May	July	Aug	Sep
साहित्य - कठपुतली, मिठाईवाला व्याकरण - वर्ण - विच्छेद / संयोजन, विलोम शब्द, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश	P.A. - 1 Papers साहित्य - हम पंछी उन्मुक्त गगन के व्याकरण - लिंग, सर्वनाम - भेद	साहित्य - हिमालय की बेटियाँ, पापा खो गए व्याकरण - पर्यायवाची शब्द, विराम - चिह्न, संवाद - लेखन	साहित्य - खानपान की बदलती तस्वीर, शाम - एक किसान व्याकरण - कारक - चिह्न, अनुच्छेद - लेखन	समस्त कार्य की पुनरावृत्ति (अर्धवार्षिक परीक्षा) साहित्य - एक तिनका व्याकरण - उपसर्ग - प्रत्यय
Oct	Nov	Dec	Jan	Feb
साहित्य - रहीम के दोहे, वीर कुँवर सिंह व्याकरण - मुहावरे, अनेक शब्दों के लिए एक शब्द	P.A. - 2 Papers साहित्य - अपूर्व - अनुभव व्याकरण - वचन, विशेषण - भेद	साहित्य - भोर और बरखा, संघर्ष के कारण मैं तुनुकमिज़ाज़ हो गया : धनराज व्याकरण - क्रिया - भेद, काल - भेद	साहित्य - नीलकंठ, आश्रम का अनुमानित व्यय व्याकरण - अनौपचारिक - पत्र, विज्ञापन - रचना	समस्त कार्य की पुनरावृत्ति (वार्षिक परीक्षा)

Assessment Planner	
<u>PA-1 (20 marks)</u>	
साहित्य - मिठाईवाला, कठपुतली	
व्याकरण - वर्ण - विच्छेद / संयोजन, विलोम शब्द, संज्ञा - भेद, चित्र - वर्णन, अपठित - गद्यांश	
<u>Half Yearly (60 marks)</u>	
साहित्य - हम पंछी उन्मुक्त गगन के, हिमालय की बेटियाँ, पापा खो गए, खानपान की बदलती तसवीर, शाम - एक किसान	
व्याकरण - वर्ण - विच्छेद / संयोजन, लिंग, पर्यायवाची शब्द, सर्वनाम - भेद, विराम - चिह्न, कारक - चिह्न, संवाद - लेखन अनुच्छेद - लेखन, चित्र - वर्णन, अपठित - गद्यांश	
<u>PA-2 (20 marks)</u>	
साहित्य - वीर कुँवर सिंह, एक तिनका	
व्याकरण - उपसर्ग - प्रत्यय, मुहावरे, संवाद - लेखन, अपठित - गद्यांश	
<u>Multiple Assessment (MA) (5 marks)</u>	
MA1 संघर्ष के कारण मैं तुनुकमिज़ाज़ हो गया : धनराज	
MA2 शाम - एक किसान	
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>	
PORTFOLIO 1 उत्तरपुस्तिका एवं गतिविधियाँ	
PORTFOLIO 2 उत्तरपुस्तिका एवं गतिविधियाँ	
<u>Subject Enrichment (SE) (5 marks)</u>	
कला एकीकृत गतिविधि (Art Integrated Activity)	
<u>Project (PROJ) (5 marks)</u>	
छात्र घर में उपलब्ध सामग्री से एक सुंदर राजस्थानी कठपुतली बनाएँगे।	
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>	
<u>Annual (60 marks)</u>	
साहित्य - रहीम के दोहे, अपूर्व - अनुभव, भोर और बरखा, नीलकंठ, संघर्ष के कारण मैं....., आश्रम का अनुमानित व्यय	
व्याकरण - वचन, विशेषण - भेद, क्रिया - भेद, काल - भेद, अनेक शब्दों के लिए एक शब्द, उपसर्ग - प्रत्यय, मुहावरे, कारक - चिह्न, विराम - चिह्न, विज्ञापन - रचना, चित्र - वर्णन, अनौपचारिक पत्र / अनुच्छेद - लेखन, अपठित - गद्यांश	

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