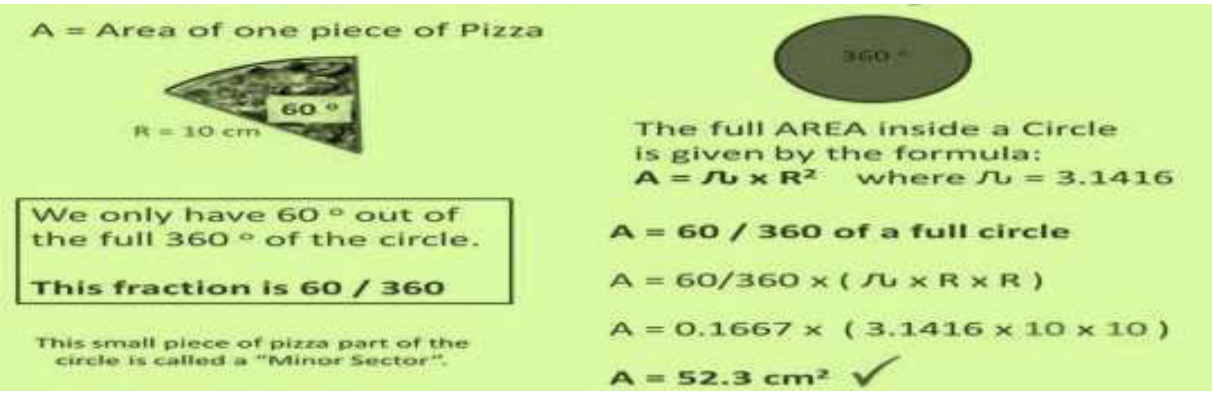
1098 SABETO SANGAM SCHOOL

MATHEMATICS **YEAR 7**

Strand	**Measurement**
Sub Strand	Length/Area
Topic	Calculating Area of Sector
Content Learning Outcome	To calculate the area of a sector using the given formula.

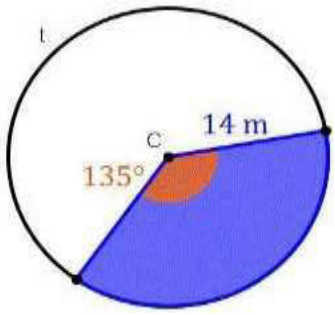
Lesson Notes



- $\pi = 3.14$
- Area of sector (A_s) = $\frac{angle\ of\ sector\ (\emptyset)}{360°}$ x πr^2

Example

Calculate the area of the shaded region



$A_s = \frac{angle\ of\ sector\ (\emptyset)}{360°}\ x\ \pi r^2$

$= \frac{135°}{360°}$ x (3.14 x 14^2)

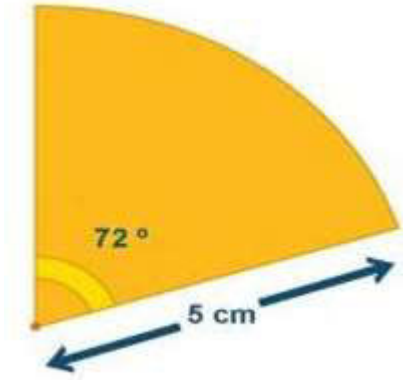
$= \frac{3}{8}$ x (3.14 x (14 x 14)

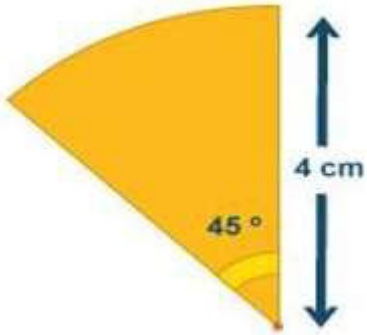
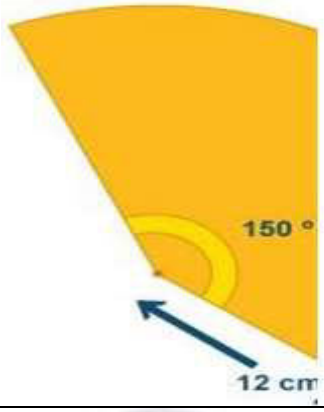
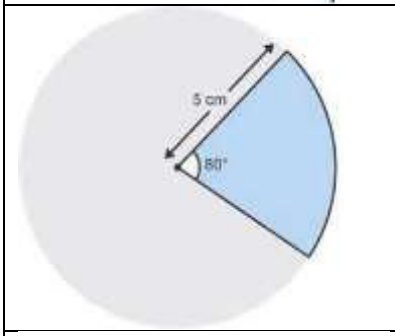
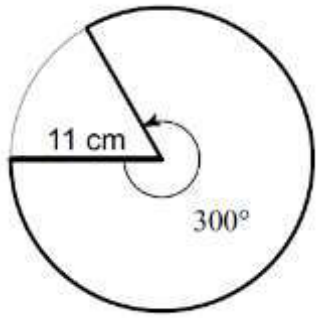
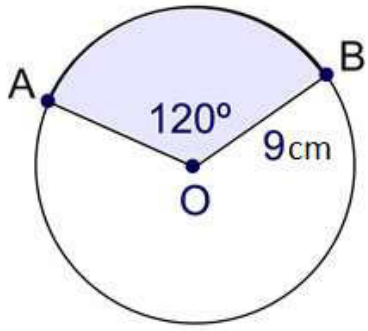
$= \frac{3}{8}$ x (3.14 x 196)

$= \frac{3}{8}$ x (615.44)

= **230.79 m²**

$\frac{135°}{360°} \div \frac{45}{45} = \frac{3}{8}$

Problem	Working	Solution
		

Exercise

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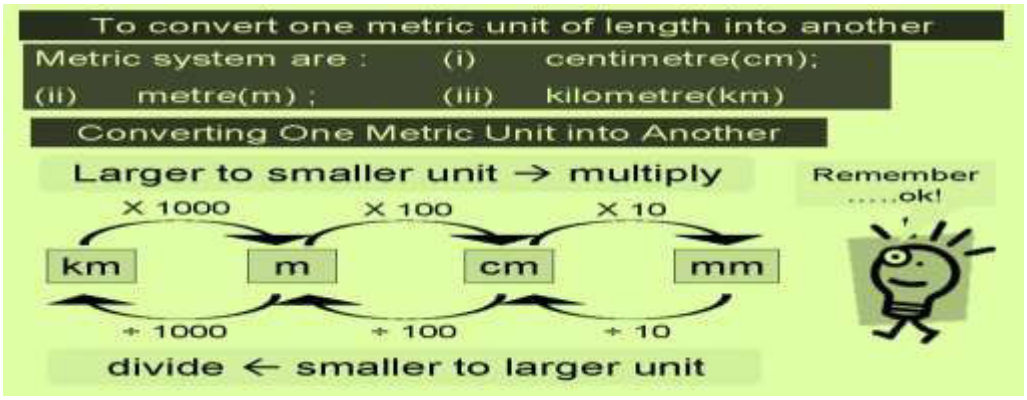
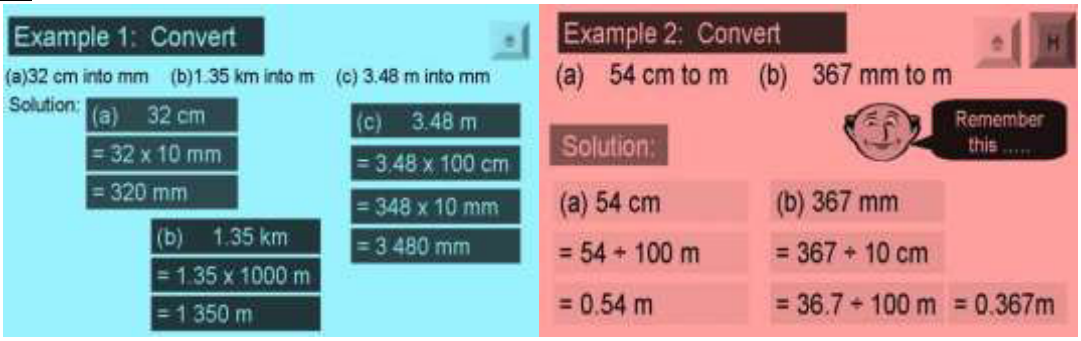
MATHEMATICS **YEAR 7**

Strand	**Measurement**
Sub Strand	Length/Area
Topic	Converting Units of Length
Content Learning Outcome	• Round of length measure to any appropriate unit. • Calculate and convert any length and distances to common and uncommon unit using basic mathematical formula

Lesson Notes



Examples



Exercise

1. Convert from larger to smaller unit indicated.

a) 8cm= _____mm

b) 634m= _____cm

c) 1237km= _____m

d) 158m= _____mm

e) 7540km= _____cm

f) 84km= _____mm

1. Convert from smaller to larger unit indicated.

a) 10mm= _____cm

b) 24cm= _____m

c) 302m= _____km

d) 532cm= _____km

e) 201mm= _____m

f) 245mm= _____km

3. Arrange these measurements in order from shortest to longest.

a) 65m, 6.5m, 650mm, 0.65km,

_____

b) 0.31km, 3.1cm, 3100mm, 31m

_____

4. I am 1.8m tall. My brother is 108cm tall. What is the difference in our height?

_____

5. Which total length is the longer, 8 pieces of timber each 1.2m long or 6 pieces of timber each 112cm long?

_____

6. How many pieces of timber 30cm can be cut from a length of timber that is 4.2m long?

_____

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BASIC SCIENCE **YEAR 7**

Strand	**Energy**
Sub Strand	**ENERGY SOURCE AND TRANSFER**
Topic	**Potential and Kinetic Energy**
Content Learning Outcome	Investigate and illustrate the different energy source and their uses and classify them into renewable and non-renewable.

Lesson Notes (refer to page 81- 84 of the text)

The world we live in is full of energy: **light, heat, electricity** and **sound** are some of the forms that energy takes. Energy is needed for movement and life. Most energy comes from the sun which provides heat and light for plants to grow, to keep you warm and let you see. Even fuels, such as oil and gas were made from plants that absorbed the sun's energy as they grew millions of years ago.

Potential and Kinetic Energy

Food you eat and **petrol** in a motorbike are forms of stored energy that can be used to make you or the motorbike move. These are both "POTENTIAL ENERGY" and they change to "KINETIC ENERGY" when things move. In other words **Potential Energy** is the stored energy and Kinetic **Energy** is the energy due to motion

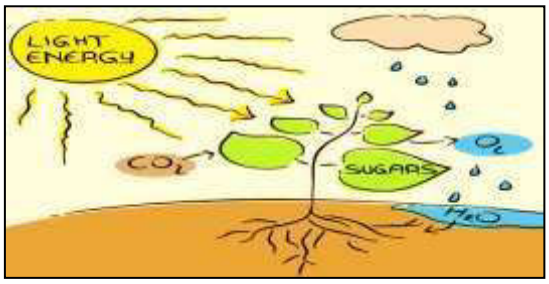
For example, the food you eat contains chemical energy, and your body stores this energy until you use it when you work or play.

Light and heat energy which comes from the sun is known as solar energy. Energy coming from water enables hydro-power. Likewise wind energy can power windmills that can generate electricity. There are other sources like oil, gas, coal, and even atoms, (the tiny particles that makes up all matter in the universe).

Coal, oil, and gas are sources of energy called **Fossil Fuels**. These sources of energy take millions of years to be formed and so replacement is difficult.

The Power to Make Food

Much of our food comes from the plant we eat. But where do plants get the energy to make this food? They get their energy from the sun in the form of light energy. In the presence of chlorophyll, plants trap the sunlight and use carbon dioxide from the air and water from the soil to manufacture food.



Making Things Work

Humans have invented many machines to do work for us. Machines help to travel, keep our homes cool, provide light, or make different objects for us to use. All of these machines need a source of energy.

Exercise

1. What are the four sources of energy?

   _____

   _____

2. Energy from the sun is called _____ energy.
3. Coal, oil and gas are _____
4. A windmill is powered by _____ energy which can generate electricity
5. Electricity can be harnessed from hydro-power which is powered by _____
6. List four objects/machines that are powered by fossil fuel.

   _____

   _____

7. Name a source of energy that are becoming short in supply

   _____

   _____

8. Name three fossil fuels.

   _____

   _____

9. State four forms of energy.

   _____

   _____

10. Explain

    a. renewable energy

    _____

    _____

    b. non-renewable energy

    _____

    _____

11. Identify the source of energy used in these pictures.

    a.  _____

    b.  _____

    c.  _____

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LESSON NOTES

SUBJECT: **ENGLISH** YEAR LEVEL: **7**

Strand	Writing & Shaping (3)
Sub Strand	Language features and rules(EN.7.3.2)
Content Learning Outcome	Examine and use structurally sound sentences in a meaningful and functional manner. (EN.7.3.2.1)

Vocabulary-Mnemonics

- A mnemonic (pronounced as 'nemonic') is a way of remembering something.
- It can be a rhyme or sentence that helps you remember something

For example:

- **R**ichard **o**f **Y**ork **g**ives **b**attle **i**n **v**ain = red orange yellow blue indigo violet (rainbow colors)

- **M**y **v**ery **e**ducated **m**other **j**ust **s**erved **u**s **n**oodles= Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune (order of the planets in the solar system)

Activity 1: Now try these:

(The first one is done for you.)

1. Big elephants are useful to Indians for unloading logs = beautiful

2. Big ears are useful to you= ___ ___ ___ ___ ____ ____

3. Big unsinkable ocean yacht= ____ _____ _____ ____

4. Citizens have abolished our systems= ____ ____ ____ ____ ____

5. Edith is going home to Henry= ____ ____ ____ ____ ___ ___

Activity 2: Create mnemonics for these words:

6. Heir:

_____

_____

7. Indict:

_____

_____

8. Rhythm:

_____

_____

9. Mnemonic:

_____

_____

10. Applaud:

_____

_____

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LESSON NOTES

SUBJECT: **ENGLISH** YEAR LEVEL: **7**

Strand	Writing & Shaping (3)
Sub Strand	Text types: media, everyday communication, literary texts (EN.7.3.1)
Content Learning Outcome	Explore and engage in effective writing skills for various types of text, targeted audience and specific purpose (EN.7.3.1.1)

Narrative Writing:

- Narrative writing can be broadly defined as story writing (i.e. personal experience).
- It can be either non-fiction (based on facts) or fiction (unreal/ imaginary).
- Some of the components of narrative writing are:
  - the characters
  - the setting
  - the plot
  - the conflict
  - the resolution

Activity: Select a topic from below and write a narrative essay of 100- 150 words in the space provided.

1. An Embarrassing Experience

   Or

2. A Memorable Experience with a Family Member

Option No: _____

Plan:

Topic: _____

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LESSON NOTES

SUBJECT: **ENGLISH** YEAR LEVEL: **7**

Strand	Listening & Speaking (1)
Sub Strand	Text types, media, everyday communication, literary texts (EN.7.1.1)
Content Learning Outcome	Listen analytically, speak and respond assertively for a variety of media text and everyday communication (EN.7.1.1.1)

Genre: Poetry (Leaves)

Mid-Year Holiday – Marilyn Kodoloke

The day came and I heard my friends say,
Holiday! Holiday!
For me it was a sad day.
My home is far away
And there is no commercial transport there.

I watched girls and boys
Carry their luggage to the wharf.
And off they went
Like birds flying into the air.

I was sad, oh so sad.

I wish I were a bird
So that I too,
Could fly away
To my beloved home.

Summary / Explanation

This poem reflects both the joy and sadness of mid-year holiday. On one hand where majority of students are filled with joy and are excited as they are making their way home, the poet is upset and her heart is filled with sorrow as she is not able to go to home for holiday since her home is far way. As she watches others making their way to the wharf with their luggage, her heart gets filled with sorrow and grief. Remembering her home the poet wishes if she was a bird so she could fly home. This poem also reflects that no matter which part of the country or world we may be in but our heart will

always be at our homeland. This poem beautifully reflects the life of boarding students who leave their home and move to boarding institution in order to get better education.

Theme / Message

- There's no place like home.
- No matter where we may be in life, our heart and soul remains with our homeland.

Activity Questions

Answer the questions in complete sentences.

1. Why was poet upset?

   _____

   _____

2. Why couldn't poet go home for holidays?

   _____

   _____

3. Identify the figure of speech used in this poem?

   _____

   _____

4. Have you ever been away from home? How did you feel?

   _____

   _____

5. Why do you think that poet wished to be a bird?

   _____

   _____

6. How did you feel after reading this poem? Explain your answer

   _____

   _____

7. What would you do if you were stuck somewhere and couldn't reach home?

   _____

   _____

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LESSON NOTES

SUBJECT: **ENGLISH** YEAR LEVEL: **7**

Strand	Listening & Speaking (1)
Sub Strand	Text types, media, everyday communication, literary texts (EN.7.1.1)
Content Learning Outcome	Listen analytically, speak and respond assertively for a variety of media text and everyday communication (EN.7.1.1.1)

Genre: Novel (Making Good)
Chapter 11 Ghosts
Summary

Scrope and his second mate searched George who climbed on top of the village maneaba (meeting house). _____ started throwing coconuts _____ Scrope and the mate. They got scared thinking "_____" were throwing coconuts at them. They returned _____ to Mr. Glover's house and _____ down to wait for dawn.

Questions:

1. Where did George escape to?
   _____
   _____
2. How did the villagers help George?
   _____
   _____
3. Why were Scrope and his mate terrified?
   _____
   _____
4. Define "dawn".
   _____
   _____

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Lesson Notes

Year 7 **H. Living**

Strand	Building healthy relationship
Sub-strand	Relationship
Content Learning Outcome	Defend and maintain healthy relationship

Personal Rights

- Personal rights are rights that you have over your own body
- With personal rights are related rights that will protect you from all sorts of trouble and assault
- Rights are there for to protect you however with all the rights comes its responsibilities
- We must be responsible for exercising our rights with responsibility and in a correct way.

Some examples of personal rights

- Right for fair trial and justice
- Right for education
- Right for getting appropriate medical care
- Right of freedom of speech and democracy
- Right to practice your religion and culture

Activities

With the given rights, write down the expected responsibilities that goes with it.

Rights	Responsibility
The right to personal freedom	Eg. I have to follow the laws of Fiji and my community
The right to life	
The right to education	
Right to health	
Right to adequate food and water	
Right to freedom of speech and democracy	

Right to practice your religion and culture	

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Lesson Notes

Year 7 **S. Science**

Strand	Time, Continuity and Change
Sub-strand	Understanding the Past
Content Learning Outcome	Investigate colonisation in the pacific and its effects on the different countries in the pacific.

Samoa

- contact with Europeans began in the early 18th century
- In 1722, a Dutchman by the name of Jacob Roggeveen was the first European to sight the islands.
- Missionaries and traders arrived in the 1830s
- Halfway through the 19th century, the United Kingdom, Germany and the United States all claimed parts of the kingdom of Samoa, and started trade posts
- After World War I, Britain and New Zealand took over the western islands which became 'Western Samoa' and USA claimed the eastern half of the country which became American Samoa
- In 1962, Western Samoa gain political independence.
- In 1997, Samoa officially dropped the 'Western' from its name as it was an appendage from its colonial era.
- capital is Apia

Activities

What was Samoa known before and when did it change?

_____
_____

Who was the first European to sight the islands?

_____
_____

Which countries colonised Samoa?

_____
_____

What are some effects of colonisation on Fiji? [Fill your answers in the table below. Write at least 3 of each.]

Positive Effect of Colonisation	Negative Effect of Colonisation

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Lesson Notes

Year 7 **Vosa vaka-Viti**

Strand	Na I Vakarau Vakavanua
Sub-strand	Tovo vaka vanua
Content Learning Outcome	Kila na veitarataravi ni veiqaravi vakavanua e dau caka.

Cavuti Vakavanua

E tinikava kece na Yasana e Viti. E ra wili e na tolu na matanitu vanua.

1. Kubuna
2. Burebasaga
3. Tovata

E ra dui tu na kedra I cavuti na veiyasana vata na yaca ni tutu vaka turaga ka dau vakayagataki e na vei qaraqaravi vaka vanua. Me vakataka na yasana o Nadroga, e kena I cavuti na **Nakuruvakarua** ka yaca ni tutu vakaturaga na **Ka Levu.** E wili e na matanitu vanua o **Burebasaga.**

Cakacaka Lavaki

Mo digitaka e lima tale na yasana e Viti ka vola mai na kedrai cavuti vakavanua kei na yaca ni tutuvakaturaga. Mo vola tale ga se matanitu vanua cava e wili kina na yasana o sa digitaka.

Yasana	Cavuti	Tutu vakaturaga	Matanitu Vanua

Mo qai vola mai na nomu koro, Tikina kei na Yasana:

Koro: _____

Tikina: _____

Yasana: _____

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LESSON NOTES

SUBJECT: **HINDI** YEAR: **7**

STRAND	संस्कृति
SUB-STRAND	शिष्टाचार रिवाज परंपरा जातीय गणित जातियों विज्ञान प्रगति तथा पर्यावरण मुद्दे ।
CONTENT LEARNING OUTCOME	भौमिक वातावरण तथा प्राकृतिक संसाधनों की रक्षा व संरक्षण करना ।

संस्कृति और मानव धर्म

पाठ २ **प्रार्थना** (PAGE 4-6)

अभ्यास अध्याय पढ़ें और प्रश्नों के उत्तर दें ।

पाठ के अनुसार सही शब्द से रिक्त स्थानों को पूरा कीजिए।

क. प्रार्थना से ईश्वर और _____ के बीच का फासला दूर हो जाता है।

ख. ईश्वर को _____ देने के लिए भी प्रार्थना करते हैं।

ग. प्रार्थना दिल से तथा _____ के साथ करनी चाहिए।

घ. आत्मा प्रसन्न रहने से _____ बढ़ती है।

पाठ के अनुसार वाक्य पूरा कीजिए -

क. प्रार्थना सच्चे दिल _____ ।

ख. सभी धर्मों में प्रार्थना को _____ ।

ग. मनुष्य के अन्दर _____ ।

घ. आत्मा प्रसन्न रहने से _____ ।

अपने घर पर आप जिस तरह से पूजा करते हैं उसका चित्र बनाकर चार वाक्य लिखिए।

१. _____

२. _____

३. _____

४. _____

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LESSON NOTES

SUBJECT: **HINDI** YEAR: **7**

STRAND	लिखना एवं निर्माण करना
SUB-STRAND	मूल पाठ के प्रकार मीडिया साधारण संप्रेषण साहित्यिक विषय ।
CONTENT LEARNING OUTCOME	प्रायोजित उद्देश्य बाद दर्शकों के लिए लिखने हेतु विचारों का जानकारी को उत्पन्न संगठित व्यवस्थित करना ।

निबंध लेखन- रक्षा बंधन विषय पर १००-१५० शब्दों का एक निबंध लिखें ।

योजना :

शीर्षक :