

WEEKLY HOME STUDY PACKAGEYEAR: 7SUBJECT: Basic Science

<b>STRAND:</b>	<b>S2 – Matter</b>	
<b>SUB-STRAND:</b>	<b>S2.2 – Materials</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Investigate the differences between pure substances and mixtures/solutions.
	<i>Achievement Indicator</i>	Explain the differences between pure substances, mixtures and solutions.

LESSON NOTESPURE SUBSTANCES, MIXTURES AND SOLUTIONS

1. Pure substances are elements or compounds that cannot be physically separated. Examples: water, carbon monoxide, oxygen

2. Mixtures are made up of two or more substances that are together in the same place but are not chemically combined. This means they can be separated physically. Examples: soil, sugar and water.

3. One of the commonest types of mixture we deal with is called a solution. A solution has two parts: the solid which is dissolved is called the solute and the liquid that does the dissolving is called the Solvent.

Example; solute + solvent = solution

Salt + water = salt solution

A solution that has become so full of solute that no more can dissolve is called a **saturated solution**. A **dilute solution** contains only a small amount of solute.

Matter (Anything with mass and volume)			
Substance pure composition		Mixture impure composition	
Element	Compound	Heterogeneous Mixture	Homogeneous Mixtures
Substance made up of only one type of atom	Two or more different elements that are <u>chemically</u> combined	Mixtures that are made up of more than one phase	(Also called <b>solutions</b> ) Mixtures that are made up of only one phase
<b>Examples</b> - carbon, oxygen, gold, aluminum, chlorine	<b>Examples</b> - calcium chloride, carbon monoxide, sodium carbonate	<b>Examples</b> - dirt, pizza, chicken soup, Oreo cookies.	<b>Examples</b> - salt water, pure air, metal alloys, Kool-Aid

ACTIVITIES / EXERCISES

1. A solution is made when one substance known as the \_\_\_\_\_(i)\_\_\_\_\_ is dissolved in another known as the \_\_\_\_\_(ii)\_\_\_\_\_.
2. In a cup of coffee, the coffee beans are the \_\_\_\_\_(i)\_\_\_\_\_ and the water is \_\_\_\_\_(ii)\_\_\_\_\_.
3. Name **two** solutions you know.
4. A \_\_\_\_\_ solution has become so full of solute that no more can dissolve.
5. A \_\_\_\_\_ solution contains only a small amount of solute.

**WEEKLY HOME STUDY PACKAGE****YEAR: 7****SUBJECT: English**

<b>STRAND:</b>	<b>EN3 – Writing and Shaping</b>	
<b>SUB-STRAND:</b>	<b>EN3.1 – Language features and rules</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Explore and discuss the diverse ways texts present their ideas.

**LESSON NOTES****VERBS**

Verbs are words that show an action, occurrence, or state of being. Almost every sentence requires a verb. Verbs are the action words in a sentence that describe what the subject is doing. Along with nouns, verbs are the main part of a sentence or phrase, telling a story about what is taking place. In fact, without a verb, full thoughts can't be properly conveyed, and even the simplest sentences, such as *Maria sings*, have one.

Examples: 1. Mark **eats** his dinner quickly.

2. We **went** to the market.

**TYPES OF VERBS**

There are four types of verbs: intransitive, transitive, linking, and passive.

(i) **Intransitive verbs** are verbs that express action but that do not take an object. The subject and verb express a complete thought without an object. The verb can, however, be followed by an adverb or other modifier. Example: I ran swiftly.

(ii) **Transitive verbs** are verbs that express action that terminates in, or is received by, an object. The object of a transitive verb can be a noun, pronoun, or a noun clause or phrase. Example: I threw the ball. (Noun as object)

(iii) **Linking verbs** are verbs of the senses like "feel," "look," "smell," or "taste," and a limited number of other verbs like "be," "seem," "become," or "remain" that link the subject of the sentence with a complement. Linking verbs are always followed by an adjective, noun, or noun phrase that acts as a complement. Example: I feel tired. (Adjective as complement)

(iv) **Passive verbs** are verbs that allow the subject to receive the action rather than to do the action. Passive-voice verbs are made by using some form of the verb "be" that is followed by a verb ending in -en or -ed (unless the past participle of the verb is irregular). Only transitive verbs can be turned into the passive form. Example: The ball was thrown by me.

**ACTIVITIES / EXERCISES**

*Identify and write the verbs from the following sentences onto the spaces provided in the Answer Booklet.*

1. Susan ran in the race.
2. We beat them.
3. It seems so weird.
4. England was beaten by Italy.
5. John is running cheerfully.

**WEEKLY HOME STUDY PACKAGE****YEAR: 7****SUBJECT: Healthy Living**

<b>STRAND:</b>	<b>H2 – Building Healthy Relationships</b>	
<b>SUB-STRAND:</b>	<b>H2.2 – Resilience and proactive behaviour.</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<b>Concepts, Skills and Attitudes:</b>	Recognizes the evils of threatening behaviour and identify ways of asserting oneself in such scenarios.
	<b>Suggested MiLO:</b>	Adopt systematic approaches to eradicating threatening behaviours.

**LESSON NOTES****TYPES OF POWERS WITHIN SOCIAL GROUPS**

<b>Types of Powers</b>	<b>Definitions</b>	<b>Examples</b>
Reward Power	The view that you will be rewarded by a group or other environmental influence for certain behaviour. The more valuable the reward the greater the power.	Rewards can include things such as praise or honours as well as money, goods and services.
Coercive Power	This power influences behaviour with fear or the withholding of rewards.	This is seldom physical punishment, but refined emotional disadvantage or loss of reward.
Legitimate Power	Group members' perception that the group has the real right to influence them.	Expressions such as "should", "ought to", "must", give legitimacy to expected behaviour from a group such as family/parents, teachers, or religious organizations.
Expert Power	People accept the influence of individuals who are known experts recognized for their expertise.	Teachers are subject experts and their students accept their instruction.
Referent Power	An individual's identification with a group grows as s/he associates more with that group. The stronger the relationship the greater the influence of the group and certain members of the group on the individual. If the individual maintains the identification with the group, the greater its referent power	Movie stars are used on advertisements to encourage us to buy the products.

**ACTIVITIES / EXERCISE**

- If you see your favourite film star showing off a new soft drink on television, then what type of power is he/she using?
- Search for the word “**empowerment**” in your dictionary or on the internet.
  - What does empowerment mean?
  - Why is empowerment so important?
  - How can empowerment be used within your social groups?

WEEKLY HOME STUDY PACKAGEYEAR: 7SUBJECT: Mathematics

<b>STRAND:</b>	<b>M2 – Algebra</b>	
<b>SUB-STRAND:</b>	<b>M2.2 - Equations</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Demonstrate and solve statements of mathematical patterns to write equations using pronumerals.
	<i>Suggested MiLO:</i>	Write equations using pronumerals to solve mathematical patterns.

LESSON NOTESSOLVING ALGEBRAIC EXPRESSIONS

There are two common ways to solve systems of linear equations: substitution and elimination.

Substitution

- Get a variable by itself in one of the equations.
- Take the expression you got for the variable in step 1, and put it into the other equation.
- Solve the equation in step 2 for the remaining variable.
- Use the result from step 3 and put it into the equation from step 1.

Elimination

- If necessary, rearrange both equations so that the x-terms are first, followed by the y-terms, the equals sign, and the constant term (in that order).
- Multiply one (or both) equations by a constant that will allow either the x-terms or the y-terms to cancel when the equations are added or subtracted.
- Add or subtract the equations. Solve for the remaining variable.
- Put the result of step 4 into one of the original equations and solve for the other variable.

Examples:

$$\begin{aligned}
 \text{(a)} \quad 3p - 4 &= 11 \\
 3p &= 11 + 4 \\
 3p &= 15 \\
 p &= 15 \div 3 \\
 p &= \underline{5}
 \end{aligned}$$

$$\begin{aligned}
 \text{(b)} \quad \frac{2x + 6}{3} &= 8 \\
 2x + 6 &= 8 \times 3 \\
 2x + 6 &= 24 \\
 2x &= 24 - 6 \\
 2x &= 18 \\
 x &= 18 \div 2 \\
 x &= \underline{9}
 \end{aligned}$$

ACTIVITIES / EXERCISES

1. Solve the equations. These equations involve one step.

a)  $n + 4 = 12$

b)  $m - 5 = 6$

c)  $7m = 56$

2. These equations involve two steps.

a)  $2x + 1 = 7$

b)  $2a + 7 = 11$

c)  $2x - 3 = 5$

3. These equations involve three steps.

a)  $\frac{3x + 5}{4} = 8$

b)  $\frac{2y - 6}{5} = 4$

c)  $\frac{4y - 6}{3} = 10$

**WEEKLY HOME STUDY PACKAGE****YEAR: 7****SUBJECT: Social Science**

<b>STRAND:</b>	<b>SS2 – Time, Continuity and Change</b>	
<b>SUB-STRAND:</b>	<b>SS2.2 – Continuity and Change</b>	
<b>CONTENT LEARNING OUTCOME:</b>	<i>Concepts, Skills and Attitudes:</i>	Critique the types of leaderships in the Pacific.
	<i>Suggested MiLO:</i>	Analyse and comment on the various leadership types practiced in the Pacific.

**LESSON NOTES****Presidents of Fiji since 1987**

<b>Dates</b>	<b>Names of Presidents</b>
1987 - 1993	Hon. Ratu Sir Penaia Ganilau
1993 - 2000	Hon. Ratu Sir Kamisese Mara
2000 - 2006	Hon. Ratu Josefa Iloilovatu
2009 - October, 2015	Hon. Ratu Epeli Nailatikau
12th October, 2015 till date	Hon. Major General Joji Konrote

**Prime Ministers of Fiji since 1967**

<b>Dates</b>	<b>Names of Prime Ministers</b>
1967 – 1970	Hon. Ratu Sir Kamisese Mara
1970 – 1987	Hon. Ratu Sir Kamisese Mara
April 1987 – May 1987	Hon. Dr. Timoci Bavadra
December 1987 – 1992	Hon. Ratu Sir Kamisese Mara
1992 – 1999	Hon. Sitiveni Rabuka
1999 – 2000	Hon. Mahendra Pal Chaudhary
May 2000	Hon. Ratu Tevita Momoedonu
May – July 2000	Hon. Laisenia Qarase
March 14, 2001 – March 16, 2001	Hon. Ratu Tevita Momoedonu
March 16, 2001 – December, 2006	Hon. Laisenia Qarase
2006 – 2007	Hon. Dr. Jona Senilagakali
2007 – till date	Hon. Josaia Voreqe Bainimarama

**Leaders in Fiji's Democratic Parliament and How They Are Chosen**

President of Fiji	Elected by parliament in 2015 to be Head of State
Prime Minister	The leader of the party with a majority of members in parliament becomes Head of Government
Leader of Opposition	The leader of the largest non-government party
Speaker of the Parliament	Elected by the members of parliament but is not a member of parliament

**ACTIVITIES / EXERCISES**

- How are the Prime Ministers chosen in Fiji?
- How were the Presidents of Fiji selected before the 2013 Constitution?
- Who selected Hon. Major General Joji Konrote as the President of Fiji in 2015?