المادة الدراسية للاختبارات STUDY LIST

الصف السابع GRADE 07	اختبارات نهاية الفصل الأول 2026 2027 End of Term 1 Exams 2026 2027

المادة Subject	الوحدات/الدروس Lessons /Units	الصفحات في الكتاب Pages in the book
الرياضيات MATH	Unit 2 Solve Problems Involving Geometry, 2.4-Solve Problems involving Angle Relationships 2-6: Solve Problems Involving Area and Surface Area 2-7: Solve Problems Involving Volume 2.8: Solve Problems Involving Circumference of Circles 2.9 Solve Problems Involving Area of Circles Unit 3 Proportional Relationships, 3.1- Connect Ratios, Rates & Proportions 3.2- Use Tables to Determine Proportionality 3-4 Represent Proportional Relationships with equations 3.5- Describe Proportional Relationships 3.6- Use Proportional Reasoning to Solve Multi-Step Ratio Problems Unit 4 Solve problems involving Percentage, 4.1- Connect Percentages & Proportional Reasoning 4.2- Understand the Percentage Equation 4.3- Solve Percent Change Problems	Revel Math Book Course 2 Volume 1 + ALeks
التربية الإسلامية Islamic Studies	التفسير: التثبت من الأخبار والإصلاح بين المؤمنين – سورة الحجرات (6–10) ج1، ج2 شرح وحفظ: حق الجوار ج1، ج2 نبيّا الله داود وسليمان عليهما السلام ج1، ج2 أحكام صلاة المسافر ج1، ج2 الثقة بالنفس ج1، ج2	117 – 107 127 – 118 137 – 128 151 – 138 162-170
STEM	U1 M2 L1: Properties of Matter 1. Distinguish physical and chemical properties and give appropriate examples. 2. Explain why observing a chemical property may involve forming a new substance. 3. Describe density, melting point, boiling point, solubility and flammability as characteristic properties.	Book 1 pages 109-136

	4. Calculate density, mass or volume using formula density = mass ÷ volume. 5. Read data tables and identify a material using measured characteristic properties. 6. Use two or more characteristic properties, rather than appearance alone, to support identification of an unknown material.	
Book 1 pages 137-156	U1 M2 L2: Property Changes in Chemical Reactions 1. Compare physical changes and chemical changes using whether new substances form. 2. Use before-and-after observations and properties to decide whether new substances formed; a colour change alone does not prove a reaction. 3. Identify reactants and products in word descriptions or particle models. Reactants →products 4. Show that atoms rearrange during reactions while each type of atom is conserved. 5. Explain conservation of total mass in a closed system and calculate simple missing masses. 6. Explain why apparent mass may decrease if gas escapes from an open container.	
Book 1 pages 157-176	U1 M2 L3: Energy Changes in Chemical Reactions 1. Identify chemical reactions that release energy to or absorb energy from the surroundings, using observations or measurements. 2. Classify exothermic and endothermic reactions from temperature changes measured in the reaction surroundings. 3. Calculate final temperature minus initial temperature; give the sign and unit °C. 4. Interpret a temperature–time table or graph and cite values to support a claim about energy transfer. 5. Explain why released thermal energy normally warms the surroundings while absorbed thermal energy cools them.	
Book 2 pages 5-22	U2 M1 L1: Moving Continents 1. Recognise that Earth's continents have moved relative to one another over geologic time. 2. Describe coastline fit, matching rock layers/mountain belts and fossils as evidence for past continental connections. 3. Interpret supplied fossil, glacial or rock-distribution maps to infer previous continental positions. 4. Explain how more than one independent line of evidence supports continental drift. 5. Support a claim that continents have moved using at least two independent kinds of evidence and explaining the connection.	
Book 2 pages 23-40	U2 M1 L2: Development of a Theory 1. Identify mid-ocean ridges and deep-ocean trenches in a simplified sea-floor profile. 2. Describe seafloor spreading: new oceanic crust forms at ridges and moves away on either side.	

	3. Interpret how ocean-floor rock age changes with distance from the mid-ocean ridge. 4. Explain how older oceanic crust can be returned to Earth's interior at some trenches due to tectonic plates coming together. 5. Connect moving tectonic plates and seafloor spreading to continental movement. 6. Compare continental drift with the plate-tectonics explanation at a conceptual level, using new seafloor evidence.	
Book 2 pages 41-66	U2 M1 L3: Shaping Earth's Surface 1. Identify divergent, convergent and transform plate boundaries by the relative motions of plates. 2. Compare earthquakes, volcanoes, ridges, trenches and mountains at appropriate plate boundaries. 3. Explain how plates moving apart can produce a ridge or rift. 4. Explain how convergent motion can produce mountains, trenches or volcanoes when the diagram and types of plates are provided. 5. Explain how plates sliding past one another can generate earthquakes at transform boundaries. 6. Interpret a simple boundary diagram or map and justify a predicted landform or hazard.	
ص159 ص120 ص155 ص 129 ص 109 ص 129 ص 47 ص94 ص116 ص136 ص141	استماع: 1-الوقت. إملاء: 1-الهمزة المتوسطة. 2-الهمزة المتطرفة. الحفظ: 1-حفظ أبيات قصيدة: "أنت وأنا" للشاعر خليل الهنداوي كاملة. القراءة: 1-الاعتماد على الذات. 2- قصيدة "أنت وأنا" للشاعر خليل الهنداوي. البلاغة: 1-التشبيه (التام - البليغ) وأثره البلاغي. القواعد: 1-المعرب والمبني من الأسماء. 2-استخدام الجملة الاسمية (المبتدأ والخبر وأنواعه). 3-كان وأخواتها. الكتابة: 1-كتابة مقال إقناعي: "العمل التطوعي".	اللغة العربية Arabic

Theory **النظري**	**BMI Calculator App** - Label, Textbox and Button (show text, type data, click) - Vertical and Horizontal Arrangement (screen layout) - The BMI formula: weight ÷ (height × height) - Math blocks: divide (/) and power (^) **Count My Steps App** - The Pedometer sensor: counts steps (non-visible) - START, STOP and RESET buttons: control the counting - The WalkStep event runs at every step - if / else if / else: making decisions in the app **Working with Sensors** - Accelerometer: feels movement and shaking - Barcode Scanner: read barcodes and QR codes - Barometer: measures air pressure - Pedometer: counts steps - Orientation Sensor: how the device is tilted - Gyroscope: measures how fast the device turns	**علم الحاسوب** **Computer Science**
Practical **العملي**	• Design the screen using components such as labels, text box, button, image, vertical and horizontal arrangement • Format different components for font size, colour, background colour, size, alignment, hint box, height, width • Rename components • Know how to create a screen according to the given image, component list, description, etc. • Use blocks to calculate a particular formula when a button is clicked with values from the textbox • Display results of calculation on the APP by using labels • Use sensors such as pedometer • Use blocks to start and stop the pedometer sensor • Use reset block to set the pedometer to zero • Show different messages, using labels, on the APP according to the conditions of the IF /elseif/else conditions • Export the project .aia file • Test the project using Ai Companion (for sensor-based APPS) or Test on web (non-sensor Apps)	**علم الحاسوب** **Computer Science**
الأجوبة النموذجية للأنشطة والتدريبات (الوحدة الثانية) الأجوبة النموذجية للأنشطة والتدريبات (الوحدة الثالثة)	الوحدة الثانية: التاريخ- تاريخ قطر الحديث: الدرس الأول + الدرس الثاني الوحدة الثالثة: المواطنة – السلطات الدستورية: الدرس الأول + الدرس الثاني.	**الدراسات الاجتماعية** **Social Studies**

IXL **Reading Comprehension** DB7 – Determine the main idea of a passage XGF – Determine multiple main ideas of a passage 7Y4 – Combine main ideas from two texts W8V – Identify supporting details in literary texts UVZ – Draw inferences from literary texts YEQ – Use context to identify the meaning of a word QAU – Find words using context **Vocabulary** PMB – Identify sensory details **Grammar** V.2 – Words with re- V.4 – Words with mis- V.5 – Words with un-, dis-, in-, im-, and non- V.6 – Words with -ful	**Reading Comprehension** Students will complete two reading passages. Each passage has multiple-choice questions and written-response questions. They should practise identifying the main idea, supporting details, inferences, and vocabulary in context. **Vocabulary** Study the 15 vocabulary words from Unit 2. Focus on understanding the meanings of the words and using them in context rather than memorising their spelling. • **Content:** bond, exhilarating, influential, psychologist, resilience • **Reading 1 (My Mother Really Knew):** sensory detail, visualize, coax, eruption, nonetheless • **Reading 2 (Casey at the Bat):** grim, melancholy, precede, tumult, visage **Grammar** • **Prefixes and suffixes:** how adding letters to the beginning or end of a word changes its meaning or form (for example un-, re-, dis-, mis-, -ful, -less, -er, -ness, -able) • **Participles:** verb forms that describe nouns (for example the *sleeping* baby, the broken window) • **Gerunds:** -ing verb forms used as nouns (for example Swimming is fun. She is good at solving puzzles.) • **Infinitives:** to + base verb (for example I want to read a new book. We decided to leave early.) **Writing** Students will write an Advantages and Disadvantages essay (3 paragraphs). They should practise planning and writing: • **Introduction:** a clear background statement and a thesis statement • **Advantages:** two or three positive points, each with a reason or example • **Disadvantages:** two or three negative points, each with a reason or example **Listening**	اللغة الإنجليزية English

V.7 – Words with -less V.8 – Words with -able and -ible UTQ – Identify gerunds and their functions S9W – Identify infinitives and infinitive phrases **Writing** ERK – Identify thesis statements	Students will sit a Listening exam in revision week, before the end-of-term exams begin. They will listen to audio recordings and answer four types of question. To get ready for the Listening exam, students can practise in these ways: • **Listen every day:** choose short English audio, such as stories, audiobooks, podcasts or videos for learners, and say or write the main idea in one sentence afterwards **Speaking** Students will take the Speaking exam individually with their teacher during revision week, before the end-of-term exams begin. The exam is a country presentation: each student will be given a country from a teacher-approved list **one week before the exams** and must prepare a presentation lasting **1 minute 30 seconds to 2 minutes**. They should research and present the following: • **Flag history:** describe the country's flag, including its colours, symbols and what they represent. • **Culture and traditions:** explain some interesting cultural practices, customs or traditions from the country. • **Famous food:** introduce a well-known traditional dish, describing its ingredients and why it is popular. • **Presentation skills:** organise your ideas clearly, speak confidently and practise presenting for 1 minute 30 seconds to 2 minutes. Students should research their allocated country in advance and be prepared to present without reading directly from their research.	