

## Grade 7 Monthly Plan

### Mission

In partnership with all stakeholders, we are committed to fostering resilient, productive learners through collaborative engagement and critical thinking. We are dedicated to inspiring intellectual, personal, and ethical excellence in a caring, inclusive educational atmosphere. By instilling the core values and skills of the 21st century, we prepare every student for higher education and career pathways, nurturing responsible global citizens.

September 1, 2026 to September 30, 2026

| SUBJECT |        | Learning Outcomes (Knowledge, Skills, Concepts)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Learning Resources                                                                                                                                                                                                           | Assignment (Homework), Assessment (Tests, Quizzes), Projects |  |
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| ENGLISH | WEEK 1 | <b>Orientation (Days 1–2)</b> <ul style="list-style-type: none"> <li>• Introduce course expectations, classroom routines, and the English assessment policy.</li> <li>• Review the classroom agreement / class contract.</li> </ul> <b>Diagnostic Assessment (Day 3)</b> <ul style="list-style-type: none"> <li>• Complete a diagnostic test to identify students' baseline reading, writing, listening, and language skills.</li> </ul> <b>Unit 1 – Language Foundations (Day 4)</b> <ul style="list-style-type: none"> <li>➤ 1.1.1 Quantifiers for Clear and Precise Communication – some, any, much, many, few, little, several, enough (G6 Refresher)</li> </ul> | <ul style="list-style-type: none"> <li>- Orientation slides</li> <li>- Cambridge Global English Learner's Book 8</li> <li>- Cambridge Global English Workbook 8</li> <li>- Online Resources</li> <li>- Worksheets</li> </ul> | <b>Diagnostic Test</b>                                       |  |
|         |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                              |                                                              |  |

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|  | WEEK 2 | <b>Unit 1 – Language Foundations (continued)</b> <ul style="list-style-type: none"> <li>➤ 1.1.2 Simple Present Active Voice – Form and Use (G6 Refresher)</li> <li>➤ 1.2.1 Listening for General Information) My Language, Your Language - Track 2 – Learner's Book Page 12-13</li> <li>➤ 1.2.2 (Scanning for Specific Information) Reading: Teach Yourself Tok Pisin - Learner's Book Page 14</li> <li>➤ 1.2.3 Listening for Details - Look at this! - Track 41 – Learner's Book Page 126</li> </ul>                                         | <ul style="list-style-type: none"> <li>- Orientation slides</li> <li>- Cambridge Global English Learner's Book 8</li> <li>- Cambridge Global English Workbook 8</li> <li>- Online Resources</li> <li>- Worksheets</li> </ul> | To be announced |  |
|  | WEEK 3 | <b>Unit 1 – Language Foundations (continued)</b> <ul style="list-style-type: none"> <li>➤ 1.3.1 Context Clues: Prefixes, Suffixes, Root Words, Word Families – <a href="#">Outsourced</a>; <a href="#">outsourced</a></li> <li>➤ 1.4.1. Writing Conventions: Sentence Structure and Mechanics - <a href="#">Outsourced</a></li> <li>➤ 1.5.1 Simple and Compound Sentences – <a href="#">Outsourced</a></li> <li>➤ 1.5.2 Complex Sentences: Independent and Dependent Clauses – <a href="#">Outsourced</a></li> <li>➤ Recap Session</li> </ul> | Orientation slides <ul style="list-style-type: none"> <li>- Cambridge Global English Learner's Book 8</li> <li>- Cambridge Global English Workbook 8</li> <li>- Online Resources</li> <li>- Worksheets</li> </ul>            | To be announced |  |

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| ARABIC | WEEK 4 | <ul style="list-style-type: none"> <li>➤ <b>Unit 1 – Language Foundations (continued)</b></li> <li>➤ 1.5.3 Coordinating and Subordinating Conjunctions – Learner's Book Page 15</li> <li>➤ 1.6.1 Gerunds as Subjects and Objects – Learner's Book Page 16-17</li> <li>➤ 1.6.2 Gerunds and Infinitives – <a href="#">Outsourced; outsourced</a></li> <li>1.6.3 Abstract Nouns and Compound Nouns – Learner's Book Page 21\</li> <li>➤ Recap Session</li> </ul> | <ul style="list-style-type: none"> <li>- Orientation slides</li> <li>- Cambridge Global English Learner's Book 8</li> <li>- Cambridge Global English Workbook 8</li> <li>- Online Resources</li> <li>- Worksheets</li> </ul> | To be announced |  |
|        | WEEK 1 | التقديم والتهيئة.                                                                                                                                                                                                                                                                                                                                                                                                                                             | الكتاب المدرسي<br>الدرس الإلكتروني<br>النشاط الصفّي                                                                                                                                                                          | اختبار تشخيصي.  |  |
|        | WEEK 2 | <p>-القراءة: من الهدى القرآني:<br/>يستخلص الفكرة العامة للآيات<br/>القرآنية ويشرح مفرداتها الجديدة<br/>بناءً على السياق.</p> <p>- القواعد: ألف التفريق (إملاء):<br/>يطبق قاعدة كتابة ألف التفريق<br/>تطبيقاً سليماً في كتابته.</p> <p>- حصة استماع: يتبين المضمون<br/>العام في النص المسموع، ويبيدي<br/>رأيه في قضية من قضايا النص.</p>                                                                                                                       | الكتاب المدرسي<br>الدرس الإلكتروني<br>النشاط الصفّي                                                                                                                                                                          |                 |  |

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|         | WEEK 3 | <ul style="list-style-type: none"> <li>- القراءة: لماذا نقرأ: يستخرج الفكر الرئيسية والفرعية من النص ويثري رصيده المعجمي.</li> <li>- القواعد: النكرة والمعرفة: يميز بين الاسم النكرة والاسم المعرفة في السياقات المعطاة.</li> <li>- الإنتاج: (التخطيط للإنتاج الكتابي للنص السردى): يوظف عناصر التخطيط المناسبة في مخطط مناسب.</li> </ul>               | الكتاب المدرسي<br>الدرس الإلكتروني<br>النشاط الصفّي                                                                |                                                                     |  |
|         | WEEK 4 | <ul style="list-style-type: none"> <li>- القراءة: التربية المكتبية: يستجلي معاني النص ويستخلص قضيته .</li> <li>- القواعد: من المعارف [الاسم العلم + المعرف بـ(ال)]: يميز بين الاسم العلم والمعرف بـ (ال) ويوظفهما في جمل من إنشائه.</li> <li>- الإنتاج الكتابي: كتابة الفقرة: يكتب فقرة مترابطة الأفكار خالية من الأخطاء الإملائية والنحوية.</li> </ul> | الكتاب المدرسي<br>الدرس الإلكتروني<br>النشاط الصفّي                                                                |                                                                     |  |
| SCIENCE | WEEK 1 | Orientation Week                                                                                                                                                                                                                                                                                                                                        |                                                                                                                    |                                                                     |  |
|         | WEEK 2 | <ul style="list-style-type: none"> <li>• Describe the pressure in liquids and gases.</li> <li>• Explain particle movement by diffusion.</li> </ul>                                                                                                                                                                                                      | Cambridge Lower Secondary 8 <ul style="list-style-type: none"> <li>• Learner's Book</li> <li>• Workbook</li> </ul> | <ul style="list-style-type: none"> <li>• To be Announced</li> </ul> |  |

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|      |        | <ul style="list-style-type: none"> <li>Describe the process of dissolving.</li> <li>Solve workbook activities in class.</li> </ul>                                                                    |                                                                                                                                        |                                                                   |  |
|      | WEEK 3 | <ul style="list-style-type: none"> <li>Describe solutions and solubility.</li> <li>Plan a solubility investigation.</li> <li>Explain the process of paper chromatography.</li> <li>Recap 1</li> </ul> | Cambridge Lower Secondary 8 <ul style="list-style-type: none"> <li>Learner's Book</li> <li>Workbook</li> </ul>                         | <ul style="list-style-type: none"> <li>To be Announced</li> </ul> |  |
|      | WEEK 4 | <ul style="list-style-type: none"> <li>Quiz 1</li> <li>Describe the human respiratory system.</li> <li>Explain the process of gas exchange and breathing.</li> </ul>                                  | Cambridge Lower Secondary 8 <ul style="list-style-type: none"> <li>Learner's Book</li> <li>Workbook</li> </ul>                         | Quiz 1                                                            |  |
| MATH | WEEK 1 | ORIENTATION WEEK                                                                                                                                                                                      |                                                                                                                                        |                                                                   |  |
| MATH | WEEK 2 | <ul style="list-style-type: none"> <li>Multiplying and Dividing Integers</li> <li>Finding Squares and Square Roots</li> <li>Finding Cubes and Cube Roots</li> </ul>                                   | <ul style="list-style-type: none"> <li>PPTs</li> <li>Worksheets</li> <li>Textbook (Cambridge Lower Secondary Mathematics 8)</li> </ul> | Project Discussion                                                |  |

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|  |               |                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Workbook</li> <li>• Online resources</li> </ul>                                                                                                     |                              |  |
|  | <b>WEEK 3</b> | <ul style="list-style-type: none"> <li>• Laws of Indices</li> <li>• Evaluating Numerical Expressions using the correct Order of Operations</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>• PPTs</li> <li>• Worksheets</li> <li>• Textbook (Cambridge Lower Secondary Mathematics 8)</li> <li>• Workbook</li> <li>• Online resources</li> </ul> | <b>Quiz 1</b>                |  |
|  | <b>WEEK 4</b> | <ul style="list-style-type: none"> <li>• Rational and Natural Numbers</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• PPTs</li> <li>• Worksheets</li> <li>• Textbook (Cambridge Lower Secondary Mathematics 8)</li> <li>• Workbook</li> <li>• Online resources</li> </ul> | <b>Project Discussion</b>    |  |
|  | <b>WEEK 5</b> | <ul style="list-style-type: none"> <li>• Prime Factorization of numbers greater than 100</li> <li>• Finding highest common factor (HCF) of two or more numbers greater than 100</li> <li>• Finding least common multiple (LCM) of two or more numbers greater than 100</li> </ul> | <ul style="list-style-type: none"> <li>• PPTs</li> <li>• Worksheets</li> <li>• Textbook (Cambridge Lower Secondary Mathematics 8)</li> <li>• Workbook</li> <li>• Online resources</li> </ul> | Quiz 2<br>Project Discussion |  |

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| <b>COMPUTER</b> | <b>WEEK 1</b> | <b>Unit 1: Introduction to Software, Systems Software &amp; Application Software</b> <ul style="list-style-type: none"> <li>Analyze how hardware and software rely on each other to work.</li> <li>Create an explanation of how software controls physical hardware.</li> <li>Analyze how operating systems, drivers, and utility software work together.</li> <li>Evaluate what happens to a computer when a system program fails.</li> <li>Compare system software and application software to show key differences.</li> <li>Select the best app to solve a problem and explain your choice.</li> </ul> | <ul style="list-style-type: none"> <li>PPT's</li> <li>Online Resources</li> <li>Cambridge Lower Secondary Computing 7 Book</li> <li>Worksheets</li> </ul> | Announcements will be posted on Microsoft Teams. |  |
|                 | <b>WEEK 2</b> | <b>Unit 2: AI in Everyday Applications, AI in Different Industries &amp; AI and Automation</b> <ul style="list-style-type: none"> <li>Analyze the pros and cons of using AI features in everyday apps.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>PPT's</li> <li>Online Resources</li> <li>Cambridge Lower Secondary Computing 7 Book</li> <li>Worksheets</li> </ul> | Announcements will be posted on Microsoft Teams. |  |

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|  |        | <ul style="list-style-type: none"> <li>• Synthesize how AI is changing jobs in medicine, farming, or gaming.</li> <li>• Evaluate the impact of using AI instead of human workers in a business.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                        |                                                  |  |
|  | WEEK 3 | <b>Unit 3: AI and Human Jobs</b> <ul style="list-style-type: none"> <li>• Identify tasks that are commonly performed by humans and machines.</li> <li>• Describe the strengths and limitations of humans and machines.</li> <li>• Explain why some tasks require human creativity, feelings, judgment, or communication.</li> <li>• Recognize tasks that machines can perform quickly, accurately, or repeatedly.</li> <li>• Compare the advantages and disadvantages of using humans or machines for different jobs.</li> <li>• Suggest ways humans and machines can work together.</li> </ul> | <ul style="list-style-type: none"> <li>• PPT's Online Resources</li> <li>• Cambridge Lower Secondary Computing 7 Book</li> <li>• Worksheets</li> </ul> | Announcements will be posted on Microsoft Teams. |  |

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|  | WEEK 4 | <p><b>Unit 4: Responsible use of AI</b></p> <ul style="list-style-type: none"> <li>• Identify private information, such as full names, home addresses, phone numbers, passwords, school identification numbers, photographs, and family details.</li> <li>• Explain why personal information should be protected when using AI tools.</li> <li>• Distinguish between safe information and unsafe information to share with an AI tool.</li> <li>• Demonstrate how to remove private information from a question before entering it into an AI tool.</li> <li>• Describe how to use AI honestly and responsibly for learning and creating.</li> <li>• Create a short set of safety rules or a poster showing responsible use of AI.</li> </ul> | <ul style="list-style-type: none"> <li>• PPT's</li> <li>• Online Resources</li> <li>• Cambridge Lower Secondary Computing 7 Book</li> <li>• Worksheets</li> </ul> | Announcements will be posted on Microsoft Teams. |  |
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| SOCIAL STUDIES (Arabic) | WEEK 1 | <p>عنوان الدرس : المشروع الإصلاحي لجلالة الملك</p> <ul style="list-style-type: none"> <li>المعارف : <ul style="list-style-type: none"> <li>مفهوم المشروع الإصلاحي</li> <li>مرتكزات المشروع الإصلاحي</li> <li>إنجازات مسيرة التحديث و الإصلاح</li> </ul> </li> <li>المفاهيم : <ul style="list-style-type: none"> <li>توضيح مفهوم المشروع الإصلاحي</li> <li>تحديد مرتكزات المشروع الإصلاحي</li> <li>تثمين إنجازات مسيرة التحديث و الإصلاح</li> </ul> </li> </ul>                       | الكتاب المدرسي<br>الشرائح الالكترونية |  |  |
|                         | WEEK 2 | <p>عنوان الدرس : سمات المجتمع البحريني / الإيثار و التكافل</p> <ul style="list-style-type: none"> <li>المعارف : <ul style="list-style-type: none"> <li>مفهوم الإيثار</li> <li>مفهوم التكافل</li> <li>مظاهر الإيثار التكافل</li> <li>قيم الإيثار و التكافل</li> </ul> </li> <li>المفاهيم : <ul style="list-style-type: none"> <li>توضيح مفهوم الإيثار</li> <li>توضيح مفهوم التكافل</li> <li>تحديد مظاهر الإيثار و التكافل</li> <li>تثمين قيم الإيثار و التكافل</li> </ul> </li> </ul> | الكتاب المدرسي<br>الشرائح الالكترونية |  |  |

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| RELIGION | WEEK 3 | <p>عنوان الدرس : الموقع و أهميته -<br/>دول مجلس التعاون</p> <ul style="list-style-type: none"> <li>• المعارف :</li> <li>• موقع دول</li> <li>• قع دول مجلس التعاون المميز.</li> <li>• المفاهيم :</li> <li>- تحديد الموقع الفلكي.</li> <li>- تحديد الموقع الجغرافي.</li> <li>- تحليل المستندات.</li> <li>- توضيح أهمية الموقع الجغرافي لدول الخليج العربي.</li> </ul>                                   | الكتاب المدرسي<br>الشرائح الالكترونية |  |  |
|          | WEEK 4 | <p>عنوان الدرس : مجلس التعاون لدول<br/>الخليج العربية</p> <ul style="list-style-type: none"> <li>• المعارف :</li> <li>- أهمية مجلس التعاون لدول الخليج العربي</li> <li>- جهود مملكة البحرين في تقوية العلاقات مع دول الخليج العربي</li> <li>• المفاهيم :</li> <li>- تحديد أهمية مجلس التعاون لدول الخليج العربي</li> <li>- تثمين جهود مملكة البحرين في تقوية العلاقات مع دول الخليج العربي</li> </ul> | الكتاب المدرسي<br>الشرائح الالكترونية |  |  |
|          | WEEK 1 | <ul style="list-style-type: none"> <li>• (عرض تعريفي)</li> <li>• التعريف بالمعلم والطلاب</li> <li>• عرض سياسة التقييم الخاصة بالمادة</li> <li>• الاتفاقية الصفية</li> </ul>                                                                                                                                                                                                                           |                                       |  |  |

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|  | WEEK 2 | <ul style="list-style-type: none"> <li>• ( درس نزول القرآن الكريم )</li> <li>• _المهارات :</li> <li>• استنتاج حكمة الله في تنزيل القرآن الكريم.</li> <li>• مراحل نزول القرآن الكريم</li> <li>• مدة نزول القرآن الكريم</li> <li>• الكفايات الرئيسية :</li> <li>• أن يوضح الطالب مراحل نزول القرآن الكريم</li> <li>• 2- أن يستنتج الطالب الحكمة من نزول القرآن الكريم</li> </ul>      | <ul style="list-style-type: none"> <li>• الكتاب المدرسي</li> <li>• الدرس الإلكتروني ( شرائح ال PowerPoint</li> <li>• النشاط الصفّي</li> </ul> |  |  |
|  | WEEK 3 | <p>( درس الإيمان بالله فطرة إنسانية )</p> <p>المهارات :</p> <ul style="list-style-type: none"> <li>• الاستدلال على فطرية الإيمان بالله في النفس البشرية بالأدلة العقلية والشرعية .</li> </ul> <p>الكفايات الرئيسية:</p> <p>1- أن يوضح الطالب معنى الفطرة و دلالتها على وجود الله</p> <p>2- أن يستدل الطالب بالأدلة العقلية و الشرعية على فطرية الإيمان بالله في النفس البشرية .</p> | <ul style="list-style-type: none"> <li>- الكتاب المدرسي</li> <li>- الدرس الإلكتروني ( شرائح ال PowerPoint</li> <li>- النشاط الصفّي</li> </ul> |  |  |

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| LIFE SKILL | WEEK 4 | <p>( درس سورة الروم "30-34" )<br/>المهارات :</p> <ul style="list-style-type: none"> <li>• الاستدلال فطرية التوحيد في النفس البشرية وخطورة الشرك والتفرق في الدين .</li> </ul> <p>الكفايات الرئيسية :</p> <p>1- أن يشرح الطالب المعنى الإجمالي للآيات</p> <p>2- أن يوظف الطالب الدروس و العبر المستفادة لهذه الآيات</p> | <ul style="list-style-type: none"> <li>- الكتاب المدرسيّ</li> <li>- الدّرس الإلكترونيّ ( شرائح ال PowerPoint</li> <li>- النشاط الصفّيّ</li> </ul> |  |  |
|            | WEEK 1 | INTRODUCTION                                                                                                                                                                                                                                                                                                           |                                                                                                                                                   |  |  |
|            | WEEK 2 | Identify different forms of bullying and analyze their effects on individuals and communities.                                                                                                                                                                                                                         | Types of Bullying, page 57; Bullying Articles, pages 58-66<br>Cycle 3 – Grade 7                                                                   |  |  |
|            | WEEK 3 | Analyze the emotional, social, and academic effects of bullying on victims, bystanders, and communities.                                                                                                                                                                                                               | Effects of Bullying, pages 67-69, Cycle 3 – Grade 7                                                                                               |  |  |

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|            | <b>WEEK 4</b> | <i>Distinguish between myths and facts about bullying and propose actions for a bully-free zone.</i>                                  | <i>Bully Free Zone and Myths of Bullying, pages 70-71, Cycle 3 – Grade 7</i> |                                                                                        |  |
| <b>MAM</b> | <b>WEEK 1</b> | Books distribution<br>MAM orientation & Activities:<br>Flash cards<br>Oral<br>Mental<br>Speed writin                                  | Textbook A<br>Abacus                                                         |                                                                                        |  |
|            | <b>WEEK 2</b> | Solve addition & subtraction problems, 1-3 digits, 3-8 rows                                                                           | Textbook A<br>Abacus                                                         | Homework to be announced.                                                              |  |
|            | <b>WEEK 3</b> | Solve addition & subtraction problems, 1-3 digits, 3-8 rows<br>MAM activities: speed writing, flash cards, oral, mental.              | Textbook A<br>Abacus                                                         | Homework to be announced.                                                              |  |
|            | <b>WEEK 4</b> | Solve addition & subtraction problems, 1-3 digits, 3-8 rows                                                                           | Textbook A<br>Abacus                                                         | Homework to be announced.                                                              |  |
| <b>ART</b> | <b>WEEK 1</b> | Students will become familiar with art classroom expectations and routines. An introductory activity will help identify their current | PowerPoint, drawing paper, pencils, colored pencils/markers.                 | Getting to Know You Art Activity - Informal diagnostic assessment of students' current |  |

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|  |               | drawing skills, creativity, confidence, and working pace.                                                                                                                                                                           |                                                                                               | skills and confidence.                                                                                                                                                                    |  |
|  | <b>WEEK 2</b> | Students will be introduced to the Sunset & Cityscape project and learn the Ombré / Gradient Technique using soft pastels. Students will practice blending colors smoothly and experiment with different sunset color combinations. | PowerPoint, video/visual references, drawing paper, <b>soft pastels</b> , blending materials. | Soft Pastel Gradient Experiments – Students create small blending studies using different color combinations and select their preferred sunset palette.                                   |  |
|  | <b>WEEK 3</b> | Final Project – Part 1: Create the final soft pastel sunset gradient and develop a cityscape sketch.                                                                                                                                | Visual references, drawing paper, soft pastels, pencils, rulers.                              | Students will apply the soft pastel gradient technique to create the sunset background for their final artwork. They will also explore and plan different cityscape/skyline compositions. |  |
|  | <b>WEEK 4</b> | Final Project – Part 2: Complete and finalize the Sunset & Cityscape Artwork. Brief reflection on the gradient technique and process.                                                                                               | Visual references, black markers/paint, pencils, rulers, art supplies.                        | Students will combine their completed sunset gradient with their planned cityscape design. They will                                                                                      |  |

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|  |  |  |  | refine the skyline<br>and add details to<br>complete the<br>artwork. |  |
|--|--|--|--|----------------------------------------------------------------------|--|

**Vision: Educational Excellence for a Creative Generation**

**Values: Respect/ Integrity/ Responsiveness/ Responsibility and Accountability/ Life-long Learning / Global Awareness**