



GRADE 7 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- Science

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Explore his 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 on properties/characteristics.
5. Conduct simple investigations to seek answers to queries.
6. Explain processes and phenomena.
7. Write word equations for chemical reactions
8. Plots and interprets graphs.
9. Apply learning of scientific concepts in day-to-day life.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<ul style="list-style-type: none"> ● Nutrition in Plants ● Heat 	<ul style="list-style-type: none"> ● Acid, Bases & Salts 	<ul style="list-style-type: none"> ● Reproduction in Plants ● Nutrition in Animals 	<ul style="list-style-type: none"> ● Physical and Chemical Changes ● Transportation in Animals and Plants 	<ul style="list-style-type: none"> ● Revision ● Respiration in Organisms
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<ul style="list-style-type: none"> ● Respiration in Organisms (contd) ● Light 	<ul style="list-style-type: none"> ● Light(contd) ● Electric Current and its effect 	<ul style="list-style-type: none"> ● Motion and Time ● Forest: Our Lifeline 	<ul style="list-style-type: none"> ● Forest: Our Lifeline(contd) ● Waste Water Story 	<ul style="list-style-type: none"> ● Waste Water Story ● Revision

Assessment Planner

PA-1 (20 marks)

- Nutrition in Plants
- Heat

Half Yearly (60 marks)

- Nutrition in Plants
- Acids ,Bases & Salts
- Heat
- Reproduction in Plants
- Nutrition in Animals
- Physical & Chemical changes
- Transportation in Animals and Plants

PA-2 (20 marks)

- Light
- Respiration in Organisms
- Electric Current

Multiple Assessment (MA) (5 marks)

MA1 : Allow a mold to grow on a stale moist piece of bread.

- Bring the mold in a small container to class.
- Draw the microscopic structure of Rhizopus (Bread mould / Mucor) label the Sporangium with spores and the hyphae on the mycelium.

MA2 : Song /poem on the topic –Transportation in plants and animals (Group Activity House Wise)

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1 : Dissect a complete Flower.

- On an A4 Sized sheet, the longitudinal section of a Flower is to be drawn & the parts are to be labelled.

PORTFOLIO 2 : Assembling an electric Circuit or Solenoid.

- On an A4 Sized sheet of paper closed & open electric Circuits to be drawn using symbols.

Subject Enrichment (SE) (5 marks)

- EBSB paired state based transdisciplinary project. (On an A4 size sheet, draw/paint/stick pictures of 3 fruits native to the Andaman & Nicobar islands and list a few of their key characteristics or stick pictures of three medicinal plants used by the tribals and write about their usage.)

Project (PROJ) (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 a matchstick and make a pretty pattern/ write your name on the sheet of paper.
 - (Warli painting, a floral pattern or a geometric pattern could be made)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (60 marks)

- Motion and Time
- Wastewater Story
- Forests
- Light
- Respiration in Animals
- Physical & Chemical changes
- Transportation in Animals and Plants
- Electric Currents and its effects

** Subject to change as per DIRECTIVES



GRADE 4-10 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :-COUNSELING

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Empowered students towards a conscious and informed decision-making regarding their emotional well-being.
2. Enhanced sensitivity and awareness among students for their holistic development.
3. Vapes, social media and other kinds of addictions.
4. Understanding regarding gender equality in modern day.
5. Non- biased information regarding sensitive topics like: Sex education, self-awareness, LGBTQIA+

Curriculum Planner **TERM-1** and **TERM-2**

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
1. Introduction of counselling and the process in school system. 2. Importance of healthy diet (breakfast) and mental well-being.	1. Series of awareness sessions on different types of addictions. 2. Prefect leadership training.	1. Bursting myths and facts about sexuality education.	1. Time management and organizational skills 2. Dealing with distractors	1. Effective study skills and dealing with exam anxiety.

<u>Oct & Nov</u>	<u>Dec & Jan</u>	<u>Feb</u>		
1. Communication skills as a personality enhancer.	1. Problem solving and Decision making	1. Handling gadget addictions.		

Assessment Planner
<u>PA-1 (20 marks)</u>
<u>Half Yearly (PA-2) (80 marks)</u>
<u>Pre Board 1 (Dec) & Pre Board 2 (Jan) -(PA-3) (80 marks)</u>
<u>Multiple Assessment (MA)(5 marks)</u>

MA1

MA2

Portfolio Assessment (PORT) (5 marks)

PORT. 1

PORT.2

Subject Enrichment (SE) (5 marks)

SE1

SE2

Board Exam (80 marks)

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



GRADE 7 Curriculum & Assessment Annual Planner

2024-2025

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>
Chapter 1: Variables in Real Life (Pages 2-10) Chapter 2: Sequencing with Block Coding (Pages 11-12)	Chapter 2: Sequencing with Block Coding (Pages 12 contd..- to 20 (before Fun Activity) Revision and Worksheets PA1 Exam	Chapter 2: Sequencing with Block Coding (Pages 30-37) Chapter 3: Fun with Functions (Pages 38- 39)	Chapter 3: Fun with Functions (Pages 40-45)	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 46- 67)	Revision and Worksheet PA2 Exam Chapter 4: Understanding Arrays & Collections (Pages 69 to 73)	Chapter 4: Understanding Arrays & Collections (Pages 74 to 86)	Chapter 5: Hello World with code (Pages 87 to 92 (Before Activity 5.6))	Chapter 5: Hello World with code (Pages 92 (from Activity 5.6) to 100 Revision and Worksheet Annual Exam

Assessment Planner
<u>PA-1 (20 marks)</u>
Chapter 1: Variables in Real Life (Pages 2-10) Chapter 2: Sequencing with Block Coding (Pages 11-20 (before Fun Activity))
<u>Half Yearly (30 marks)</u>
Chapter 1: Variables in Real Life (Pages 2-10) Chapter 2: Sequencing with Block Coding (Pages 11-20 (before Fun Activity), 30-37) Chapter 3: Fun with Functions (Pages 38-45)
<u>PA-2 (20 marks)</u>
Chapter 3: Fun with Functions (Pages 46-67)
<u>Multiple Assessment (MA) (5 marks)</u>
MA1: Create a Flowchart on the given topic
MA2: Create an Algorithm on the given topic
<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 services available on call in real life to the functions in coding.
PORTFOLIO 2: Evaluation of the chapters covered in syllabus, Worksheets solved and pasted in the notebooks + Collage to showcase the use of Arrays and Sorting in real life.
<u>Subject Enrichment (SE) (5 marks)</u>
<ul style="list-style-type: none"> • 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>
<ul style="list-style-type: none"> • Students will be asked to create a program on Minecraft Education Edition as per the instructions given on the topic Lakshadweep • Artistic skills will also be integrated with the above given task.
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>
<u>Annual (30 marks)</u>
Chapter 3: Fun with Functions (Pages 38-67) Chapter 4: Understanding Arrays & Collections (Pages 69 to 86) Chapter 5: Hello World with code (Pages 87 to 100)

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



GRADE 7

Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- GERMAN

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- Listen and understand familiar phrases, sentences, short spoken texts concerning school, hobbies and other recreational activities.
- Express likes and dislikes on a familiar topic such as school, hobbies.
- Read and understand the main points and some detail from a short written passage.
- Identify some traditional dishes from German speaking countries.
- Understand and construct slightly more complex German sentences using modal verbs.

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u> Half Yearly
<p><u>MODUL-3</u> <u>L-1 "Was isst du in der Pause?"</u></p> <ul style="list-style-type: none"> • Conjugation of the verbs-essen and nehmen. • Accusative case- indefinit articles. • Negation • Indefinite articles-keinen, keine, kein 	<p><u>L-2 "Meine Schulsachen"</u></p> <ul style="list-style-type: none"> • Conjugation of the verbs- brauchen, suchen and finden . 	<p><u>MODUL-1</u> <u>L-3 "Was gibt es im Fernsehen?"</u></p> <ul style="list-style-type: none"> • Verb- sehen and structure „es gibt“ in present tense. • Personal pronouns (accusative). • Questions:„Wann?“, „Um wie viel Uhr?“ and „ Von wann bis wann?“ and answering with „um“, „von-bis“. • Compound words. 	<p><u>L-4 "Um wie viel Uhr stehst du auf?"</u></p> <ul style="list-style-type: none"> • Verb-fahren. • Separable verbs • Interrogative pronoun of place: „ Wohin?“ • Preposition- in+ accusative. • Questions:„Wann?“, „ Um wievielUhr?“, „ Wielange?“, „ Wiespät?“. • Prepositions of time: „um“, „ am“. • Difference: Uhr/Stunde 	
<p style="text-align: center;"><u>Oct</u></p> <p><u>MODUL-2</u> <u>L-1 "Kannst du inlineskateten?"</u></p> <ul style="list-style-type: none"> • Modal verbs: "können, müssen, wollen" Compound words 	<p style="text-align: center;"><u>Nov</u></p> <p><u>L-2 "Wem gehört das Fahrrad?"</u></p> <p>Verb: "gehören"</p> <ul style="list-style-type: none"> • Interrogative Pronoun wem? • Possessive pronoun: nominative, Accusative and Dative case (mir, dir). • Phonetics: Intonation in questions 	<p style="text-align: center;"><u>Dec</u></p> <p><u>L-3 "Wohin fährst du in Urlaub?"</u></p> <ul style="list-style-type: none"> • Interrogative pronoun of place: Wohin? • Prepositions: in, an, auf, nach. • Interrogative pronoun of time: Wann? • Prepositions of time: im, am • Interrogative Pronoun: Warum? • Phonetics: R-sounds 	<p style="text-align: center;"><u>Jan</u></p> <p><u>L-4 "Alles Gute zum Geburtstag"</u></p> <ul style="list-style-type: none"> • ModalVerb: sollen • Verb: werden • Imperative • Personal Pronouns in accusative case • Interrogative Pronoun: Wen? • Preposition: für+ accusative • Date (Ordinal numbers) • Phonetics: Emphasis in names, numbers and birthday songs 	<p style="text-align: center;"><u>Feb</u></p> <p>Revision for Annual</p>

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 (60 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 (Dialogue/ E-Mail writing/ Paragraph writing)

Section C: Grammar (exercises in workbook)

Section D: Vocabulary (word list of the chapter)

PA-2 (20 marks)

Lektion 1 – Kannst du inlineskaten?

Section A: Reading (Reading comprehension)

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

Section C: Grammar (exercises in workbook)

Section D: Vocabulary (word list of the chapter)

Multiple Assessment (MA) (5 marks)

MA1 sprechen (Interview mit deinem Partner/deiner Partnerin)

MA2 hören (MCQ)

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1 Notebook

PORTFOLIO 2 Worksheet & Dictation

Subject Enrichment (SE) (5 marks)

Menu Card

Project (PROJ) (5 marks)

Holiday Homework on German States & monuments

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (60 marks)

Lektion 1: Kannst du inlineskaten?

Lektion 2 – Wem gehört das fahhrad?

Lektion 3 – "Wohin fährst du in Urlaub?"

Lektion 4 – Alles Gute zum Geburtstag

Section A: Reading (Reading comprehension)

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

Section C: Grammar (exercises in workbook)

Section D: Vocabulary (word list of the chapter)

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



GRADE 7 Curriculum & Assessment Annual Planner

2024-2025

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:

Wonder By R.J. Palacio

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Introduction of Library Rules for classes.</p> <p>Discuss about different Genres and explore on it.</p> <p>Introduction of the book assigned to</p>	<p>Few chapters were assigned to the students to read from the assigned book. They will prepare quiz on those</p>	<p>Reiteration of Library Rules</p> <p>Boys will prepare the book cover of Wonder in the class .</p> <p>Assessment will start from the 2nd</p>	<p>Continuation of Assessment will be done.</p> <p>Independent Reading</p>	<p>Reiteration of library Rules</p> <p>Independent Reading</p>

<p>the students and Author of the assigned book. Few chapters were assigned to the students to read from the assigned book. They will prepare quiz on those chapters and ask in the class.</p> <p>Independent reading will take place as well.</p>	<p>chapters and ask in the class.</p> <p>Independent reading will take place as well.</p> <p>Prepare a fact file from the newspapers they receive in the class and present it and at end of every month.</p>	<p>last week of the month.</p>		
<p><u>Oct</u></p> <p>Story Map : Students will draw simple pictures of story with key words. Students will read the books to develop self reading habit</p>	<p><u>Nov</u></p> <p>Self reading which will help them to be focus</p>	<p><u>Dec</u></p> <p>Self reading which will help them to be focus</p>	<p><u>Jan</u></p> <p>Assessment of the 2nd term from these two activities</p> <p>Story Map : Students will draw simple pictures of story with key words</p> <p>Jigsaw Activity : Whole chapter / Text will be divided in fragments / groups & will be given to a pair / group.</p>	<p><u>Feb</u></p> <p>Continuation of assessment.</p> <p>Self reading which will help them to be focus</p>

Assessment Planner

Half yearly (10 marks)

First Term Assessment-- will be based on the Book given to the students to read that is "Wonder By R. J. Palacio". Students will prepare a book cover of the Book –Wonder. They will design it and write review on the back page of it.

Multiple Assessment (MA) (5 marks)

MA1 Create your own dictionary after reading the text. Boys have to write word meaning, origin of the word, usage of the word, type of the word. Work will be done date wise.

MA2 Create your own reading log in which they have to mention about the summary of the book, Title of the book, Author of the book, Which character they like the most. Their reviews about the book.

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1-

PORTFOLIO 2

Subject Enrichment (SE) (5 marks)

Book Cover of their choice of book,

Project (PROJ) (5 marks)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (5 marks)

Jigsaw Activity : Whole chapter / Text will be divided in fragments / groups & will be given to a pair / group.

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



GRADE -7th Curriculum & Assessment Annual Planner

2024-2025

SUBJECT: - Art & Craft

STUDENT'S COPY

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

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Drawing find the basic shape of living & non living object	.Color wheel (Poster Color)	.Drawing Human/Birds /Animal study	.BasicTrees sketch with Oil pastel poster color	.Landscape with oil pastel color
.Origami / Butterfly and birds	.Basic human drawing(pro portion)	. Composition	.Origami Jumping Frog/paper craft	.Composition
.Basic Drawing of object	.Paper Bag (using newspaper	.Origami Jumping Frog/paper craft	.Independence day	JuteThreadWor k/Craft
		.Paper Fish with Origami/Craft	.Animal Drawing (Squirrel, Elephant)	.Paper Mask /Craft Jute Thread Work/Craft
			.Drawing (Hu man Face study)	
			.PaperAngry Bird	.Origami craft

	with slogan etc.) .Colour Blending Technique with Oil Pastel	.Origami - Jumping Frog,Ninja Star Butterfly & Dragon Ring	.National Flag with Coloured Paper	.Craft-Flappin Bird
<u>Oct</u> .Paper mask .Paper Collage .Texture painting Hand Puppet ome .Diya Painting/ Flower pot painting .Imaginative Human Figure Composition	<u>Nov</u> .Imaginative Human Figure Composition .Christmas painting .paper craft on exhibition decoration .Paper Collage	<u>Dec</u> .New Year Greeting Card .Christmas Decoration PenStand .composition on Christmas Painting .Pen Stand paper craft	<u>Jan</u> .Thread Painting .Object Painting .Origami Butterfly .Mandala art .Watercolor technique .Origami Paper Cat Ring	<u>Feb</u> .Water color composition .technique of watercolor brushes .Madhubani Painting (Technique,color combination and material) .Composition .Landscape

Assessment Planner
<u>PA-1 (marks)</u>
<u>NA</u>
<u>Half Yearly (PA-2) (marks)</u>
NA
<u>PA- (marks)</u>
<u>NA</u>
<u>Multiple Assessment (MA) (marks)</u>
NA

Portfolio Assessment (PORT) (marks)

NA

Subject Enrichment (SE) (marks)

NA

Annual Exam (marks)

NA

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
- .Content
- .Originality
- Interest



GRADE 7 Curriculum & Assessment Annual Planner

2024-2025

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: - The Three questions -The Rebel (poem) WRITING: - Paragraph Writing(Narrative)	WRITING: - Caption Writing LITERATURE: - A Gift of Chappals Revision for PA1 GRAMMAR:	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: - Picture Composition	- Revision for SA1

GRAMMAR: - Tenses	- Affixation (not to be tested)	WRITING: - Informal Letter GRAMMAR: - Voice (Active to Passive only)	GRAMMAR: - Modals-(11) (CAN,COULD,SHALL, SHOULD,MAY,MIGHT, WILL,WOULD,MUST, OUGHT TO,HAVE TO)	
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
LITERATURE: - A Tiger in the House - The Shed WRITING: - Diary Entry GRAMMAR: - Adjectives (Degrees of Comparison)	LITERATURE: - Expert Detectives - Gopal and the Hilsa Fish GRAMMAR: - Determiners Revision for PA2	LITERATURE: - Chandni - Dad and the Cat and the Tree WRITING: - Formal Letter (Leave) GRAMMAR: - Adjective phrases and clauses	LITERATURE: - Quality - Trees GRAMMAR: - Linking Words - Word Order - Reported Speech	Revision for Final Exams

Assessment Planner
<u>PA-1 (20 marks)</u>
LITERATURE: The Three Questions, The Rebel WRITING: Paragraph Writing (Narrative) GRAMMAR: Tenses READING: Reading Comprehension: Unseen Passage
<u>Half Yearly (60 marks)</u>
LITERATURE: The 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. WRITING: Paragraph Writing (Narrative), Informal Letter. GRAMMAR: Tenses, Subject Verb Agreement, Active and Passive Voice, Modals-(11) READING: Reading Comprehension: Unseen Passage and Poem

PA-2 (20 marks)

LITERATURE: A Tiger In the House, The Shed

WRITING: Picture Composition

GRAMMAR: Adjective (Degrees of Comparison)

READING: Unseen Poem

Multiple Assessment (MA) (5 marks)

MA1 – Reading Comprehension

MA2 – Collage

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1 – Word Wheel

PORTFOLIO 2 – Crossword

Subject Enrichment (SE) (5 marks)

Art Integrated Activity EBSB – Caption writing

Project (PROJ) (5 marks)

Comic strip

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (60 marks)

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

WRITING: Formal Letter (Leave), Caption Writing, Diary Entry

GRAMMAR: Reported Speech, Determiners, Linking words, Voice (Active to Passive), Subject Verb Agreement, Adjective (Degrees of Comparison), Word Order, Adjective Phrases & Clauses

READING: Unseen Passage and Poem

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



GRADE - 7 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- HINDI CL- 7

STUDENT'S COPY

LEARNING OUTCOMES

छात्र निम्न तथ्यों को समझने में सक्षम होंगे :-

- छात्र पढ़ी हुई सामग्री पर चिन्तन करते हुए परिचर्चा करने में समर्थ होंगे ।
- 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 ।
- छात्र किसी चित्र या दृश्य को देखने के अनुभव को अपने ढंग से मौखिक या लिखित भाषा में व्यक्त करने में सक्षम होंगे ।
- छात्र कविता, कहानी, नाटक आदि को पढ़कर साहित्य की विविध शैलियों का परिचय प्राप्त करेंगे ।
- 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

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<u>साहित्य</u> - हम पंछी उन्मुक्त गगन के, हिमालय की बेटियाँ <u>व्याकरण</u> - वर्णमाला, वर्ण - विच्छेद, लिंग, विलोम-शब्द, संज्ञा-भेद, चित्र वर्णन	P.A. -1 Papers <u>साहित्य</u> - कठपुतली <u>व्याकरण</u> - सर्वनाम - भेद अपठित- गद्यांश	<u>साहित्य</u> - मिठाईवाला <u>व्याकरण</u> - वचन, पर्यायवाची शब्द, विराम- चिह्न, संवाद-लेखन	<u>साहित्य</u> - खानपान की बदलती तस्वीर <u>व्याकरण</u> - कारक- चिह्न, अनुच्छेद - लेखन	समस्त कार्य की पुनरावृत्ति (अर्धवार्षिक परीक्षा) <u>व्याकरण</u> - उपसर्ग प्रत्यय, मुहावरे
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<u>साहित्य</u> - रहीम के दोहे, अपूर्व - अनुभव <u>व्याकरण</u> -अनेक शब्दों के लिए एक शब्द, अपठित- गद्यांश	P.A. -2 Papers पुनरावृत्ति <u>साहित्य</u> - वीर कुँवरसिंह <u>व्याकरण</u> - विशेषण- भेद, अनुच्छेद -लेखन	<u>साहित्य</u> - भोर और बरखा <u>व्याकरण</u> - क्रिया-भेद, काल - भेद, विज्ञापन- रचना	<u>साहित्य</u> - नीलकंठ <u>व्याकरण</u> - अनौपचारिक पत्र	(वार्षिक परीक्षा) समस्त कार्य की पुनरावृत्ति

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Assessment Planner				
<u>PA-1 (20 marks)</u>				
साहित्य - हिमालय की बेटियाँ				
व्याकरण - वर्ण - विच्छेद, लिंग, विलोम शब्द, संज्ञा - भेद, चित्र वर्णन				
<u>Half Yearly (60 marks)</u>				
साहित्य - हम पंछी उन्मुक्त गगन के, कठपुतली, मिठाईवाला, खानपान की बदलती तस्वीर				
व्याकरण - वर्णमाला, वर्ण - विच्छेद, सर्वनाम - भेद, वचन, पर्यायवाची शब्द, विराम- चिह्न, कारक-चिह्न, चित्र वर्णन / संवाद-लेखन, अनुच्छेद -लेखन, अपठित-गद्यांश				
<u>PA-2 (20 marks)</u>				
साहित्य - अपूर्व - अनुभव				
व्याकरण - वचन, उपसर्ग - प्रत्यय, मुहावरे, संवाद-लेखन				
<u>Multiple Assessment (MA) (5 marks)</u>				
MA1 - संघर्ष के कारण मैं तुनकमिज़ाज हो गया				
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>				
EBSB paired state based transdisciplinary project. (अंडमान- निकोबार के लोक नृत्य)				
<u>Project (PROJ) (5 marks)</u>				
छात्र वीर रस पर आधारित कोई भी एक कविता याद करेंगे व लिखेंगे।				
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>				
<u>Annual (60 marks)</u>				
साहित्य - रहीम के दोहे, वीर कुँवरसिंह, भोर और बरखा, नीलकंठ				
व्याकरण - विशेषण- भेद, क्रिया - भेद, काल -भेद, अनेक शब्दों के लिए एक शब्द, उपसर्ग- प्रत्यय, मुहावरे, कारक-चिह्न, विज्ञापन-रचना, अनौपचारिक पत्र / अनुच्छेद -लेखन, अपठित- गद्यांश				

** Subject to change as per DIRECTIVES



GRADE 7 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- MATHS

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

1. Comprehend the 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 it.
4. Recall how angles are formed by lines or line segments and the relationship between angles (linear, adjacent, complementary, supplementary and vertically opposite).
5. Find the unknown angle of a triangle when two angles are given.
6. Interpret data using bar-graph and also plot the data given graphically.
7. Relate many concepts of the mathematical text book to the SDG's (E.g. Bar graph for increasing the temperatures of a region through some years)

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
Integers Fraction and Decimals	Rational Numbers Line & Angles	Line & Angles(continued) Algebraic Expression	Data Handling Triangles and its Properties	Triangles and its Properties(continued) Revision Symmetry
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
Simple Equation Exponents	Exponents (continued) Visualising Solid	Perimeter and Area	Comparing Quantities	Comparing Quantities (continued)

Assessment Planner

PA-1 (20 marks)

Integers
Fraction and Decimals

Half Yearly (60 marks)

Fraction and Decimals

Integers
Rational Numbers
Lines and Angles
Algebraic Expression
Data Handling
Triangles and properties

PA-2 (20 marks)

Simple Equation
Exponents

Multiple Assessment (MA) (5 marks)

MA1 Paper cutting activity based on fractions.

MA2 Make the net of cube and square pyramid using cartridge/pastel sheet and paste on A4 size pastel sheet

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1-Proving Exterior Angle Property of a triangle using cut and paste method

PORTFOLIO 2- A Case based question on Perimeter and Area

Subject Enrichment (SE) (5 marks)

Graphical Representation of ethnic tribes living in Andaman and Nicobar Islands.

Project (PROJ) (5 marks)

Making Worli art painting using the various geometrical shapes

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (60 marks)

Simple Equation
Exponents
Symmetry
Visualizing Solid Shapes
Perimeter and Area
Comparing Quantities
Rational Number
Algebraic Expression

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



GRADE 7 - Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- western music singing

STUDENT'S COPY

LEARNING OUTCOMES

Music gives a soul to the universe wings to the mind. Flight to the imagination and life to everything -Plato

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.**

SINGING TRAINING PROGRAMME

We will try to cover per week one song from the SDGS according to the standard, lyrics and karaoke will be provided on the smart Board as well as on the Material Box in the Google Class Room.

We will teach Basic scales major and minor, vowels exercise, and motivational songs and will cover songs in other Languages also, we will prepare the Children for Musical Rhyme and Rhythm and combined assemblies, festivals and Celebrations.

In the span of one year we will cover 30 to 35 songs

Teaching to middle school classes songs in an effective way to get all singers in an ensemble to technically and musically improve. When all singers learn as a soloist.

We will focus on their range

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

Curriculum Planner

<u>April</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
<p>Per month two songs Selection of theme for Musical R n R and related Theme Songs 20 Days</p>	<p>Labour's day Assembly, Practice for R n R 15 Days + <i>PTM</i></p>	<p>Practice for Musical Rhyme and Rhythm in full Swing 21 Days + <i>PTM</i></p>	<p>Independence, day Assembly, Patriotic Songs Musical Rhyme and Rhythm Show 20 Days</p>	<p>Teachers Day Assembly, Exam Vocal -Test Term - 1 10 Days</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Gandhi Jayanti Assembly Per month two Songs 21 Days</p>	<p>Two Carols And Christmas Two Songs 21 Days</p>	<p>Christmas Assembly, Carols & Christmas Songs 16 Days</p>	<p>Republic -Day Assembly and Patriotic Songs vocal-Test 20 Days</p>	<p>Vocal Test Final Exam Term -2 14 Days + Exams</p>

Assessment Planner Term -1

Graded Singing Levels:- Key Features in singing Exam at classes 4 & 5- level
:- Dynamics , Lyrics, Rhythms, and short Phrases

:- The Basic Scales and Songs for example :- Edmund Rice Song ,Prayer songs, School songs, School anthem ,National Anthem, Patriotic Songs ,and Musical Rhyme & Rhythm, Teacher's Day, Special assemblies,

:- Small Major intervals and Basic Rhythms pattern

For Example Common Rhythms 4/4, 2/4,3/4

Singing Exams will be conducted in September.

Half Yearly (PA-2)

Criteria for Assessing the Graded Singing Levels

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

<u>OUT STANDING</u>	Highly accurate notes and intonation Plus Perfect Rhythm	<u>A</u>
<u>MERIT</u>	Largely accurate notes and intonation and Good Rhythm sense	<u>B</u>
<u>PASS</u>	Generally Correct Notes sufficiently reliable intonation to maintain tonality and sometimes miss the rhythm and doesn't know the sum or the 1st Beat	<u>C</u>
<u>BELOW PASS</u>	Frequent notes error insufficiently unreliable intonation to maintain tonality and no sense of rhythm	<u>D</u>

Assessment Planner TERM -2

Graded Singing Levels :-

:- Key Features in singing Exam at classes 4 - level

:- Dynamics , Lyrics, Rhythms, and short Phrases

:- The Basic Scales and Songs for example :- Happy songs , Action songs , School anthem ,National Anthem, Patriotic Songs ,and festivals songs ,Carols and Christmas Songs, and basic knowledge of instruments like Guitar ,Piano, drums, keyboard, basic notation system, basic chord knowledge, maj, min, seventh, diminished,

:- Small Major intervals and Basic Rhythms pattern

For example :- Common Rhythms 4/4, 2/4,3/4

Singing Exams will be conducted in February

Criteria for Assessing the Graded Singing Levels

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

<u>OUTSTANDING</u>	Highly accurate notes and intonation Plus Perfect Rhythm	<u>A</u>
<u>MERIT</u>	Largely accurate notes and intonation and Good Rhythm sense	<u>B</u>

<u>PASS</u>	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	<u>C</u>
<u>BELOW PASS</u>	Frequent notes error insufficiently unreliable intonation to maintain tonality and no sense of rhythm	<u>D</u>



GRADE 7 Curriculum & Assessment Annual Planner

2024-2025

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 shows 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. Drill practice.</p> <p>3. Athletics Selections Events 100M, 200M,400M</p> <p>4 Final Selections</p> <p>5.Games.</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Selections Events Long Jump Shot Put</p> <p>4 Final Selections</p> <p>5.Games.</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4. Games.</p> <p>5.Surya Namaskar</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4.Games.</p> <p>5.Surya Namaskar</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4.Games.</p> <p>5.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.Drill practise</p> <p>3. Athletics Practise</p> <p>4.Games.</p>	<p>1 Marching</p> <p>2.Drill practise</p> <p>3. Athletics Practise</p> <p>4 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 a ball.</p> <p>2.Basketball layup shot Assessment</p>

Assessment Planner

PA-1 (20 marks)

Half Yearly (5 marks)

TERM -1 (Sep)		CHECK LIST
Grade criteria	Sport: - Yoga Skill: - Surya Namaskar	
Mark 5 A		1 BODY COORDINATION
Mark 4 B		2 EYE COORDINATION
Mark 3 C		3 TEAM WORK
Mark 2 C		4 ENDURANCE
Mark 1 C		5 DISCIPLINE

PA-2 (20 marks)

Multiple Assessment (MA) (5 marks)

MA1
MA2

Portfolio Assessment (PORT) (5 marks)

(Notebook -3 marks + Activity-2 marks)

PORTFOLIO 1-

PORTFOLIO 2

Subject Enrichment (SE) (5 marks)

Project (PROJ) (5 marks)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (5 marks)

TERM -2 (Feb)	Game: - Cricket	CHECK LIST
Grade criteria	Skill: - HIGH CATCH WITH ORTHODOX CUP	
Mark 5 A		1 BALL CONTROL
Mark 4 B		2 EYES ON THE BALL
Mark 3 C		3 COME UNDER THE BALL
Mark 2 C		4 ORTHODOX CUP
Mark 1 C		5 DISCIPLINE

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



GRADE -7 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT :- SANSKRIT

CLASS - 7

STUDENT'S COPY

LEARNING OUTCOMES

छात्रों में निम्न कौशलों का निर्माण हो सकेगा:

1. संस्कृत में भाषिक तत्वों – श्रवण ,भाषण, पठन तथा लेखन कौशल का विकास ।
2. संस्कृत शब्दों व वाक्यों का संस्कृत में शुद्ध उच्चारण का कौशल प्राप्त होगा।
3. पाठों में निहित पदों / गद्य के माध्यम से जीवन मूल्यों का विकास।
4. रोचक कथाओं एवं पाठों 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</u>	<u>May</u>	<u>July</u>	<u>Aug</u>	<u>Sep</u>
रुचिरा-द्वितीय पाठ:- दुर्बुद्धिः विनश्यति वर्ण विच्छेद एवं संयोजन शब्दरूप - देव , रमा धातु रूप- लट् लकार- (गम् , लिख् , क्रीड्, रक्ष्) संख्या - 1 - 30	<u>PA 1 Papers</u> रुचिरा- प्रथमः पाठः – सुभाषितानि अव्यय - कालवाचक, रीतिवाचक पठन सामग्री	रुचिरा-तृतीयः पाठः – स्वावलंबनं सर्वनाम शब्द-अर्थ अस्मद् वचन परिवर्तन धातु रूप - लङ्ग लकार- (गम्, लिख् , क्रीड्, रक्ष्) अपठित गद्यांश	रुचिरा- अष्टमः पाठः - त्रिवर्णः ध्वजः कारक - कर्म , करण , सम्प्रदान मम परिवारः अव्यय-स्थानवाचक धातु रूप- लट् लकार एवं लङ्ग लकार- (अस्, नम्, कृ)	<u>Half Yearly Exams</u> समस्त कार्य की पुनरावृत्ति संख्या १- ४ [तीनों लिंगों में] इकारांत शब्द-रूप कवि
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
रुचिरा -दशमः पाठः विश्वबन्धुत्वम् सर्वनाम शब्द अर्थ - युष्मद् शब्दरूप- राम , लता धातु रूप – लट् लकार- (अस्, नम्, कृ)	<u>PA 2 Papers</u> रुचिरा- एकादशः पाठः - समवायो हि दुर्जयः कारक - अपादान तथा संबंध अपठित गद्यांश	रुचिरा- द्वादशः पाठः - अमृतम् संस्कृतम् कारक - अधिकरण तथा संबोधन कर्मकाराः	रुचिरा- त्रयोदशः पाठः - विद्याधनं घटिका यंत्रम् अव्यय- विस्मयादिबोधक	<u>Final Exams</u> समस्त कार्य की पुनरावृत्ति साहित्य व व्याकरण के समस्त विषयों का अभ्यास कार्य

संख्या 31-50 तक संस्कृत शब्दों में	लकार [काल] परिवर्तन			
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Assessment Planner				
<u>PA-1 (20 marks)</u>				
<p>रुचिरा-द्वितीय पाठः—दुर्बुद्धिः विनश्यति वर्ण विच्छेद एवं संयोजन शब्द रूप - देव धातु रूप- लट् लकार- ((गम् , लिख् , क्रीड्, रक्ष) संख्या - 1 - 15</p>				
<u>Half Yearly (50 marks)</u>				
<p>रुचिरा- प्रथमः पाठः – सुभाषितानि, तृतीयः पाठः – स्वावलंबनं, अष्टमः पाठः - त्रिवर्णः ध्वजः अव्यय - कालवाचक, रीतिवाचक, स्थानवाचक पठन सामग्री मम परिवारः सर्वनाम शब्द-अर्थ अस्मद् वचन परिवर्तन कारक - कर्म , करण , सम्प्रदान संख्या १- ४ [तीनों लिंगों में] तथा 16 - 30 धातु रूप- लट् लकार- (लिख् , क्रीड्, रक्ष) लङ् लकार- (अस्, नम्, कृ) शब्दरूप - रमा एवं इकारांत शब्द-रूप कवि अपठित गद्यांश</p>				
<u>PA-2 (20 marks)</u>				
<p>रुचिरा : दशमः पाठः विश्वबन्धुत्वम् सर्वनाम शब्द अर्थ - युष्मद् कारक - अपादान तथा संबंध शब्दरूप-लता धातु रूप - लट् लकार- (अस्) संख्या 31-40 अपठित गद्यांश</p>				
<u>Multiple Assessment (MA) (5 marks)</u>				
MA1 – सुभाषितानि (श्लोक उच्चारण)				
MA2 - अमृतम् संस्कृतम् (ध्येय वाक्य)				
<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				

Subject Enrichment (SE) (5 marks)

कला समेकित परियोजना कार्य

Project (PROJ) (5 marks)

अमृतम् संस्कृतम् (ध्येय वाक्य)

ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*

Annual (50 marks)

रुचिरा : एकादशः पाठः - समवायो हि दुर्जयः, द्वादशः पाठः - अमृतम् संस्कृतम्, त्रयोदशः पाठः - विद्याधनं

कर्मकाराः

सर्वनाम शब्द अर्थ - युष्मद्

घटिका यंत्रम्

संख्या 31-50 तक

अव्यय- विस्मयादिबोधक

कारक – अपादान ,संबंध, अधिकरण तथा संबोधन ।

लकार [काल] परिवर्तन

शब्दरूप- राम, लता

धातु रूप - लट् लकार- (अस्, नम्, कृ)

अपठित गद्यांश

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



GRADE 7 Curriculum & Assessment Annual Planner

2024-2025

SUBJECT: - Social Science

STUDENT'S COPY

LEARNING OUTCOMES

The students will be able to:

- Analyze the socio-political and economic changes during the medieval period.
- Contrast between the policies and administrative measures of different the medieval period.
- Recall factors leading to the development of new and varied religious and spiritual ideas and movements.
- Elaborate on the reasons of 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.
- Analyze the different geographical aspects of tropical and sub-tropical regions around the world.
- Develop and exhibit sensitivity towards ecological diversity and sustainability.

Curriculum Planner

<p><u>April</u></p> <p>Geography- Inside our Earth</p> <p>Civics- On Equality, Role of Government in Health</p> <p>History- Kings and Kingdoms</p>	<p><u>May</u></p> <p>Geography- Our Changing Earth</p> <p>Revision PA1</p>	<p><u>July</u></p> <p>History- Delhi: 12th to 15th Century</p> <p>Civics- How the State Government Works</p> <p>Geography- Air</p>	<p><u>Aug</u></p> <p>History- The Mughals (16th to 17th Century)</p> <p>Civics- Growing up as Boys and Girls</p>	<p><u>Sep</u></p> <p>Revision Term 1</p>
<p><u>Oct</u></p> <p>History- Tribes, Nomads and Settled Communities</p> <p>Civics- Women Change the World</p> <p>Geography- Water</p>	<p><u>Nov</u></p> <p>Civics- Understanding Media</p> <p>History- Devotional Paths to the Divine</p> <p>Revision PA2</p>	<p><u>Dec</u></p> <p>Civics- Markets Around Us</p> <p>Geography: Human Environment Interactions</p>	<p><u>Jan</u></p> <p>History- 18th Century Political Formations</p> <p>Geography- Life in Deserts</p>	<p><u>Feb</u></p> <p>Revision Term 2</p>

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
<u>PA-2 (20 marks)</u>
History: Tribes, Nomads and Settled Communities Civics: Women Change the World Geography: Water
<u>Multiple Assessment (MA) (5 marks)</u>
MA1 Geography: Environment
MA2 History: Making of Regional Culture
<u>Portfolio Assessment (PORT) (5 marks)</u> <u>(Notebook -3 marks + Activity-2 marks)</u>
PORTFOLIO 1- Poster Making
PORTFOLIO 2- Slogan/banner/Advertisement creation
<u>Subject Enrichment (SE) (5 marks)</u>
EBSB based Paired State Activity: Andaman & Nicobar Islands
<u>Project (PROJ) (5 marks)</u>
Civics: Shirt in the Market
<u>ATTENDANCE IN BOTH TERMS WILL CARRY 5 marks*</u>
<u>Annual (60 marks)</u>
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

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



GRADE 7 Curriculum & Assessment Annual Planner

2024-2025

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>
<p>Lesson 1</p> <p>El futuro – Regular e irregular</p> <p>Lesson 1</p> <p>Verbos reflexivos</p> <p>Rutina Diaria</p>	<p>Lesson 2</p> <p>El mundo hispano – Mexico</p> <p>Interrogativos</p> <p>Correoelectronic</p>	<p>Lesson 1 – Revision - P.A-1 Papers</p> <p>Lesson 2</p> <p>Escribir Una carta</p> <p>El verbo Gustar</p>	<p>Lesson 3 & 4 El Sistema solar, Los Numeros 1000- 1 Million</p> <p>Estar + Gerund</p> <p>Escribir un parrafosobre la ecosistema</p>	<p>Half Yearly Exam - Revision</p> <p>Lesson 4</p> <p>El Sistema solar</p>
<u>Oct</u>	<u>Nov</u>	<u>Dec</u>	<u>Jan</u>	<u>Feb</u>
<p>Lesson 4</p> <p>Las preposiciones,</p> <p>Escribir un parrafo sobre la ecosistema</p>	<p>PA-2 days - Revision</p> <p>: Lesson 5</p> <p>Tipos de los animals,</p> <p>Sick leave application</p>	<p>Lesson 6 & 7</p> <p>Preterite,</p> <p>Las Conjuciones,</p> <p>Picture Description</p>	<p>Lesson 7 & 8</p> <p>Los medios de transporte, Superlativo y los comparativos,</p> <p>Ensayo sobre festivales españoles</p>	<p>El Repaso(Vocabs, Grammar and Lessons done in the Class).</p>

	(SDG 3			
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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, All verbs done in the class, Interrogativos, Informal Letter writing, Correo electronico, El mundoHispano - Mexico

PA-2 (20 marks)

Lesson 4 & 5, Sistema solar, Preposiciones, El mundo Hispano – Mexico,
Vocabulary (Chapter 5)

Multiple Assessment (MA) (5 marks)

MA1 -Estar + Gerund
MA2 - lLas 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)

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 leaveapplication, Un parrafo sobre la ecosistema



GRADE - Curriculum & Assessment Annual Planner

2024-2025

Grade 7

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(20)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4. BREAST STROKE	<u>May(15)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>July(21)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>Aug(20)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE	<u>Sep(10)</u> SDG-03, 04 1 FREE STYLE 2 BACK STROKE 3 BUTTERFLY 4 BREAST STROKE 5 SWIMMING GALA SELECTION
<u>Oct(21)</u> SDG-03, 04 1. DRILL PRACTICE 2. MARCHING PRACTICE 3. ATHLETIC PRACTICE GAME (FOOTBALL, BASKETBALL, ETC)	<u>Nov(21)</u> SDG-03, 04 1. DRILL PRACTICE 2. MARCHING PRACTICE 3. ATHLETIC PRACTICE 4. GAME (FOOTBALL, BASKETBALL, ETC)	<u>Dec(16)</u> SDG-03, 04 1. FOOTBALL (PUSH PASS) 2. CRICKET (FRONT FOOT DRIVE) 3. BASKETBALL (ONE HAND SHOT)	<u>Jan(20)</u> SDG-03, 04 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING (SWIMMING EXERCISES) 5. GAME (BASKETBALL, FOOTBALL, ETC.)	<u>Feb(14)</u> SDG-03, 04 1. MARK TIME 2. MARCHING 3. SHUTTLE RUNNING 4. CIRCUIT TRAINING (SWIMMING EXERCISES) 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

Assessment Planner TERM-2		
TERM -2 (Feb)	Game :- Basketball	CHECK LIST
Grade criteria	Skill :- One Hand Shot	
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