



# Waverley Christian College WANTIRNA SOUTH CAMPUS

# 2018

## YEAR 3 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 examine how and why artists realise their ideas through different art forms. They select and experiment with different styles, techniques and materials to communicate their observations, ideas, feelings and experiences. They interpret and respond to God's creation with both imagination and discernment as they develop their capacity for creative expression. Students identify and explain choices in art making and the influences of other artists on their artwork. They discuss with their peers the meaning of their own artwork and continue to develop an understanding and appreciation of their own and others' visual art works.

**Aims**

- To understand God is the supreme artist and to allow students to recognise and develop their own God-given creativity
- To use detail and observation to create backgrounds and foregrounds
- To manipulate materials to design, construct and model 3D forms
- To use and combine different media
- To reflect and respond to fellow students Artwork

**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 technology may be used to express their appreciation and creativity that brings glory to God. Students are trained to 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 an intermediate level, good sitting and work posture while using computers, and touch-typing skills. Students learn how to use presentation software to create slides with information and graphics. Students learn different music genres and audition a band with GarageBand, and continue building on their knowledge of programming and coding with ScratchJr and HopScotch.

### Aims

- To learn that technology may be used to express appreciation and creativity in bringing glory to God
- 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

### 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 (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 period 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 explore their world through dramatic learning. Using the elements of drama and story structures, they build on their knowledge of making and responding to prompts through improvisation, process drama, role-play, character development, movement, mime and scripted drama. Students understand that they have been created by a creative God and can give him glory through the development and use of their individual gifts and talents in Drama. They will collaborate within whole group, small group and individual structures to improvise and devise their own works and present to an audience.

## Aims

- To understand that because God is the Creator and has formed us in His image, He has also created us to be creative. The ability to speak, move and express ourselves is given to us by God. When we perform in Drama we can honour God by communicating a message that impacts the community.
- To help students understand that learning in drama is multifaceted and is done as artist and audience and through making and responding.
- To provide opportunities that will enable students to explore and experience a variety of roles and situations which they will initiate and develop.
- To continue to develop student awareness and use of dramatic elements including voice, movement, situation, time, place, and tension, together with the principles of stories to shape improvisations to communicate their intentions as drama makers.
- To develop confidence in their ability to incorporate drama terminology, plan, rehearse, perform, compare and evaluate drama in various forms.

## Topics

- Group/partner games and purposeful play (Freeze frames, Tableaux tasks, scripted works)
- Stage craft (playmaking, character development, kinaesthetic learning, stage grid, props, set design)
- Performance and drama forms (formal and informal, mime, movement, improvisation, dance, audience engagement, script memorisation, productions)
- Creation and exploration (role, situation, character, moral responses, 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 explore God's intent to use language to learn about Him and communicate their understanding of Him with others. Students listen, read and respond to a variety of texts, working towards becoming balanced readers. Using correct punctuation, grammar and language choices, they create different text types. Students build on their recognition and writing of single and multiple phonograms and continue to develop their knowledge of spelling rules and their ability to accurately spell words with regular spelling patterns and decode unknown words. Students listen to others and contribute when taking part in conversations. They use a range of digital resources, and deliver oral presentations.

### Aims

- To develop our understanding of language to learn about God and communicate their understanding of Him with others
- To understand how content can be organised using different text structures, and how to apply different text processing strategies and skills to understand text.
- To develop their understanding of how literal and implied meaning connects ideas across the text.
- To create a variety of imaginative, informative and persuasive texts using their knowledge of text structure, spelling and grammar, and show how text and images support meaning in a text.
- To listen and respond appropriately to others' viewpoints, contributing actively to discussions and making presentations.

### Topics

- Writing - recount, report, narrative, procedure, exposition and explanation
- 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

- Writing samples
- Spelling tests
- Grammar tests
- Reading fluency and comprehension tests
- Oral reading and group discussions
- Oral presentations

*"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 learn a range of fundamental motor skills and movement skills through a wide range of activities. These skills provide the platform for learning sports specific skills throughout their schooling. Students learn that our bodies are a wonderful gift from God and that there are many ways in which we can strengthen, protect and preserve this gift through participating in activities that promote physical fitness and wellbeing. They also examine messages related to health decisions and describe how to help keep themselves and others healthy and safe.

## Aims

- To understand the importance and benefits of physical activity, and how to take care of the bodies God has given us
- To acquire, apply and refine skills, techniques and concepts of sport in order to respond confidently and competently in a variety of settings
- To understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness
- To improve social confidence and competence in small and large group activities
- To develop and use personal, behavioral, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships

## Topics

- Aquatics
- Athletics
- Cross Country
- Fitness
- Gymnastics
- Sports
  - Australian Rules Football
  - Bat Tennis
  - Hockey
  - Cricket
  - Basketball
  - Netball

## Time Allocation

- 4 periods per cycle

## Requirements

- Booklist items

## Assessment

- Class performance - skills, technique, effort
- Beep Test

*"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 learn how God has created everything with a role, with order and purpose on the Earth. They explore celebrations and commemorations within their communities, and how their local and wider community has and will change over time. By exploring how the effects of Earth's rotation on its axis, Earth's matter and changes of states of matter, students have a greater understanding of God's creative ability. They group living things based on observable features and distinguish them from non-living things. Students identify and describe locations, looking at Australia and its neighbouring countries, also identifying similarities and differences in climate. They continue to learn to predict, plan and conduct, record and process and reflect on science experiments, using formal and informal language to communicate their observations and findings.

### Aims

- To develop an understanding of how God created everything with a role, with order and with a purpose
- To develop an interest in, and enjoyment of, historical study for lifelong learning
- To develop an understanding of the vision that science provides of the nature of living things, of the Earth and its place in space
- To develop a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world.
- To develop an understanding of how rules apply to people within a community

### Topics

- Community, Change and Continuity
- Animal Classification
- A Rotating Earth
- Celebrations and Remembrance
- Heated Matter
- Mapping of Places and Spaces
- Jesus is the reason for the season

### Time Allocation

- 8 periods per cycle

### Requirements

- Booklist items

### Assessment

- Class Tests
- Projects
- Science Experiment Write-Ups
- Digital Presentations/Assessments

*"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*

*"A man who is ignorant of foreign languages is ignorant of his own." Johann Goethe*

### Course Description

Chinese: Students engage with the language and learn about different nationalities and understand that God loves and care for every culture. Students recognise that Chinese is a major language in Australia. They identify its distinctive systems of writing and speaking. They recognise the tonal nature of Chinese and know that characters are formed by strokes. They recognise the use of tone marks in Pinyin. They are aware of the word order of simple sentences. They recognise the conventions for using Chinese to communicate with family, friends and teachers. They recognise the similarities and differences between Chinese and Australian contexts, language and culture.

French: Students will develop an understanding that language originates from God and to communicate with diverse cultures, it is important to learn the language. Students begin to interact with teachers and each other through action-related talk and play. They identify key words in spoken texts, such as names of people, places or objects, about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. They rely heavily on visual, non-verbal cues such as intonation, gestures and facial expressions to help them make meaning. Students gradually recognise that there are differences and similarities between their own and other's languages and cultures.

### Aims

- To develop an understanding that God loves and cares for every culture
- To develop the knowledge and understanding to communicate in the language they are learning
- To understand the relationship between languages, culture and learning
- To develop intercultural capabilities
- To help students understand themselves as communicators

### Topics for French

- Greetings and Introductions
- Pets and Animals
- Colours
- Numbers (0-10)

### Topics for Chinese

- Greetings and Classroom Routine Expressions
- Myself
- My Family
- Pin Yin
- Colours (5 colours)
- Food
- Animals

### Time allocation

- Chinese: 2 periods per cycle for 1 Semester
- French: 2 periods per cycle for 1 Semester

### Requirements

- Booklist items

### Assessment

- Vocabulary tests
- Oral and aural tests
- Role plays
- Written and verbal tasks

*"The Lord said, "If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other. That is why it was called Babel - because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth". Genesis 11:6, 7, 9*

*"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**

Research skills will be further developed using a variety of information sources. It was part of God's plan that people should be able to read, and that one of the ways that God speaks to us is through his written work. They listen, read and respond to a variety of books with more complexity and further develop their knowledge on the different parts of different categories of books. They begin to develop skills in research and learn to use a variety of information sources.

**Aims**

- To become effective users of library resources and information to further understand God's wisdom and power
- To listen to, read, view and reflect on increasingly complex texts in a growing range of literature
- To develop skills in research and locating information and resources within the library

**Topics**

- Library resources
- Text types
- Book reports
- Author and Illustrator study
- Book Week
- eBooks
- Library Catalogue
- Research skills: questioning, note taking, keyword searching using the online encyclopedia
- Databases: World Book Online, A to Z of World Cultures

**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 develop an awareness that the number concept began with God and He cares about the logical order and precision and accuracy of numbers as evidence in creation. They develop proficiency in mathematical understanding, fluency, problem solving and reasoning. Students develop strategies for estimating, counting on and doubling, and identifying patterns. They locate numbers on a number line and explore ways to deconstruct and calculate a variety of number sentences. Students explore ways to solve number problems using efficient strategies. They learn to model unit fractions, calculating change in simple money transactions. Students measure mass using metric units, create models of 3D object, and tell time to the nearest minute. They collect, represent and interpret data and create graphs. Students use simple grids and maps, identify symmetry and angles, slides and turns, and conduct chance experiments.

## Aims

- To develop an awareness that the number content began with God, and He cares about the logical order, precision and accuracy of number as evidenced in creation
- To develop an understanding in connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry
- To develop fluency in recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions
- To develop problem-solving in formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns
- To develop reasoning in using generalising from number properties and results of calculations, comparing angles and creating and interpreting variations in the results of data collections and data displays.

## Topics

- Number and Algebra: Place value, Ordinal numbers, Fractions, Mental computation strategies, Addition and subtraction with regrouping, Basic number facts, Multiplication and Division, Time, Length, Mass, Money, Area, Volume, Capacity, Perimeter
- Problem-Solving
- Statistics and Probability: Graphs, Recording data, Chance
- Shapes
- Position and location
- Symmetry
- Graphs
- Measurement and Geometry

## Time Allocation

- 10 periods per cycle

## Requirements

- Booklist Items

## Assessment

- Basic Number facts: timed and recorded
- Unit Tests
- Mental Arithmetic
- Practical Investigations

*"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 through playing instruments, reading and analysing a wide variety of music. They develop aural skills by exploring, imitating and recognising musical elements including dynamics, pitch and rhythm patterns. Using pitched instruments such as the keyboard and percussion, students explore and vary instrumental timbres in isolation and combinations, playing softer or louder, faster or slower, solo or tutti and repeating phrases. Students develop their God-given gifts by increasing their knowledge and skills through participating in performances, encouraging their peers with respectful and thoughtful observations and feedback.

### Aims

- To use their God given gifts to worship Him with the music they create and perform
- 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

- Aural
- Keyboard
- Music appreciation
- Percussion
- Singing
- Theory

### Time Allocation

- 3 periods per cycle

### Requirements

- Booklist Items

### Assessment

- Tests
- Practice Habits
- Performance
- Self-Assessment and Peer-Assessment

*"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*