



# Waverley Christian College

## NARRE WARREN SOUTH CAMPUS

# 2018

## YEAR 1 CURRICULUM GUIDE



LOVE FAITH RESPECT WISDOM INTEGRITY EXCELLENCE COMMUNITY

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# INTRODUCTION



This Curriculum Guide has been produced to enable parents and students to gain a better understanding of the courses of study offered at the. It is the College's aim to help students understand the relationship between God and His Word in everything they are learning and doing in the classroom.

Ruth Haycock, author of 'Encyclopedia of Bible Truths for School Subjects' writes:

*"If we actually believe that the Bible is authoritative in every subject it addresses, in History and Science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story. What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to*

*the world's pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds able to prove what is the good and acceptable and perfect will of God."*

We believe that all truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in Science and Mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to compromise an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

*"The fear of the Lord is the beginning of knowledge..." (Proverbs 1:7)*

Waverley Christian College endeavours to provide students with topics of study which are both stimulating and challenging and which will lead each student to realise their God-given potential. We believe the courses of study provided prepare students most thoroughly for successful participation in the Victorian Certificate of Education, apprenticeship, or work place.

It is our prayer that students attending Waverley Christian College will experience success and the blessing of our Lord Jesus Christ.

**Ms Nicole Rietveld**  
**Director of Teaching and Learning**

# TO BE EDUCATED

*by Carolyn Caines*

If I learn my alphabet, can read 600 words per minute, and can write with perfect handwriting,  
but have not been shown how to communicate with the Designer of all language,  
I have not been educated.

If I can deliver an eloquent speech and persuade you with my stunning logic,  
but have not been instructed in God's wisdom,  
I have not been educated.

If I have read Shakespeare and John Locke and can discuss their writings with keen insight,  
but have not read the greatest of all books - the Bible - and have no knowledge of its personal importance,  
I have not been educated.

If I have memorized addition facts, multiplication tables, and chemical formulas,  
but have never been disciplined to hide God's Word in my heart,  
I have not been educated.

If I can explain the law of gravity and Einstein's theory of relativity,  
but have never been instructed in the unchangeable laws of the One Who orders our universe,  
I have not been educated.

If I can classify animals by their family, genus and species, and can write a lengthy scientific paper that wins an award,  
but have not been introduced to the Maker's purpose for all creation,  
I have not been educated.

If I can recite the Preamble to the Constitution,  
but have not been informed of the hand of God in the history of our country,  
I have not been educated.

If I can play the piano, the violin, six other instruments, and can write music that moves men to tears,  
but have been taught to listen to the Director of the universe and worship Him,  
I have not been educated.

If I can run cross-country races, star in basketball and excel in physical fitness,  
but have never been shown how to bend my spirit to do God's will,  
I have not been educated.

If I can identify a Picasso, describe the style of da Vinci, and even paint a portrait that earns an A+,  
but have not learned that all harmony and beauty comes from a relationship with God,  
I have not been educated.

If I graduate with a perfect score and am accepted at the best university with a full scholarship,  
but have not been guided into a career of God's choosing for me,  
I have not been educated.

If I become a good citizen, voting at each election and fighting for what is normal and right,  
but have not been told the sinfulness of man and his hopelessness without Christ,  
I have not been educated.

However, if one day I see the world as God sees it, and come to know Him,  
Whom to know is life eternal, and glorify God by fulfilling His purpose for me,  
Then I have been educated.

*"If God made the flowers, they are worth painting and writing about. If God made the birds, they are worth painting. If God made the sky, the sky is worth painting. If God made the ocean, indeed it's worth writing poetry about. It is worth man's while to create works upon the basis of the great works God has already created." Francis A. Schaeffer*

**Course Description**

Students will learn to explore and express themselves with tools, media and processes to give special effects in a range of art forms. They continue to develop the understanding we are reflecting God's creation through the process of art. Skills in using the basic elements of art are developed as students use them to communicate their observations, ideas and imaginations. They will develop an awareness that their work is a valuable and a means of communication. The students will develop an understanding and appreciation of the visual art works of others, by responding to art works they made and view.

**Aims**

- To understand God is the supreme artist: Creation is God's artwork
- To play and explore with media and tools to give special effects
- To develop an awareness that their work is a valuable and important means of communication
- To develop an understanding and appreciation of the visual art works of others
- To become familiar with the primary colours

**Topics**

- Fine Art: Drawing, Painting, Printing
- 2D and 3D Constructions and Craft: Construction, Collage, Textiles

**Time Allocation**

- 2 periods per cycle

**Requirements**

- Booklist items

**Assessment**

- Techniques/skills
- Processes to express ideas
- Understanding the purpose of different art forms

*"I am sending you Hiram-Abi, a man of great skill. He is trained to work in gold and silver, bronze and iron, stone and wood, and with purple and blue and crimson yarn and fine linen. He is experienced in all kinds of engraving and can execute any design given to him." 2 Chronicles 2:13-14*

*"Never before in human history have we had so much information to process. A weekday edition of The New York Times now carries more information than the average person in the 17th century would digest in a lifetime. One thousand books are published every day. The total of all printed information doubles every five years. More information has been generated in the last three decades than in all the previous 5000 put together. We are in the midst of an information explosion." - Wilson da Silva*

### Course Description

Students learn that they can use technology to express God's blessings in the world He has created. Students are introduced to the computer and trained to ably navigate the user interface of Mac & Windows, physical port interfaces, logging into the school network, and maintaining and saving data in the Cloud. Students learn good email etiquette and email security at a basic level, good sitting and work posture while using computers, and touch-typing skills. Students discover their creative and artistic selves by using digital art tools like the Oil Brush, Pencil and Palette Knife with ArtRage; and creative story-telling comic strips with Comic Life.

### Aims

- Students learn that they can use technology to express God's blessings in the world He has created
- To introduce students to basic computer components (external), port interfaces, human-computer interface devices, software and computer peripherals
- To effectively navigate the Graphical User Interface (GUI) of Mac OS X and Windows 10, manipulating elements within each operating system to achieve basic objectives of the study domain
- To develop an ability to effectively and safely use computers both independently and creatively - using a wide range of educational software.
- To develop awareness of the place of computers in the home and in the networked-setting of the school

### Topics

- Computer Awareness— Parts of a computer (external), port interfaces and human-computer interface devices, logging into the school network, maintaining and saving data
- Emails- good email etiquette and email security (basic level)
- Good sitting and work posture
- Domains of Study:
  - OS: Mac OS X 10.11 El Capitan and Windows 10
  - Emailing: Microsoft Outlook for Mac 2016
  - Digital Art: Artrage 2 Starter Edition
  - Touch-typing: Mavis Beacon Teaches Typing IPE

### Time Allocation

- 2 periods per cycle

### Requirements

- Booklist items

### Assessment

- Folio of tasks assigned in class

*"Intelligent people are always ready to learn. Their ears are open for knowledge" Proverbs 18:15*

*"You have to understand your best. Your best isn't anyone else's best, but your own. Every person has his own norm. And in that norm, every person is a star. A famous actor could stand on his hand and still not be as good as you! Because only you can be you! What a privilege! Nobody can achieve what you can if you do it... So do it! We need your best, your voice, your body. We don't need for you to imitate anybody else, because that wouldn't be your best. And if it isn't your best then it may as well be your worst." Stella Adler 'The Art of Acting'*

## Course Description

Students in Year 1, continue their exploration and understanding of how drama can communicate meaning. They identify the main idea as they participate in process drama, improvise and create roles, characters and situations. Through increased interaction and collaboration with other actors, students learn about safety in dramatic play and how the use of space increases audience engagement. Students are encouraged to consider how biblical perspectives can be devised and represented within the elements of drama, the performing of bible stories and demonstration of core biblical values.

## Aims

- To understand that God is the Creator and has formed us in His image, therefore, we are created to create too. The ability to speak, move and express ourselves is a gift given by God, and one that can impact others. Drama is a tool we can use to honour God
- To enable students to further consolidate their foundational skills, knowledge and an understanding of how to control and apply the dramatic elements, forms, skills, techniques and processes of drama to respond to the world around them
- To equip students with an increasing confidence in their ability to create meaning in movement and performance through the use of space, levels, shape, dynamics, voice, rhythm and movement sequences.
- To develop the ability to engage audiences and to recognise that audience members respond to and interpret the main ideas presented in performances in different ways
- To learn how to explore the interrelated relationships between the characters and setting when establishing story structures, role and situation to communicate meaning through drama works

## Topics

- Group/partner games and purposeful play (Freeze frames, Tableaux tasks)
- Stage craft (playbuilding, kinaesthetic learning, stage grid)
- Performance (informal, mime, movement, improvisation, dance, audience engagement)
- Creation and exploration (role, situation, character, cultural influences)

## Time Allocation

- 2 periods per cycle

## Requirements

- Booklist items

## Assessment

- Performance
- Journal/Reflection
- Process-focused assessments

*"Having gifts that differ according to the grace given to us, let us use them" Romans 12:6a*

*"We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told."  
Joseph P. Bean*

### Course Description

Students grow in their knowledge that communication begins with God and through reading, writing and speaking we can have a greater understanding of God and others around us. Students develop fluency, make connections and understand texts whilst reading. They understand the purpose and structure of a range of imaginative and informative text types. Students effectively use punctuation, grammar and vocabulary when writing simple sentences and short texts. Students use their knowledge of phonics and spelling rules to spell unfamiliar words. Students foster respect through listening and responding to others as they share personal thoughts and ideas in pairs, groups, whole class discussion and by giving short presentations.

### Aims

- To understand and appreciate that all forms of communication are a gift from God, that can be used to connect with Him and others through reading and sharing His Word, and communicating with God through prayer
- To develop an understanding that texts serve different purposes and this affects how they are organised
- To engage with a variety of texts and make connections with personal experiences, increasing their fluency, accuracy and understanding of texts.
- To develop their conversation, interaction and presentation skills.
- To create a variety of imaginative, informative and persuasive texts using their knowledge of text structure, spelling and grammar

### Topics

- Writing - recount, report, narrative, procedure
- Phonics and spelling
- Grammar - sentence structure, punctuation, vocabulary
- Handwriting
- Reading - silent, oral, group, comprehension, vocabulary
- Speaking and listening

### Time Allocation

- 24 periods per cycle

### Requirements

- Booklist items

### Assessment

- Spelling tests
- Oral presentations
- Writing samples
- Reading fluency and comprehension tests
- Oral reading and Group discussion

*"They read from the Book of the Law of God, making it clear and giving the meaning so that the people could understand what was being read." Nehemiah 8:8*



*"The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God."*  
Thomas M. Boqdon

## Course Description

Students build on their awareness that taking care of our bodies brings glory to God. Students are supported to make decisions to enhance their health, safety and participation in physical activity. Students explore health decisions and behaviours, by understanding Godly character traits of doing one's best, being an encourager and working with unity in a team. Students are provided with opportunities to learn through movement, broadening the range and complexity of fundamental movement skills in a range of settings, including indoor, outdoor and aquatic. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and teams.

## Aims

- To develop an awareness that taking care of our bodies brings glory to God
- To develop an understanding of how to build positive relationships in different contexts
- To engage in regular movement based learning to further develop fundamental motor skills
- To develop co-operative and team work skills in a variety of simple game situations
- To develop an interest and enjoyment in maintaining our physical health and fitness

## Topics

- Fundamental Motor Skills - Run/Dodge, Overarm Throw, Catch, Jump
- Aquatics
- Athletics
- Fitness Training
- Skipping
- Cross Country
- Dance
- Gymnastics
- Forehand Strike
- Minor Games

## Time Allocation

- 4 periods per cycle
- 8 Aquatic lessons per year

## Requirements

- Booklist items

## Assessment

- Ongoing assessment during skill development sessions and in game situations
- Aquapass levels (Royal Lifesaving Society)
- Athletics
- Cross Country

*"Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize."*<sup>1</sup>  
Corinthians 9:24-27

*“The world is a great book, of which those who never stir from home read only a page.” St. Augustine*

**Course Description**

Students continue to explore the world around them through Science, History and Geography. They learn to show respect for God’s creation and people. They identify and describe changes to the weather, materials and food. Students explore and describe the features God gave animals to survive in their habitats and the basic needs of living things. They investigate how light and sound can be produced. They begin to discover the history of people living in the past compared to the present and learn about the significant celebrations of different cultures. Students carry out investigations, pose questions and make predictions. They learn to make observations, draw diagrams, and create presentations to share with others what they have discovered.

**Aims**

- To gain a greater understanding of all God’s people, and develop a sense of wonder and take responsibility for His creation
- To develop a sense of wonder, curiosity and respect for places, people, cultures and environments in their community
- To develop an understanding of historical concepts and skills including continuity and change and an appreciation of the past
- To develop an understanding, knowledge and the skills through which they can develop a scientific view of the world and to nurture their natural curiosity about the world around them.

**Topics**

- How does your garden grow?
- Light and Sound is All Around
- This is where I belong
- Look up and around
- Happy habitats
- Yummy, Yummy for my Tummy
- A walk in the Past
- Let’s Celebrate

**Time Allocation**

- 4 periods per cycle

**Requirements**

- Booklist items

**Assessment**

- Class tests
- Samples of work
- Rich Assessment Tasks
- Presentations

*“From one man He made every nation of men, that they should inhabit the whole earth; and He determined the times set for them and the exact places where they should live.” Acts 17:26*

*"Libraries allow children to ask questions about the world and find the answers. And the wonderful thing is that once a child learns to use a library, the doors to learning are always open." Laura Bush*

**Course Description**

Students develop their understanding that being able to read is a part of God's plan and that through the written work we can learn about God and the world around us. Students revise library rules and procedures and learn procedures on borrowing and caring for books. They listen, read and respond to a variety of Picture Books and build on their understanding of the different parts of a book.

**Aims**

- To help students gain an appreciation of the beauty and power of God through the language they read
- To listen to, read and view a range of literature
- To continue to build and develop confidence in using library procedures to care for and borrow books

**Topics**

- Library procedures
- Alphabetical order
- Literary forms
- Parts of a book
- Character study
- Book Week
- Author and illustrator study
- Celebrations

**Time Allocation**

- 2 periods per cycle

**Requirements**

- Booklist items

**Assessment**

- Class Activities
- Tests

*"Getting wisdom is the wisest thing you can do and whatever else you do, develop good judgement." Proverbs 4:7 NLT*

*“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us in this respect.”*  
Asa Sparks

## Course Description

Students grow in awareness that God created a world of logic and order. Students develop skills in areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Using hands-on learning experiences, they apply concepts to everyday life. They recognise, model, read, write and order numbers to 100. Students partition numbers using place value and practise addition and subtraction strategies. Students explore two and three-dimensional shapes, Australian coins, time, length, capacity, volume, collecting, and representing data. They learn to make groups, share objects and make and identify simple fractions. Students use mental strategies and continue to develop problem-solving skills.

## Aims

- To develop an understanding of the order and pattern of God’s creation through mathematics, and an appreciation for the vastness of His intelligence
- To develop an understanding in connecting names, numerals and quantities, and partitioning numbers in various ways
- To develop fluency in readily counting number in sequences forwards and backwards, locating numbers on a line and naming the days of the week
- To develop problem-solving in using materials to model authentic problems, giving and receiving directions to unfamiliar places, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
- To develop reasoning in explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data and explaining patterns that have been created.

## Topics

- Number and Algebra: Counting and skip counting to 100 (2s, 5s and 10s); Order & Numeration; Place value; Addition to 20; Subtraction to 20; Division (Sharing); Money; Fractions (one half of a whole or group)
- Measurement and Geometry: Length (informal units); Capacity (informal units); Mass (informal units); Time (o’clock & half-past); Shapes (2D & 3D); Patterns; Space and Location
- Statistics and Probability: Chance, Questioning, Collecting, Organizing and Representing Data, Presenting, Interpreting Data

## Time Allocation

- 10 periods per cycle

## Requirements

- Booklist Items

## Assessment

- Practical Class projects
- Tests
- Samples of Work

*“He determines the number of the stars and calls them each by name.” Psalm 147:4*  
*“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.” Luke 12:7*

*"The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit."  
Johann Sebastian Bach*

### Course Description

Students listen to, and experiment with a range of sounds. They develop skills in creating and performing music which explores their ideas about the world. Students continue to develop an understanding that music is a gift from God and we can use it to praise Him. They select and make choices about their use of the elements of music as they compose and perform. They build on their ability to discriminate between rhythm, pitch, dynamics and expression as they listen to and make music. Students develop their understanding of the varying features of music from different cultures and are used for different purposes.

### Aims

- To identify the importance God places on the role of music in student's lives
- To develop confidence to be creative, skillful and informed musicians
- To develop skills to listen, improvise and compose, interpret and respond with intent and purpose
- To develop an understanding of music as an aural art form, its relationship with other art forms and contributions to cultures and societies

### Topics

- Beat and Rhythm
- Singing
- Pitch
- Aural Training
- Basic Theory
- Performance
- Music Appreciation

### Time Allocation

- 3 periods per cycle

### Requirements

- Booklist Items

### Assessment

- Tests
- Participation in practical work
- Performance

*"Praise the Lord. Praise God in His sanctuary; praise Him in His mighty heavens Praise Him for His acts of power; praise Him for His surpassing greatness. Praise Him with the sounding of the trumpet; praise Him with the harp and lyre, Praise Him with tambourine and dancing, praise Him with the strings and flute, Praise Him with the clash of cymbals, praise Him with resounding cymbals. Let everything that has breath praise the Lord. Praise the Lord." Psalm 150*