



# Waverley Christian College WANTIRNA SOUTH CAMPUS

# 2018

## YEAR 2 CURRICULUM GUIDE



LOVE FAITH RESPECT WISDOM INTEGRITY EXCELLENCE COMMUNITY

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## Contents

<b>INTRODUCTION .....</b>	<b>3</b>
<b>ART.....</b>	<b>5</b>
<b>DIGITAL TECHNOLOGIES.....</b>	<b>6</b>
<b>DRAMA.....</b>	<b>7</b>
<b>ENGLISH.....</b>	<b>8</b>
<b>HEALTH &amp; PHYSICAL EDUCATION .....</b>	<b>9</b>
<b>INTEGRATED STUDIES .....</b>	<b>10</b>
<b>LIBRARY .....</b>	<b>11</b>
<b>MATHEMATICS .....</b>	<b>12</b>
<b>MUSIC .....</b>	<b>13</b>

# 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 develop their techniques in using the basic elements of art to communicate their observations, ideas, feelings and experiences. They are given the opportunity to respond and appreciate the beauty of God's creation and how He gave us the desire to create artwork which reflects it. They use different materials and processes to express their ideas. They experience a wide range of art works, discussing who made the artwork and for what purposes. They share ideas with their peers about the choices they make and develop an understanding and appreciation of their own and others' visual art works.

### Aims

- To understand God is the supreme artist: Creation is God's artwork
- To play and explore with media and tools to learn techniques – 2D and 3D
- To play and invent images, forms and constructions encountering visual concepts of space, contrast and form
- 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

### 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 security at a basic level, good sitting and work posture while using computers, and touch-typing skills. Students learn how to use a Word Processor to input text and graphics to create an attractive newsletter. Students learn how to create more advanced digital art with ArtRage, and are introduced to programming and coding with iOS apps like Daisy the Dino and ScratchJr.

### 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 (internal and 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 to intermediate level)
- Good sitting and work posture
- Domains of Study:
  - OS: Mac OS X 10.11.6 El Capitan and Windows 10
  - Touch-typing: Mavis Beacon
  - Emailing: Microsoft Outlook for Mac 2016
  - Word Processing: Microsoft Word for Mac 2016/Pages 6
  - Digital Art: ArtRage 2 Starter Edition
  - Programming and Coding: Programming with iOS apps

### Time Allocation

- 2 periods per cycle

### Requirements

- Booklist items

### Assessment

- Folio of tasks assigned in class
- Touch-typing scores on Mavis Beacon

*"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 2, continue their exploration and understanding of how drama can communicate meaning. They draw inspiration in their drama from other cultures, times and locations in order to explore meaning and interpretation, forms, elements and social contexts of drama. Students are introduced to scripted dramas and make simple reflections expressing what they enjoy and why. 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 continue to consolidate and develop their performance skills, knowledge and ability 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 continue to develop the ability to engage and communicate ideas and stories to audiences, recognising that audience members respond to and interpret the main ideas presented in performances in different ways
- To continue to explore and describe 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 and checklists

*"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 understand that communication begins with God and we can share our ideas and thoughts with others through reading, writing and speaking. Students listen, read, respond to a variety of text types, and continue to develop the skills of decoding, fluency and comprehension. Utilising correct punctuation, grammar and language choices, they create different informative, persuasive and imaginative texts. Through speaking and listening students engage in whole class and group discussions. They listen and speak for particular purposes. They plan and deliver oral presentations.

### Aims

- To develop written and spoken language in order to communicate with God and others and learn to live God's way through reading the Bible
- To develop an understanding of how similar texts share similar characteristics and make connections between texts.
- To continue to build on their fluency, accuracy and understanding of more complex texts.
- To create a variety of imaginative, informative and persuasive texts using their knowledge of text structure, spelling and grammar, and show how images support meaning in a text.
- To develop listening skills for different purposes, while also engaging and building on their conversation, interaction and presentation skills.

### 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 develop an awareness that their identity is found in God, and they are children of God. The curriculum for Levels 1 and 2 builds on the learning from Foundation Level and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students explore their sense of self and the factors that contribute to and influence their identities. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and teams. Students explore simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body’s response to different types of physical activities and develop personal and social skills such as cooperation, decision-making, problem-solving and persistence during movement activities.

### 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
- Athletics
- Cross Country
- Dance
- Fitness Training
- Gymnastics
- Minor Games

### Time Allocation

- 4 periods per cycle

### 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 explore a variety of topics in the areas of Science, History and Geography. They are encouraged to develop sound values and attitudes such as curiosity, respect for God's creation and other people, and reflect on God's values through the different topics. They investigate events and objects from the past and learn to represent history in timelines and narratives. They experiment with mixing different ingredients and learn to describe changes to objects and materials. Students also explore how they are personally connected to different parts of the world and why these places are important. They investigate forces and motion and describe how living things grow and change. They explore how to conserve Earth's resources in order to become good stewards of God's creation.

### Aims

- To explore how to become good stewards of God's creation
- To develop a geographical knowledge of their own locality and Australia
- To begin to grasp a knowledge, understanding and appreciation of the past and how it shapes the present
- To develop an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live.

### Topics

- Push and Pull
- People and Places
- A Long Time Ago
- Growth and Change
- Mixing Matter
- Earth's Resources
- Digital Citizenship
- Christmas

### Time Allocation

- 4 periods per cycle

### Requirements

- Booklist items

### Assessment

- Individual and Group Tasks
- Class Work
- Oral Presentations
- Tests
- Projects

*"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 an understanding that God has placed a special importance on His people being able to read. They begin to appreciate the importance of reading, listening and understanding and being discerning in what they read. Skills and knowledge in understanding the different categories of books are developed. Students are given opportunities to access eBooks and use the catalogue.

**Aims**

- To encourage the development of increasing levels of discernment in their reading choices as they grow and mature
- To develop the appreciation and enjoyment across different categories of books
- To develop their library skills in finding and locating books and information within the library.

**Topics**

- Library resources
- Text types
- Blurbs
- Author study
- Book Week
- eBooks and audio books
- Library Catalogue
- 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, eevens, 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 focus on understanding, fluency, problem solving and reasoning in Mathematics to help them see the order and beauty of God's creation and God himself. They continue to build their understanding of number knowledge and basic operations. They learn about the concepts of mass, length, area, volume and capacity using units of measurement. Students recognise and order shapes and objects according to their properties. They use simple maps and identify relative locations, and investigate the effect of simple transformations of slides, flips, half and quarter turns, both by hand and by using technology. Students collect and interpret data and explore the language used to describe chance.

## Aims

- To enable students to understand and apply mathematics through the order and beauty of God's creation
- To develop understanding in connecting number calculations with counting sequences, partitioning and combining numbers flexibly and identifying and describing the relationship between addition and subtraction and between multiplication and division
- To develop fluency in readily counting numbers in sequences, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations
- To develop problem-solving in formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape
- To develop reasoning in using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations and creating and interpreting simple representations of data

## Topics

- Number and Algebra: Counting and skip counting to 100 (2s, 5s & 10s), Ordinal, Place value, Addition to 20, Subtraction to 20, Multiplication, Division, Money, Fractions (half, quarter and thirds)
- Measurement and Geometry: Length, Capacity & Mass (informal and common units), Time (to the minute), Shapes (2D & 3D), Patterns, Space and Location
- Statistics and Probability: Chance, Questioning, Collecting, Organising and Representing Data, Presenting, Interpreting Data

## Time Allocation

- 10 periods per cycle

## Requirements

- Booklist Items

## Assessment

- Unit tests
- Classwork

*"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 develop skills in imagining, creating and performing music which explores their ideas about the world. They share music with their peers and the wider school community. Students select and make choices about their use of the elements of music as they improvise, compose and perform. They build on their ability to discriminate between different qualities of rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they listen to and make music. Students become aware of the different reasons for the use of music in a range of contexts and begin to understand how we can use music to communicate with God and worship Him.

### 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
- 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*