



ARISE! AWAKE! AND STOP NOT TILL THE GOAL IS REACHED

THEN INDIA SANMARGA IKYA SANGAM FIJI

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Weekly Home Study Package

(Realigned Curriculum)

Name of Child: _____ Grade: 7

Subjects for this Week:

1. Mathematics
2. English
3. Basic Science
4. Social Science
5. Healthy Living
6. Hindi
7. Physical Education
8. Music
9. Art & Craft

Answer Booklet – 2 sheets (4 pages)

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

YEAR: 7

SUBJECT: *Mathematics*

STRAND:	M3 – Measurement
SUB-STRAND:	M3.3 – Mass / Weight
CONTENT LEARNING OUTCOME:	M7.3.3.1 - Explore and explain standard units to convert grams to kilograms and to solve problems.
ACHIEVEMENT INDICATORS:	<ul style="list-style-type: none">• Estimate, Measure, read and state the weight of objects using standard units.• Use any operation on weight calculation in any context.• Solve real life problems related to weight[s]

LESSON NOTES

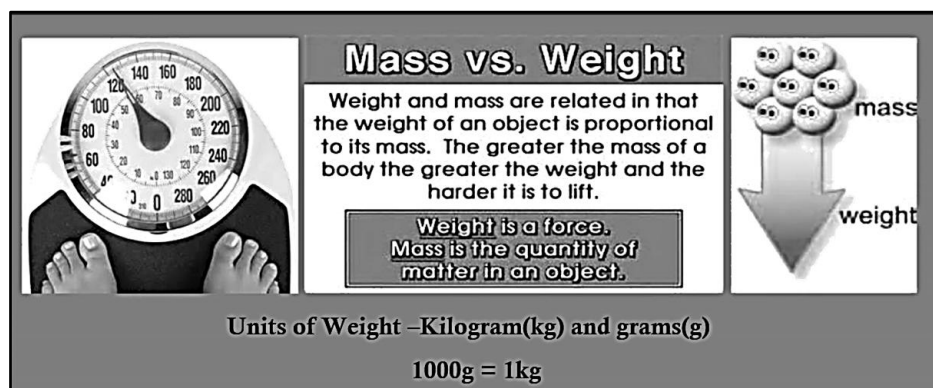
Mass

Mass is a basic property of matter and is measured in kilograms. The mass of any object is constant. A 15-gram stone is 15 grams, whether measured on the Earth, the Moon, or Mars. **The standard unit for measuring mass is the kilogram (kg)**, but smaller masses may be measured in **grams (g)**. To measure mass, you would use a balance.

Weight

The weight of an object is the force acting on the object due to gravity. The standard unit of measurement for weight is that of force, the **newton**. For example, an object with a mass of one kilogram has a weight of about 9.8 newtons on the surface of the Earth, and about 1.63 newtons on the Moon.

Although weight and mass are scientifically distinct quantities, the terms are often confused with each other in everyday use (i.e. comparing and converting force weight in pounds to mass in kilograms and vice versa).



ACTIVITIES / EXERCISES

- Convert the following weights.
 - 1 001g = _____ kg
 - 60.15kg = _____ g
 - 0.325kg = _____ g
 - 83.021kg = _____ g
 - 40 050g = _____ kg
 - 43g = _____ kg
- Mrs. Roko bought 10kg of sugar. She used $\frac{1}{4}$ of it to make cake, $\frac{3}{8}$ to make juice.
 - Calculate the amount of sugar used to make cake.
 - What amount of sugar was used to make juice?
 - How much sugar was left?
- Mr. Josefa weighs 86kg and his eldest daughter weighs 43.75kg. What is the difference in their weight?
- Joep picked 240 kg of tomatoes from his farm. He packed the remainder in 100 boxes to be sold in the supermarket. Find out the weight of each box.

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

YEAR: 7

SUBJECT: English

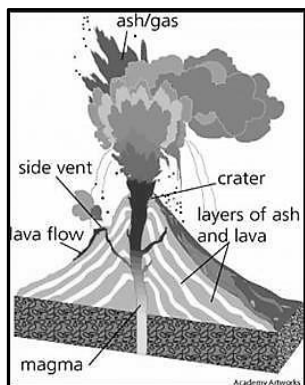
STRANDS	Listening and Speaking		Reading and Viewing	Writing and Shaping
SUB-STRAND: (Integrated Approach)	1-Text types media everyday communication, literary texts.	2-Language features and rules.	3-Socio-cultural context and situations.	4-Language learning processes and strategies.
CONTENT LEARNING OUTCOMES:	Explore and assess features of a wide range of literary, every day and media texts in print and multi modal text.	Explore and discuss the diverse ways texts present their ideas.	Examine and explain how texts present various cultural, religious values, attitudes and beliefs for a particular purpose and audience.	Explore and apply a wide range of strategies to comprehend, interpret, and evaluate a range of text.

LESSON NOTES / EXERCISES

Listening and Speaking: Watch the video with this given link from YouTube. Discuss with your family about volcanoes. (Video link - <https://www.youtube.com/watch?v=3Jxeh-yAXek>) This video link will also be shared via Viber group on Monday 30th August 2021.

Reading and Viewing: Read the following passage carefully.

WHAT ARE VOLCANOES?



A volcano is formed when molten rock or magma escapes to the earth's surface. This usually occurs in places where the earth's tectonic plates meet. There are some places where volcanoes are found in the middle of the plate e.g. volcanoes found on the islands of Hawaii. The hole where lava and gases escape is called a vent. There are two types of vents: a hole in the ground or the top of a hill or mountain that was formed by lava.

Magma slowly builds up under the surface of the earth. When the pressure becomes too much it rises to the surface and causes an explosion of cinders, ash, gases and lava. When molten rock is in a volcano it is called magma but when it leaves a volcano it is referred to as lava. There are 4 types of volcanoes: dome, cinder cones, shield volcanoes and strato or composite volcanoes.

Dome volcanoes are shaped like a dome. After its first eruption, the vent or opening at the top of the volcano is sealed with hardened lava. **Cinder cone** volcanoes are shaped like an upside down ice cream cone. They can occur alone or in groups or fields. **Shield** volcanoes look like an ancient warrior shield. They have gentle slopes and very broad or wide sides. **Strato or composite** volcanoes are formed over many eruptions. The thick, slow moving lava hardens then the next layer forms over it and hardens and it continues.

While volcanoes usually bring death and destruction it also, after some time, brings new growth and life to an area.

Writing and Shaping:

Answer these questions using complete sentences in the **Answer Booklet** provided.

Part A – Comprehension Check

1. How are volcanoes formed?
2. Where do we usually find volcanoes?
3. Explain the difference between magma and lava.
4. Describe the **two** types of vents.
5. Name the **four** types of volcanoes.

Part B

Write a paragraph about the types of rocks and how rocks are formed in nature. Your paragraph should contain an introductory sentence, body and a concluding sentence. You may use between 50 – 70 words.

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

YEAR: 7

SUBJECT: Basic Science

STRAND:	S7.3 – Energy
SUB-STRAND:	S7.3.2 – Energy Transformation, Use and Conservation
CONTENT LEARNING OUTCOME:	S7.3.2.1 - Explore the different forms of energy and their uses and discuss conservation of renewable and non-renewable energy sources.
ACHIEVEMENT INDICATORS:	<ul style="list-style-type: none">• List and give examples of different forms of energy.• State uses of different forms of energy.• Gather and display relevant information on how energy can be conserved.

LESSON NOTES

Energy Transformation, Use and Conservation

Energy Transformation – is defined as the process of changing energy from one form to another.

Uses of Energy – include watching television, washing clothes, heating and lighting the home, taking a shower, working from home on your laptop or computer, running appliances and cooking.

Energy Conservation

1. Turn off unnecessary lights.	2. Use natural light.
3. Take shorter showers.	4. Unplug unused electronics.
5. Turn water off when washing hands, brushing teeth, etc.	6. Use natural ventilation instead of fans and air conditioners.
7. Use renewable energy sources.	8. Unplug unused electronics.

ACTIVITIES / EXERCISES

- Write either **TRUE** or **FALSE** for each of the following in your **Answer Booklet**.
 - Home electricity bill can be less if you keep all your lights on all night.
 - Cooking gas is renewable energy.
 - The more electrical appliances used at home the less energy consumed.
 - Fuels used by machines cause pollution and health risks.
 - Energy eaters at school can use less energy if we maintain them sensibly.
- Write the correct answers beside the numbers in your **Answer Booklet**.
 - Turn off the _____ when you leave a room.
 - Turn off the _____ when no one is watching.
 - Decide what you want, then _____ the refrigerator door.
 - Hang _____ to dry, in the sun.
 - Wear warm clothes on _____ days.
 - During hot weather open doors and _____ to let the cool breeze inside.
 - During cold weather close the windows and _____ to keep the cold out.
 - Turn off dripping _____ to save water.
 - Walk or ride your _____ instead of using your car.
 - Open curtains and blinds during the _____ to use light from the window.
- Discuss **two** ways in which you can save energy at home.
- Discuss another **two** ways in which you can save energy in school.

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

YEAR: 7

SUBJECT: *Social Science*

STRAND:	SS7.4 – Resources and Economic Activities
SUB-STRAND:	SS7.4.1 – Use and Management of Resources
CONTENT LEARNING OUTCOME:	SS7.4.1.1 - Investigate resources of the Pacific and express how these resources have helped in the development of the countries.
ACHIEVEMENT INDICATOR:	<ul style="list-style-type: none">• Identify and collect information on the types of resources available in the Pacific.• Discuss about how these resources are used and utilised.

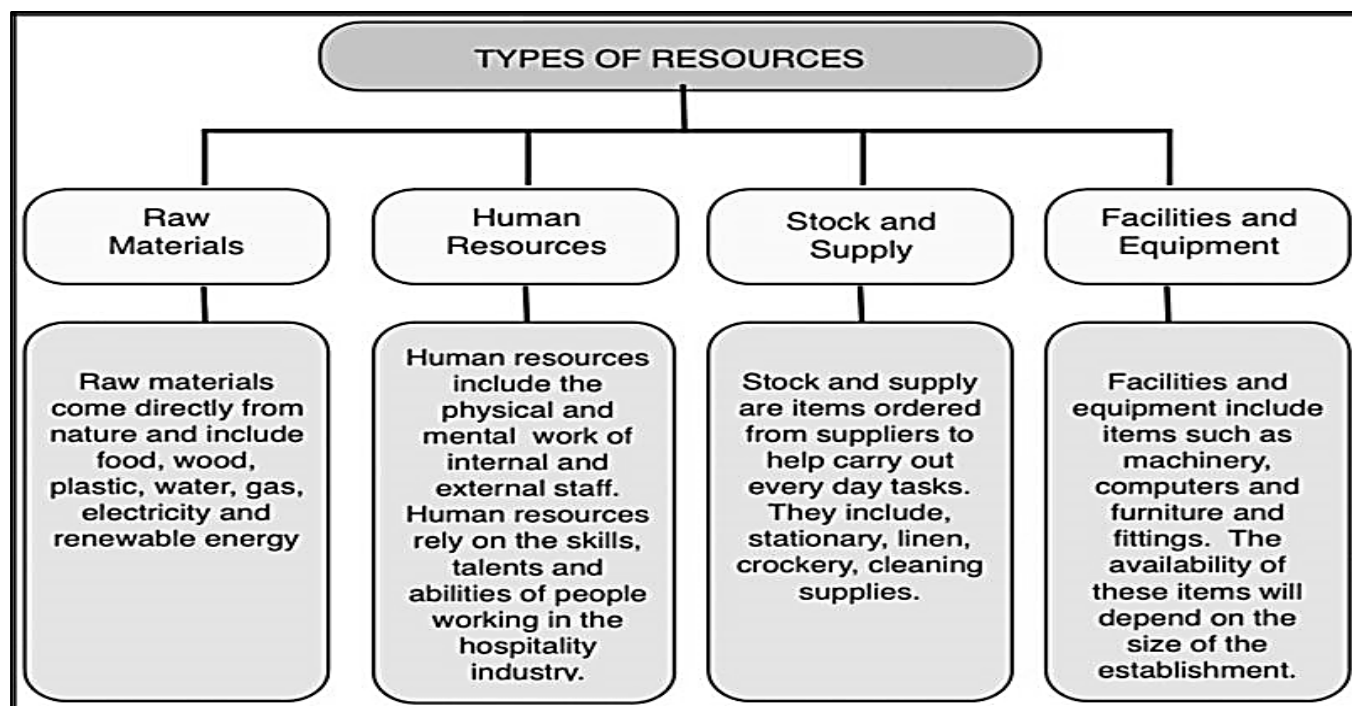
LESSON NOTES

Resources

A resource is something that provides the means to satisfy the needs and wants of an individual, family, community or society. We have different ideas about our resources and that will depend on our cultures and where we live.

Different Types of Resources in the Pacific

In the Pacific Islands, we have traditional resources which contribute to our identity, wealth and community wellbeing. Some resources are owned individually while majority of these resources are owned by tribes and clans.



ACTIVITIES / EXERCISES

1. In Fiji, who owns majority of the raw materials or natural resources?
2. Give **two** examples of specialized human resources.
3. Discuss **two** examples of unspecialized human resources.
4. Stationary, linen and crockery are examples of which type of resources.
5. List down at least **five** resources that are common to all the Pacific countries.

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YEAR: 7

SUBJECT: *Healthy Living*




STRAND:	H3 – Safety
SUB-STRAND:	H3.1 – Personal Safety
CONTENT LEARNING OUTCOME:	H7.3.1.2 - Recognise the ways of dealing with unsafe and emergency situations.
ACHIEVEMENT INDICATORS:	<ul style="list-style-type: none"> Determine the strategies of dealing with substance, physical and emotional abuse.

LESSON NOTES

Substance Abuse - also known as drug abuse, is the use of a drug in amounts or by methods which are harmful to the individual or others.

Physical Abuse - is any intentional act causing injury or trauma to another person or animal by way of bodily contact.

Emotional Abuse - is a way to control another person by using emotions to criticize, embarrass, shame, blame, or otherwise manipulate another person.

Dealing With Substance Abuse	Dealing With Physical Abuse	Dealing With Emotional Abuse
<ul style="list-style-type: none"> Detoxification. Usually the first step is to purge your body of drugs and manage withdrawal symptoms. Behavioural counselling. Therapy can help you identify the root causes of your drug use, repair your relationships, and learn healthier coping skills. Medication may be used to manage withdrawal symptoms, prevent relapse, or treat any co-occurring mental health condition such as depression or anxiety. Long-term follow-up can help to prevent relapse and maintain sobriety. 	<ul style="list-style-type: none"> Get away from the abuser. If you are in immediate danger, start by getting away from the abuser. Call a helpline. There are many helplines set up to help those dealing with physical abuse and domestic violence. Talk to a mentor or a teacher. You may be more comfortable with speaking to a mentor in your community or to a teacher at school about the physical abuse. Look for a therapist or counsellor in your area. Survivors of physical abuse can find professional therapy and counselling helpful. 	<ul style="list-style-type: none"> Be aware of the signs of emotional abuse. Emotional abuse functions to make you feel small and strip you of your independence and self-worth. Reach out for support. Confide in friends and family and ask for their support. Take care of yourself. Don't let them get in your head. Remind yourself that the abuse was not your fault. Get some professional help. Find a mental health professional who can help you work through the situation.
		

ACTIVITIES / EXERCISES

- Name **two** types of illicit drugs in Fiji.
- Discuss **two** ways of dealing with substance abuse.
- What are **two** ways in which people inflict physical abuse?
- Discuss **two** ways of dealing with physical abuse.
- Define '**emotional abuse**' in your words.
- Discuss **two** ways of dealing with emotional abuse.

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YEAR: 7

SUBJECT: Hindi (हिन्दी)

तत्व <input type="checkbox"/>	1 सुनना एवं बोलना	2 पढ़ना एवं सर्वेक्षण करना	3 लिखना एवं निर्माण करना
उप - तत्व <input type="checkbox"/> (संकलित दृष्टिकोण)	1 मूल-पाठ के प्रकार-मीडिया <input type="checkbox"/> साधारण <input type="checkbox"/> संप्रेषण <input type="checkbox"/> साहित्यिक विषय।	2 भाषा की विशेषता एवं नियम।	3 सामाजिक एवं सांस्कृतिक संदर्भ और परिस्थितियाँ <input type="checkbox"/>
विषय सिखने का फल	अर्थ लगाने हेतु विविध साहित्यिक <input type="checkbox"/> चित्रात्मक व ज्ञान वर्धक विषयों के प्रयोग को पढ़ना व समझ दर्शाना।	विविध पाठ रूपों <input type="checkbox"/> पाठ्य विशेषताओं व शैलीगत तत्वों तथा भाषागत व अभाषायी विशेषताओं को पहचानना व समझ दर्शाना कि वे अर्थ को कैसे संप्रेषित करते हैं।	वर्णन करना कि विशिष्ट उद्देश्य व दर्शकों के लिए विषय कैसे निर्मित होते हैं तथा पहचानना कि पाठ में सांस्कृतिक व धार्मिक मूल्य <input type="checkbox"/> मनोभाव व विश्वास कैसे प्रस्तुत होते हैं।

LESSON NOTES / EXERCISES

Listening and Speaking: (सुनना एवं बोलना)

अपने भाई व बहन से श्री कृष्ण और सुदामा की दोस्ती के विषय में चर्चा करें।



Reading and Viewing: (पढ़ना व सर्वेक्षण करना) – नीचे दिए गए बोधन को पढ़ो और समझो।

मित्रों का मिलन

द्वारपाल को जरा भी यकीन न आया कि इतना गरीब आदमी राजा का दोस्त हो सकता है। सुदामा बड़ा ही दीन और दरिद्र दिखाई दे रहा था। द्वारपाल ने सोचा कि कहीं इस आदमी का दिमाग खराब न हो ☐ फिर भी जब यह कहता है कि राजा इसका दोस्त है तो इसके साथ अच्छा बरताव करना होगा।

“अच्छा तो आप हमारे राजा के दोस्त हैं,” द्वारपाल ने कहा, “कृपया थोड़ी देर ठहरो, मैं आपकी आने की खबर अन्दर विजवाता हूँ।”

“मेहरबानी करके यह भी कहलवा देना कि उसका दोस्त सुदामा उससे मिलने आया है।” सुदामा ने कहा।

द्वारपाल ने आवाज़ देकर दूसरे द्वारपाल को बुलाया और उसे सुदामा के बारे में बतला कर अन्दर भेज दिया। दूसरे द्वारपाल ने अपने बड़े अधिकारी के पास जाकर ☐ फाटक के पास खड़े अजीब आदमी का हाल कह सुनाया।

सन्तरी की बात सुनकर वह अधिकारी महल के अन्दर भगवान कृष्ण के पास पहुँचा।

(Turn Over....)

उस समय भगवान कृष्ण रानी कृष्णी के साथ बैठे चौपड़ खेल रहे थे। अधिकारी कुछ दूरी पर खड़ा होकर प्रतीक्षा करता रहा कि कब भगवान श्री कृष्ण की आँखें उन पर पड़े और कब वे अपनी बात कहे। मगर पहले रानी कृष्णी ने द्वारपाल को देखा। उन्होंने पूछा, “क्या बात है?”

“एक बहुत ही दरिद्र आदमी बाहर खड़ा है,” अधिकारी ने कहा, “वह महाराज से मिलना चाहता है।”

“कौन है वह? कहाँ से आया है?” कृष्ण ने पूछा।

“वह कहीं दूर से आया है और अपना नाम सुदामा बतलाता है।”

“सुदामा! कृष्ण ने चौंक कर पूछा, “क्या कहा? सुदामा?”

“जी हाँ,” अधिकारी ने उत्तर दिया, “उसने अपना नाम सुदामा ही बतलाया है।”

“सुदामा!” श्री कृष्ण जैसे चिल्ला पड़े, “कहाँ है सुदामा? मेरा दोस्त, मेरा प्यारा दोस्त सुदामा!”

वे खेल छोड़कर उठ पड़े और तेजी से बाहर की ओर दौड़ पड़े। कृष्ण की यह हालत देखकर रानी और द्वारपाल पहले तो अचम्बे में पड़ गए। फिर रानी भी कृष्ण के पीछे दौड़ पड़ी। राजा-रानी को दौड़ते देखकर वह अधिकारी भी उनके पीछे दौड़ने लगा।

“क्या मामला है?” सभासद चिल्लाए और बिना कुछ सोचे समझे वे भी राजा-रानी के पीछे भाग चले। उन्हें भागता देख रानी द्वारपाल की दासियों बोलीं, “यह क्या मामला है?” राजा-रानी और इतने सारे लोग कहाँ भाग रहे हैं?” ऐसा कहते – कहते वे सब भी उस भागती भीड़ के पीछे-पीछे चल पड़ीं। उन्हें यूँ भागता देखकर महल के सारे नौकर-चाकर और कर्म-चारियों में घबराहट फैल गई। उन्होंने आगे देखा न पीछे भी उस अजीब दौड़ में शामिल हो गए।

(स्रोत – कृष्ण सुदामा की दोस्ती)

Writing and Shaping: (लिखना एवं निर्माण करना)

(क) नीचे दिए गए प्रश्नों का सही जवाब अपनी उत्तर पुस्तिका में लिखिए।

- 1 द्वारपाल को क्यों यकीन नहीं आया कि सुदामा कृष्ण के दोस्त हैं?
- 2 सुदामा का नाम द्वारपाल के मुख से सुनते ही कृष्ण ने क्या किया?
- 3 भगवान कृष्ण और रानी कृष्णी क्या खेल रहे थे?
- 4 भगवान कृष्ण क्यों खेल छोड़कर दौड़ने लगे?
- 5 राजमहल में क्यों भाग-दौड़ मच गई?

(ख) नीचे दिए गए शब्दों के प्रायार्थवाची शब्द पाठ में से चुनकर अपनी उत्तर पुस्तिका में लिखिए।

- | | |
|-----------------|-----------------------|
| 1 ईश्वर – _____ | 2 विश्वास – _____ |
| 3 मित्र – _____ | 4 सूचना – _____ |
| 5 हर्ष – _____ | 6 वक्त – _____ |
| 7 जवाब – _____ | 8 भागने – _____ |
| 9 दीन – _____ | 10 नौकरानियाँ – _____ |

(ग) अपनी उत्तर पुस्तिका में निर्धारित स्थान पर श्री कृष्ण जी का चित्र बनाइए कि जब वे अपने दोस्त सुदामा से मिलने के लिए महल से दौड़ रहे थे।

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

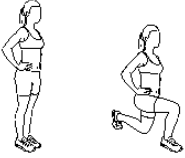
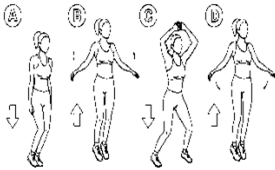

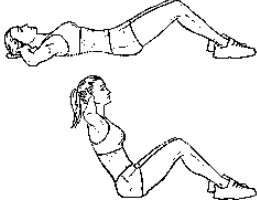

YEAR: 7

SUBJECT: *Physical Education*

STRAND:	Physical Education
SUB-STRAND:	Fitness, Personal Development and Safety
CONTENT LEARNING OUTCOME:	PE 7.1.2.1 - Explore and demonstrate exercises and procedures needed to develop health related fitness.
ACHIEVEMENT INDICATORS:	Investigate and show exercises and correct procedures to improve health related fitness.

LESSON NOTES

Common Exercises

	Lunges - Performed by bringing one leg forward and almost kneeling on the back leg. Once the front leg creates a perfect 90 degree angle, stand up and alternate legs, keeping the back straight and chest out.
	Jumping Jacks (Star Jumps/Stride Jumps) - Performed by jumping to a position with the legs spread wide and the hands touching overhead and then returning to a position with the feet together and the arms at the sides. Sometimes known as jumping jacks and stride jumps or side-straddle hops in the US military.
	Squat jumps (Toyotas/Box Jumps) - Performed by entering a squatting position, then using a plyometric jumping movement to jump as high as possible.
	Sit-ups - Performed by lying down with the back on the floor, knees bent, and bottoms of feet against the floor. The shoulders are then lifted off the floor by tightening abdominal muscles and bringing the chest closer to the knees. The final movement is to lower the back to the floor with a smooth movement. This trains the abdominal muscles.
	Crunches - Like the sit-up, except instead of bringing the whole torso area closer to the knees, only a concentrated but shorter movement of the abdominals is performed. Shoulder blades are lifted off the floor, and abdominals tightened.

ACTIVITIES / EXERCISES

Practical – Do the following exercises and record the time taken in the table provided in the **Answer Booklet**. (Similar to the table below) **[Parental Supervision Recommended]**

Exercises	Lunges (20)	Jumping Jacks (30)	Squat Jumps (20)	Sit Ups (30)	Crunches (20)
(Time in seconds)					

1077 RAVIRAVI SANGAM SCHOOL
REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

YEAR: 7






SUBJECT: Music

STRAND:	Performing Arts
SUB-STRAND:	Art Ideas
CONTENT LEARNING OUTCOME:	A7.1.1.1 - Interpret and use information from simple music scores and demonstrate it correctly.
ACHIEVEMENT INDICATORS:	<ul style="list-style-type: none"> • Distinguish semitones from 7 main pitches (with accidentals). • Transcribe simple staff notation to Tonic Solfa / Sargam.

LESSON NOTES

Clefs

A clef defines the pitch range, or tessitura, of the staff on which it is placed. A clef is usually the leftmost symbol on a staff although a different clef may appear elsewhere to indicate a change in register. Historically, clefs could be placed on any line on a staff (or even on a space), but modern notation almost exclusively uses treble, bass, alto, and tenor clef.

G Clef (Treble clef)	C Clef (Alto/Tenor clef)	F Clef (Bass clef)	Neutral Clef	Octave Clef
				

ACTIVITIES / EXERCISES

On the staff given in your **Answer Booklet**, draw all the five clefs together.

REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

SET: 4

YEAR: 7

SUBJECT: Art and Craft

STRAND:	Visual Arts
SUB-STRAND:	Art Ideas
CONTENT LEARNING OUTCOME:	A7.2.2.1 Select and combine arts skills, processes, conventions and technologies to plan, shape and present artworks.
ACHIEVEMENT INDICATORS:	Design art processes and conventions to create and shape an artwork.

LESSON NOTES

A colour wheel shows you how colours relate to each other and visually demonstrates the relationship between primary, secondary and tertiary colours. Complementary colours can be found on the opposite sides of the colour wheel, such as blue and orange, red and green or purple and yellow. Used together, the colours appear brighter. Contrasting colours that are not in the same colour “family” or that aren’t exactly harmonious can work very well together.

ACTIVITIES / EXERCISES

Using coloured pencils only, colour the colour wheel provided in the **Answer Booklet**.

1077 RAVIRAVI SANGAM SCHOOL
Realigned Curriculum Weekly Home Study Package
ANSWER BOOKLET

NAME OF CHILD: _____
GRADE TEACHER: Mr. Dinesh Kumar

YEAR/LEVEL: 7
DATE RECEIVED: _____

SUBJECT: Mathematics

1.

(a) 1 001g = _____ kg	(d) 83.021kg = _____ g
(b) 60.15kg = _____ g	(e) 40 050g = _____ kg
(c) 0.325kg = _____ g	(f) 43g = _____ kg

2.

(a) = _____	(b) = _____	(c) = _____
--	--	--

3.

 = _____	4. = _____
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SUBJECT: English

Part A

1. _____
2. _____
3. _____
4. _____
5. _____

Part B

SUBJECT: Basic Science

1. (a) _____ (b) _____
(c) _____ (d) _____
(e) _____
2. (i) _____ (ii) _____
(iii) _____ (iv) _____
(v) _____ (vi) _____
(vii) _____ (viii) _____
(ix) _____ (x) _____
3. (a) _____
(b) _____
4. (a) _____
(b) _____

SUBJECT: Social Science

1. _____
2. (a) _____
(b) _____
3. (a) _____
(b) _____
4. _____
5. (a) _____ (b) _____
(c) _____ (d) _____
(e) _____

SUBJECT: Healthy Living

1. (a) _____
(b) _____

2. (a) _____
(b) _____
3. (a) _____
(b) _____
4. (a) _____
(b) _____
5. _____

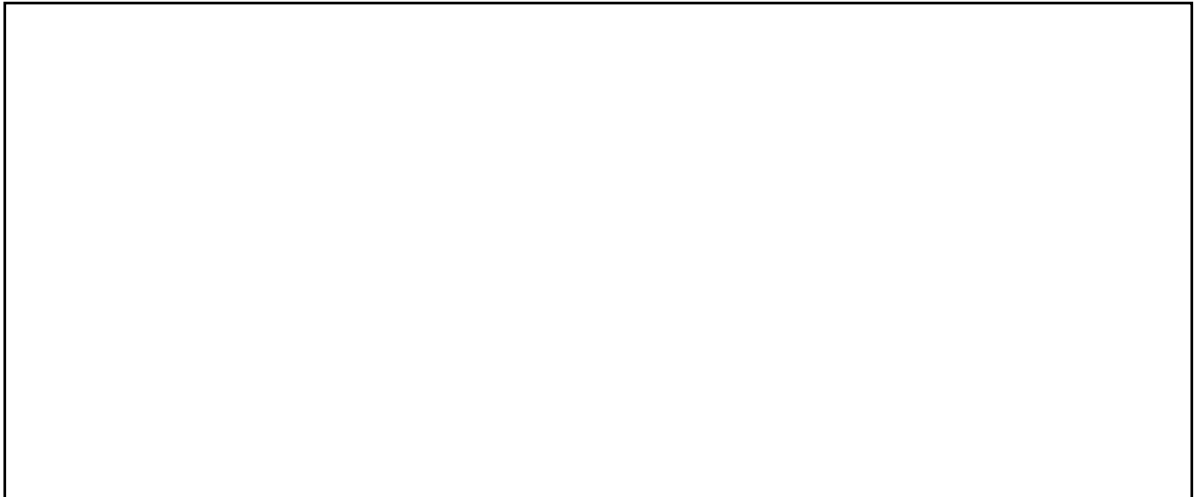
6. (a) _____
(b) _____

SUBJECT: Hindi (Hindi students ONLY)

- (क) 1. _____
2. _____
3. _____
4. _____
5. _____

- (ख) 1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____

- (ग) नीचे दिए गए स्थान पर श्री कृष्ण जी का चित्र बनाइए कि जब वे अपने दोस्त सुदामा से मिलने के लिए महल से दौड़ रहे थे।



SUBJECT: Physical Education

Practical – Do the following exercises and record the time taken in the table provided below.

[Parental Supervision Recommended]

Exercises	Lunges (20)	Jumping Jacks (30)	Squat Jumps (20)	Sit Ups (30)	Crunches (20)
(Time in seconds)					

SUBJECT: Music

On the staff given below, **draw all the five clefs** together.

SUBJECT: Art and Craft

Using coloured pencils only, colour the colour wheel provided below.

