



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

THEN INDIA SANMARGA IKYA SANGAM FIJI

RAVI RAVI SANGAM SCHOOL



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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)

1077 RAVIRAVI SANGAM SCHOOL
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. (Video link - <https://www.youtube.com/watch?v=IMRTtUrSF0c&t=108s>) Discuss with your siblings or parents about 'How to write a paragraph?' This video link will also be shared via Viber group on Monday 06th September 2021.

Reading and Viewing: Read the following expository essay carefully. (Reference: English textbook – Page 190)

Structure	How is Honey Made?	Language Features
<p><u>Title</u> Question in the heading</p> <p><u>Introduction</u> Includes a description or definition.</p> <p><u>Explanation Sequence</u> telling where, how and why</p> <p><u>Cause and Effect</u></p>	<p>I've always wondered how honey was made. For many years I refused to eat honey because I thought it was a waste product of bees but then one day I decided to have some with my bread and it was delicious. So how is it made?</p> <p>Bees go from flower to flower using their long tongues to drink nectar. Their tongue is nearly twice as long as their body. This helps them reach the nectar, inside the flower.</p> <p>They store the nectar in a special sac called a Honey Stomach. Inside the stomach the nectar is broken down into two sugars.</p> <p>The Honey Stomach has special enzymes to help convert the nectar into two sugars called FRUCTOSE and GLUCOSE.</p> <p>When the bee returns to the hive, it spits the nectar from its Honey Stomach into one of the cells.</p> <p>The heat in the hive helps water evaporate from the nectar and there you have it, delicious honey. The bees then cover the cell with a wax cap.</p> <p>The next time you enjoy your bread and honey think of all the work that poor bee put into making it.</p>	<p>Technical terms</p> <p>Timeless present tense eg. helps, returns</p> <p>Cause and Effect relationship described</p> 

Writing and Shaping:

Write an expository essay on the topic “**How is Sugar Made?**” in the **Answer Booklet** provided. It should contain the **title, introduction, explanation and conclusion**. It may be between 18-20 lines.

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

YEAR: 7

SUBJECT: Basic Science

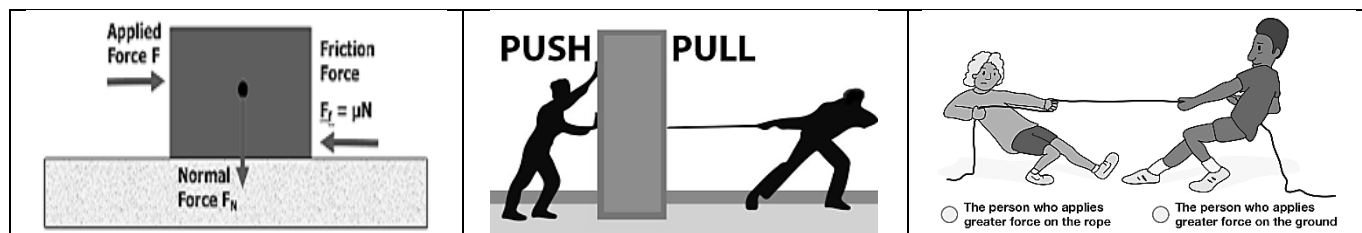
STRAND:	S7.3 – Energy
SUB-STRAND:	S7.3.3 – Forces
CONTENT LEARNING OUTCOME:	S7.3.3.1 - Investigate and demonstrate force, the effect of opposing forces on objects and demonstrate ways of minimizing these forces.
ACHIEVEMENT INDICATORS:	<ul style="list-style-type: none"> Identify and use arrows to show all forces acting on an object. Study friction and explain its useful and harmful effects using examples.

LESSON NOTES

Force and Pressure




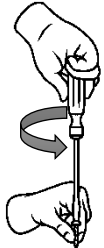
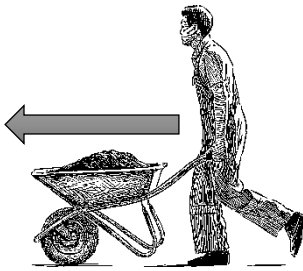

A force is a push, pull or twist upon an object resulting from the object's interaction with another object. Whenever there is an interaction between two objects, there is a force upon each of the objects. When the interaction ceases, the two objects no longer experience the force. Forces only exist as a result of an interaction. The standard unit for measuring force is **newton (N)**.

Pressure is a measure of how much force is acting on an area. Pressure depends on both the force and the area, and is found using the relationship: $\text{Pressure} = \text{Force} \div \text{Area}$. This means that a smaller area will create a greater pressure with the same force acting on it. The standard unit for measuring pressure is **pascal (Pa)**.



ACTIVITIES / EXERCISES

Identify the force which is being used in the following pictures. Write either **pushing, pulling** or **twisting**

<p>1.</p>  <p>Albert is _____ his car. This makes the car move.</p>	<p>2.</p>  <p>Bob is _____ the net. This makes the net move.</p>	<p>3.</p>  <p>Carol is _____ the jar lid. This makes the jar open.</p>
<p>4.</p>  <p>Daniel is _____ the screwdriver. This makes it move</p>	<p>5.</p>  <p>Edwin is _____ the wheelbarrow to make it move.</p>	<p>6.</p>  <p>Freddy is _____ the oars to make the boat move.</p>

1077 RAVIRAVI SANGAM SCHOOL
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

Managing Our Resources

With the many resources we have, it is also important that we look after them and manage them well. With the growing population, increasing migration, climate change and increasing development, if we do not manage them well, our resources will be destroyed and reduced in quality and quantity

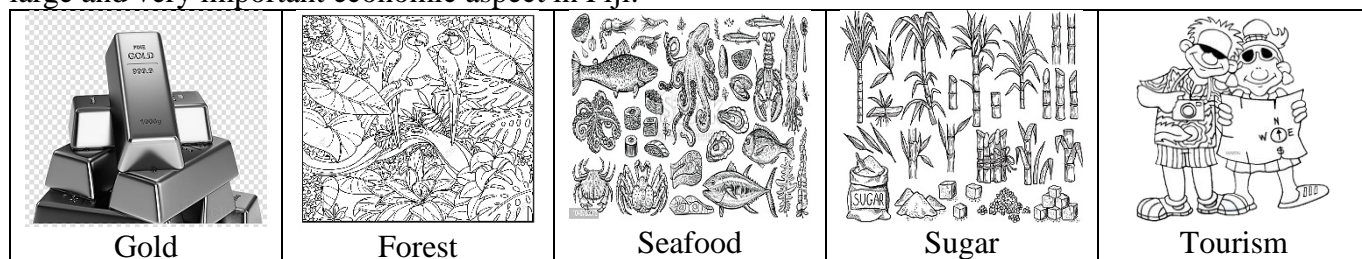
With the growing development and trade, many countries are looking into the Pacific to provide them with natural resources. These resources will help them to develop economically, that is to earn more money for their country. On the other hand, our Pacific Island countries are losing most of these resources and as a result involve more on international trade which may lead to more borrowing and country getting into debt.

Resources in Fiji

Fiji has one of the most developed economies in the Pacific due to an abundance of forest, mineral, and fish resources. Today, the main sources of foreign exchange are its tourist industry and sugar exports. The country's currency is the Fijian dollar. Fiji's local government, in the form of city and town councils, is supervised by the Ministry of Local Government and Urban Development.

Fiji is one of the most developed of the Pacific Island economies. However, it still remains a developing country with a large subsistence agricultural sector. It relies very heavily on its sugar industry, as well as its travel and tourism and fishing industries. Sugar exporting makes up one-third of the country's industrial activity, and that, along with a growing tourism industry, are Fiji's major sources of foreign exchange. There are approximately 250,000 tourists visiting the islands each year, though political uncertainty, drought and other natural disasters have contributed to considerable fluctuations in earnings from both the tourism and sugar industries. There have also been less skilled workers immigrating to Fiji.

Because of the islands' tropical South Pacific location, Fiji consists of various rich natural resources, including abundant water, rainforests and excellent mineral resources. These resources are very useful for economic reasons as well. Many edible fish swim near the coastal areas of the islands, including sailfish, barracuda, big-eyed and dog tooth tuna, numerous species of marlin fish and many others, so fishing is a large and very important economic aspect in Fiji.



ACTIVITIES / EXERCISES

1. Identify a resource that your country has and is very much demanded by other countries.
2. What do they give to your country in return?
3. What are some of the effects of removal of these resources?

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

YEAR: 7

SUBJECT: *Healthy Living*

STRAND:	H3 – Safety
SUB-STRAND:	H3.2 – Community Safety
CONTENT LEARNING OUTCOME:	H7.3.2.1 - Justify the need to take responsibility for their own safety and that of others.
ACHIEVEMENT INDICATORS:	• Identify strategies that promotes one's safety.

LESSON NOTES

BEING RESPONSIBLE

What is responsibility?

- Responsibility is taking care of your duties.
- Responsibility is answering for your actions.
- Responsibility is accountability.
- Responsibility is trustworthiness.

There are other types of responsibilities -

Family responsibilities mean treating your parents, siblings, and other relatives with love and respect. Following your parents' rules, and doing chores and duties at home is also your responsibility. When at home, your responsibility is to see that your family is safe from thieves and intruders.

Community responsibility- As a part of the community, you're responsible for treating others as you want to be treated, for participating in community activities and decisions, and for being an active, contributing citizen. Pick up trash to keep the community clean.

Stranger Danger

Some places can be thought of as a Safe Place even though we don't know them very well or have never been to them before. Schools and stores can be examples of Safe Places.

What is Community Wellness?

Wellness is not just about what each of us does as individuals. It is also about how we affect each other and the impact that we can have together on the health of our community. A healthy community is more than a group of healthy individuals. We know that tragedy can strike at any time and in communities as small as ours, everyone can be affected.

Community wellness is about the ability and willingness of people to act together – in good times, and in bad – in ways which benefit everyone. Healthy communities are built on the relationships that we nurture and the efforts that we make to work through the problems we encounter along the way. It is also about celebrating our successes as a community.

ACTIVITIES / EXERCISES

1. Name **one** community responsibility that you have.
2. Mention **two** 'safe places' where you feel protected.
3. What is the child helpline number in Fiji?
4. Discuss **two** family responsibilities that you are expected to carry out at home.
5. Define '**community wellness**' in your words.
6. Write down the name, address and phone contact of **two** people (apart from your family members) in your community who will always ensure your safety and good health.

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

YEAR: 7

SUBJECT: Hindi (हिन्दी)

तत्व□	1 सुनना एवं बोलना	2 पढ़ना एवं सर्वेक्षण करना	3 लिखना एवं निर्माण करना
उप - तत्व□ (संकलित दृष्टिकोण)	1 मूल-पाठ के प्रकार- मीडिया□साधारण□संप्रेषण□ साहित्यिक विषय।	2 भाषा की विशेषता एवं नियम।	3 सामाजिक एवं सांस्कृतिक संदर्भ और परिस्थितियाँ□
विषय के अधिगम परिणाम धारणाएँ□कौशल और मनोवृत्तियाँ□	अर्थ लगाने हेतु विविध साहित्यिक□चित्रात्मक व ज्ञान वर्धक विषयों के प्रयोग को पढ़ना व समझ दर्शाना।	विविध पाठ रूपों□पाठ्य विशेषताओं व शैलीगत तत्त्वों 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□ मनोभाव व विश्वास कैसे प्रस्तुत होते हैं।

LESSON NOTES / EXERCISES

Listening and Speaking: (सुनना एवं बोलना)

क्या आपने कभी सोका खेल देखा या खेला है□अपने भाई के साथ सोका खेल के विषय में चर्चा करें।



Reading and Viewing: (पढ़ना व सर्वेक्षण करना) – नीचे दिए गए सोका पर आधारित कविता को पढ़ो।

सोका खेल

अंग अंग फड़काने वाला□दुंग अनोखा चोखा है।
जितने खेल गेंद के हैं□उन सब में सुन्दर सोका है।

सारे जग में खेल गेंद का□कई रूप में आया है।
खिलाड़ियों को सब से बड़ कर□सोका ही मन भाया है।

‘सोका होगा’ सुनते ही, एक हलचल सी मच जाती है।
भरे अतुल उत्साह हृदय में□मनता भीड़ लगाती है।

भेद भाव को भूल□विश्व बन्धुत्व भाव दर्शाते हैं।
मानवता के नाते से सब□सब को गले लगाते हैं।

(Turn Over....)

चले खिलाड़ी बाइस जब सोका दंगल में आते हैं।
दंग देखने वाले होते ऐसा रंग जमाते हैं।

तेग तमंचा का हाथों से देखा दृश्य लड़ाई का।
सोका खेल दिखलाता है पैरों का मार सफाई का।

एक पलक विश्राम नहीं मिलता है तेग वालों को।
फुर्सत नहीं मिनट की है सोका के खिलाड़ी लालों को।

तेगा वाले जीत हार में गूँधी नदी बहाते हैं।
सोका वाले सब प्रकार से मिल मिलाप बढ़ाते हैं।

तेगा वाले कट कर मिट कर पदक प्राप्त कर जाते हैं।
सोका वाले कप जीतें ग़वर्नर से हाथ मिलाते हैं।

अच्छी अच्छी फिल्म की टिकटें दिन भर बेची जाती हैं।
सोका खेल देखने जनता जाती टिकट न पाती है।

खेल भी है व्यायाम भी है और महा घोर संग्राम भी है।
ठीक खेलने वालों का होता दुनिया में नाम भी है।

(कवि - पं प्रताप चन्द्र शर्मा)

Writing and Shaping: (लिखना एवं निर्माण करना)

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

- 1 सोका के खेल में एक टीम में कितने खिलाड़ी होते हैं ☐
- 2 सोका खेल से खिलाड़ियों को क्या-क्या लाभ होते हैं ☐
- 3 फिजी में किस संस्था की देख रेख में सोका की प्रतियोगिता हर साल हुआ करती है ☐
- 4 क्या सुनते ही एक हलचल सी मच जाती है ☐
- 5 सोका वाले कप जीतकर किन से हाथ मिलाते हैं ☐

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

- | | |
|------------------|------------------|
| 1 कुरूप - _____ | 2 एकांत - _____ |
| 3 बुरी - _____ | 4 गन्दगी - _____ |
| 5 शान्ति - _____ | |

(ग) अपनी उत्तर पुस्तिका में निर्धारित स्थान पर एक चित्र बनाइए जिसमें आप अपने दोस्तों के साथ अपना मनपसन्द खेल को खेल रहे हैं।

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REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

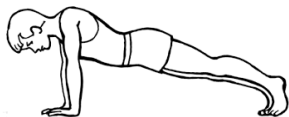
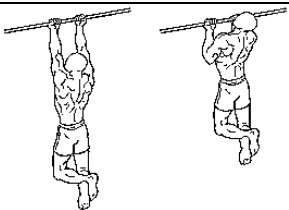
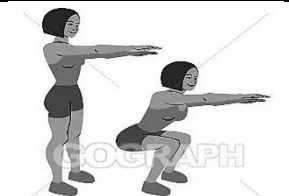
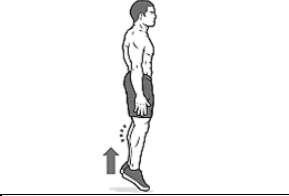
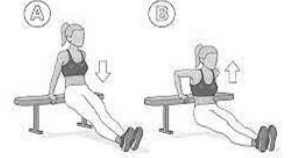
YEAR: 7

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

	Push-ups - Performed face down on the floor, palms against floor under the shoulders, toes curled upwards against the floor. The arms are used to lift the body while maintaining a straight line from head to heel. The arms of the subject should go from fully extended in the high position to nearly fully flexed in the low position, while the subject makes sure to avoid.
	Pull-ups - An overhead bar (sometimes called a chin-up bar) is grasped using a shoulder-width grip. The subject lifts their body up, chin level with the bar, and keeping the back straight throughout. The bar remains in front of the subject at all times. The subject then slowly returns to starting position in a slow controlled manner. This primarily trains the lats or upper back muscles, as well as the forearms.
	Squats - Standing with feet shoulder width apart, the subject squats down as far as possible, bringing the arms forward parallel to the floor. The subject then returns to standing position. Squats train the quadriceps, hamstrings, calves, and gluteal.
	Calf-raises - Standing on a platform with an edge where the heels can hang (e.g. a curb), lift the body on the balls of the feet. The subject then slowly returns to starting position. This trains the gastrocnemius and to a lesser degree the soleus. A seated calf-raise trains the soleus.
	Dips - Done between parallel bars or facing either direction of trapezoid bars found in some gyms. Feet are crossed with either foot in front and the body is lowered until the elbows are in line with the shoulders. The subject then pushes up until the arms are fully extended, but without locking the elbows. Dips focus primarily on the chest, triceps, and deltoids, especially the anterior portion.

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	Push-ups (20)	Pull-ups (10)	Squats (20)	Calf Raises (20)	Dips (10)
(Time in seconds)					

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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

Staff Notations for 'Happy Birthday' Song



ACTIVITIES / EXERCISES

In your **Answer Booklet**, write a verse of the 'Happy Birthday' song in English language.

REALIGNED CURRICULUM WEEKLY HOME STUDY PACKAGE

SET: 5

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

Colour Basics

- Three Primary Colours: Red, Yellow, Blue.
- Three Secondary Colours: Orange, Green, Violet.
- Six Tertiary Colours: Red-Orange, Yellow-Orange, Yellow-Green, Blue-Green, Blue-Violet, Red-Violet, which are formed by mixing a primary with a secondary.

ACTIVITIES / EXERCISES

Using **coloured pencils only**, colour the colour-coded picture provided in the **Answer Booklet**.

Sangam Education Board: Online Resources


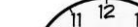



Realigned Curriculum Weekly Home Study Package
ANSWER BOOKLET:

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

YEAR/LEVEL: 7
DATE RECEIVED: _____

SUBJECT: Mathematics

1.

Draw the needles to show the times.		Tell the correct times for the following clock faces.		
(a)	(b)	(c)	(d)	(e)
				
25 minutes to 8	Quarter past 2			

2. Change the following times.

(a) 4:26pm = _____ hours

(b) 0214 hours = _____ am

(c) 2358 hours = _____ pm

(d) 11:59am = _____ hours

3. (a)	3. (b)
= _____ hours	= _____ km/h

SUBJECT: English

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

SUBJECT: Basic Science

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SUBJECT: Social Science

1. _____

2. _____

3. _____

SUBJECT: Healthy Living

1. _____

2. (a) _____

(b) _____

3. _____

4. (a) _____

(b) _____

5. _____

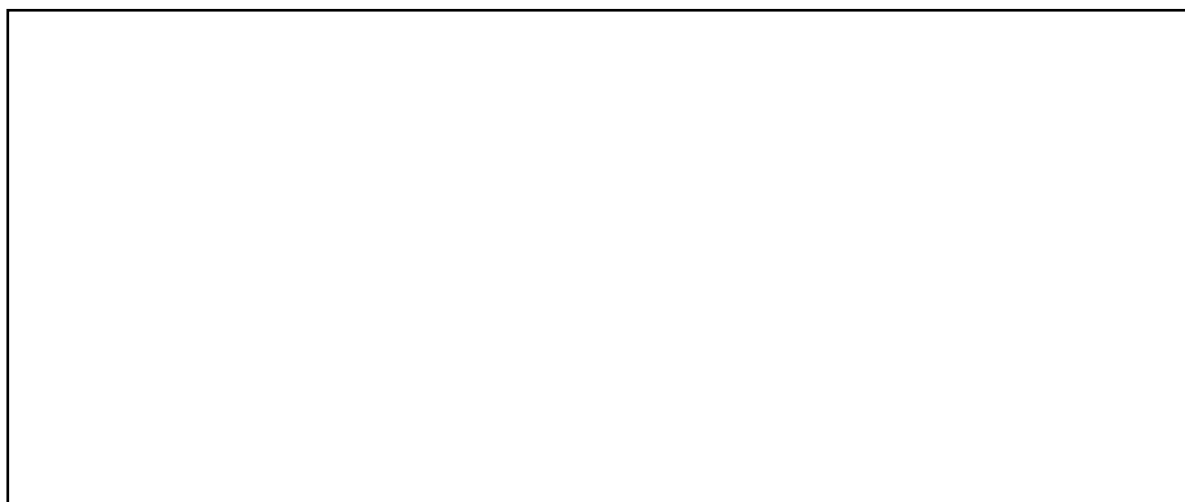
6. _____

SUBJECT: Hindi (Hindi students ONLY)

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

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

(ग) अपनी उत्तर पुस्तिका में निर्धारित स्थान पर एक चित्र बनाइए जिसमें आप अपने दोस्तों के साथ अपना मनपसन्द खेल को खेल रहे हैं।



SUBJECT: Physical Education

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	Push-ups (20)	Pull-ups (10)	Squats (20)	Calf Raises (20)	Dips (10)
(Time in seconds)					

SUBJECT: Music

SUBJECT: *Art and Craft*

Using coloured pencils only, colour the colour-coded picture provided below.

Colour By the Numbers			
1 = Black	2 = Green	3 = Brown	4 = Yellow
5 = Red	6 = Orange	7 = Blue	8 = Purple

