

2008

Year 3

SUBJECTS

ART
COMPUTER
DRAMA
ENGLISH
HEALTH & PHYSICAL EDUCATION
L.O.T.E.
MATHEMATICS
MUSIC
SCIENCE
S.O.S.E.

Introduction

Primary Curriculum Guide

This Curriculum Guide has been produced to enable parents to gain a better understanding of the curriculum areas covered throughout the Primary School.

It is the College's aim to help each student understand the relationship between God and His Word in everything they are learning and doing in the classroom.

"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, about to prove what is that 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 emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

The College endeavours to provide students with a stimulating and challenging curriculum, which will lead each student to realise the God-given potential within.

While curriculum is constantly being reviewed and updated, the ability of God to meet the students' search for truth through His Word and the Holy Spirit never changes.

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

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 not 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 come 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 of 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.

Year 3 ART

"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, *Art and the Bible*, p.60.

Brief Description of Course

The Year Three Course aims to continue to give students experience in developing their techniques in all areas of the Visual Arts Curriculum – Drawing, Painting, Print making, Textiles, Collage, Modelling and Construction. Emphasis will continue to be on developing skills in using the basic elements of Art as children manipulate a broad range of media and tools. The children will be encouraged to develop an appreciation of their own work and the work of others by discussing, presenting and displaying them. They will be encouraged to recognise and name art works, elements and media.

General Aims and Objectives

- To learn through experience and practise to manipulate a broad range of media and tools
- 2D and 3D
- To communicate experiences, observations and imagination into 2D and 3D
- To develop ideas using imaginations of experiences
- To use and combine different media
- To explore and arrange images for different effects
- To develop secondary colours
 - orange, green and purple
 - by mixing the primary colours
 - red, yellow and blue
- To experience a balanced range of activities in the main areas of the Visual Arts Curriculum: Drawing, Painting, Printing, Textiles, Collage, Modelling and Construction
- To improve the quality of the use of basic art elements – line, shape, pattern, colour and texture
- To encourage children to look more closely at their own work and the work of others and respond to their meaning and expressive qualities
- To understand the importance of past and present artists
- To begin to understand the value of art to society
- To understand God is the supreme artist : Creation is God's artwork
- To allow children to recognise and develop their own God-given creativity

Topics

- Drawing
- Painting
- Textiles
- Collage
- Construction
- Printing

Time Allocation

- 1 x 60 minutes per week

Special requirements

- WCC Art Smock or heavy duty plastic smock that covers well
- Display book

Assessment

- Each unit of work
- Effort
- Attitude to work of others
- Behaviour
- Improvement in drawn work
- Ability to work with others, to share and assist
- Responsible for looking after equipment etc.
- Assistance given in cleaning up and packing up after activities

"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

Year 3 COMPUTER

*"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*

Brief Description of Course

This course is designed to introduce the students to the computer and to develop their computer awareness. The students are provided "hands-on" computer experiences to foster confidence in applying their knowledge and computing skills in their quest for knowledge and skills in other subjects; much of the software they use will be fun and stimulating, motivating the student to learn more.

General Aims and Objectives

- To be able to operate a networked computer
- To develop awareness of the place of computers in the home and school
- To develop problem solving skills and creativity using educational software
- To develop good touch typing techniques
- To understand how computers can be used in Christian work.

Topics

- Computer awareness
- Keyboarding
- Software applications
- Problem Solving

Time Allocation

- 1 x 42 minutes per week

Assessment

- Revision tests
- Assignments
- Ongoing results for typing progress (Mavis Beacon Teaches Typing)
- Speed and accuracy test (typing)
- Observations

"... and knowledge shall be increased."
Daniel 12:4

Year 3 DRAMA

*"Thinking cannot be clear till it has had expression. We must write, or speak, or act our thoughts, or they will remain in a half torpid form. Our feelings must have expression, or they will be as clouds, which, till they descend as rain, will never bring up fruit or flower. So it is with the inward feelings; expression gives them development."
- Henry Ward Beecher, 1813-1887.*

Brief Description of Course

In Year Three, students will refine skills in Mime and Role Play. They will be building on skills and abilities developed in the earlier year levels.

General Aims and Objectives

- To understand the ability to speak is given to us by God. He will direct our choice of words and the organisation of what we say, as we permit Him to do so.

Speech

- Clear communication
 - Memorization
 - Group performance
 - Performing to be heard and understood

Movement

- To develop a body awareness
- To develop the use of movement as a form of dramatic expression through:
 - Incorporating 3 space levels into role-play
 - Clowning unit (various skills associated with clowning) alternated each second year with mime
 - Performance skills
 - Group work and partner work
- To develop a spatial awareness through:
 - Incorporating three space levels into role-play
 - Clowning unit (various skills associated with clowning)
 - Performance skills
 - Group work

Improvisation

- Improvisation through changed scenarios and responding through speech
- Improvisation through listening and responding using movement
- Improvisation using speech in role-plays
- Improvisation using speech in partner work and group work where a character is partially developed and demonstrated
- Improvisation through extended conversation with a partner when given a scenario

Script reading and role-play performances

- Characterization
- Memorization of short scripts
- Performance skills

Topics

- Mime/Movement
- Role play
- Improvisation
- Speech

Time Allocation

- 1 x 42 minutes per week

Assessment

- Checklist
- Observations
- Performance

"No-one ever spoke the way this man does."
John 7:46

Year 3 ENGLISH

*"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.*

Brief Description of Course

The Year Three English course aims to build the students' confidence in all areas of Reading, Writing, Speaking and Listening, through a variety of experiences. The English textbook component of the course covers types of sentences, parts of speech, confusing words, simple punctuation and word study. Developing reading skills and oral communication is an integral part of the English course. Written exercises are designed to improve students' confidence in expressing their own thoughts and feelings.

General Aims and Objectives

- To develop basic language skills in Reading, Writing, Speaking and Listening
- To develop reading comprehension skills: auditory and written
- To develop language mechanics, spelling skills and handwriting skills
- To write creatively for different purposes in a variety of ways
- To understand God is a communicating God; He wants us to know His thoughts.

AREAS COVERED

- | | | |
|-------------------|-----------------------|---------------------|
| • Silent Reading | • Poetry | • Letter Writing |
| • Comprehension | • Grammar | • Dictionary skills |
| • Cloze exercises | • Spelling activities | • THRASS |
| • Library | • Book Reports | |
| • Literature | • Oral Reports | |

Time Allocation

- Approximately 546 minutes per week

Requirements

- Library Bag
- Dictionary
- "Mastering English skills" Book 3
- Handwriting Book

Assessment

- Class participation
- Journal
- Oral presentations
- Samples of work
- Class tests

"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

Year 3 HEALTH & PHYSICAL EDUCATION

*"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*

Brief Description of Course

Skill development forms the basis of the Year Three program. Skills are taught and practised within the context of small and large group drills and minor games. Emphasis is on co-operation and learning through a variety of fun activities.

General Aims and Objectives

- To develop good levels of fitness
- To develop the skills needed to handle small equipment
- To develop the skills to control and manage the body
- To play co-operatively in small and larger groups

Topics

- | | |
|--------------|---------------------|
| • Gymnastics | • Ball skills |
| • Aquatics | - ball control |
| • Fitness | - throwing |
| • Athletics | - tracking/trapping |
| • Dance | - kicking |
| • Health | - striking |

Time Allocation

- 2 x 42 minutes per week P.E.
- 1 x 90 minutes (1 term – aquatics)
- 1 x 60 Chapel
- 1 x 42 Character First

Special Requirements

- P.E. uniform as per College Handbook

Assessment

- Beep Test (Fitness)
- Interhouse Sports
- Class performance

"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."
1 Corinthians 9:24-27

Year 3 LANGUAGES OTHER THAN ENGLISH (L.O.T.E.)

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

Brief Description of Course

The LOTE course endeavours to provide students with opportunities to speak and listen to another language that is well-suited to enhancing the future educational and career opportunities.

It will give students an understanding of another culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. Indonesian will be taught through listening and speaking, reading and writing in 'Bahasa Indonesia'.

General Aims and Objectives

The students will be able to

- Appropriately and confidently use language in various situations such as role-plays, songs and other class-room activities.
- Have cultural awareness of various Indonesian customs and ways of life.
- To encourage the students to develop a competence in the usage of Indonesian in both spoken and written form.
- To help the student understand the multilingual and multicultural Australian society.

To give students a Christian and Biblical perspective of foreign languages and to understand that God originated languages and in Heaven, all nations and languages will be represented.

Topics

- Introducing myself
- Introducing my family
- Sports and Hobbies
- Animals
- The Weather

Time allocation

- 1 x 42 minutes per week

Assessment

- Class observation
- Vocabulary tests
- Oral and aural tests
- Role plays
- Participation in class activities
- Written and verbal tasks
- Minor topic assessments

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

Year 3 MATHEMATICS

*"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*

Brief Description of Course

The Year Three Mathematics course focuses on developing children's competency and seeks to develop positive attitudes to mathematics in all areas: Number, Chance and Data, Space and Measurement. The course also aims to make Mathematics relevant to everyday situations and seeks to balance factual knowledge with practical ability skills.

General Aims and Objectives

- For the students to develop the ability to measure, estimate, make, investigate and calculate
- To recognise ways in which numbers and the concept of measurement are used in everyday life
- To develop speed and accuracy in basic number facts
- To understand number concepts begin with God

Topics

- Number
 - Place value
 - Ordinal numbers
 - Fractions
 - Mental computation strategies
 - Addition and subtraction with regrouping
 - Data
 - Basic number facts
 - Tables
- Measurement
 - Time
 - Length
 - Mass
 - Money
 - Area
 - Volume
 - Capacity
 -
- Problem-Solving
- Graphs
- Shapes
- Position and location
- Symmetry

Time Allocation

- Approximately 240 minutes per week

Special Requirements

- Maths Plus Student Workbook
- Maths Plus Mentals
- Calculator
- Enrichemaths (for acceleration) to specific students

Assessment

- Basic Number facts: timed and recorded
- End of term test
- Mental arithmetic
- Mastery checklist
- Class participation
- Class tests
- Practical class project

"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

Year 3 MUSIC

*“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 (1685 – 1750).*

Brief Description of Course

The Year Three Music course is constructed to develop skills in practical areas. The students will commence learning the recorder and keyboard, and grasp a good understanding of basic theory of music.

General Aims and Objectives

- To give students an opportunity to play and enjoy creating and playing songs
- To present musical works for a familiar audience
- To provide activities that re-inforce learning
- To understand music is God’s gift to us and is everywhere in the universe to praise God.

Topics

- Recorder
- Keyboard
- Theory
- Aural
- Singing

Time Allocation

- 2 x 42 minutes per week

Requirements

- Recorder and Recorder book
- Kids on Keyboard book
- Pencils
- Display book

Assessment

- Observation and checklists
- Effort and ability on recorder and keyboard
- Participation
- Tests
- Attitude and Behaviour
- Practice habits
- 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

Year 3 SCIENCE

“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honoring Him.”

– James F. Jekel

*“The world is a great book, of which those who never stir from home read only a page.”
- St Augustine, died in 604.*

Brief Description of Course

The Year Three Science Course is a combination of Primary Investigations, practical class lessons and group readings. Primary Investigations focuses on patterns and encourages “hands-on” activities and co-operative learning. Other topics include plants, geological changes after the Flood, differing climate zones, structures and environmental studies.

General Aims and Objectives

- To develop the skills of scientific investigation, reasoning and analysis
- To develop the ability to gain information from a range of resources
- To develop sound scientific attitudes such as curiosity, respect for God’s creation and critical reflection
- For the students to understand God is the Creator

Topics

- Straw Towers, Constructing and Testing Bridges
- Investigating Weather
- Seeds and Plants
- The Human Body
- Environmental Studies
- Christian Scientist – Sir Joseph Lister
- States of Matter

Time Allocation

- Approximately 84 minutes per week

Requirements

- Primary Investigations Student Book (class sets)

Assessment

- Co-operative Learning Skills
- Participation in class
- Questioning
- Class tests

“In the beginning God created the heavens and the earth.”
Genesis 1:1

Year 3 STUDIES OF SOCIETY AND ENVIRONMENT (S.O.S.E.)

*“The world is a great book, of which those who never stir from home read only a page.”
- St Augustine, died in 604.*

Brief Description of Course

The Year Three Social Studies course is a combination of practical class lessons and group readings. At this level, we review such topics as Road Safety, and cover topics including Houses Through The Ages, World Vision and a look at Countries of the World, and celebrations throughout the year.

General Aims and Objectives

- For the students to fully understand the importance of Road Safety
- To focus on other countries, people and cultures as part of the whole world
- For the students to understand why we celebrate special occasions
- To understand that God is interested in all nations and in people from those nations

Topics

- School/Class Tules
- Road Safety (Review)
- Special Occasions Throughout the Year
- Houses Through the Ages
- Care of Places
- Class Project – A Country
- Countries of the World – Individual Projects
- World Vision
- Reading Maps
- Stages of Life
- Outback stations
- Primary industry (flow charts)

Time Allocation

- Approximately 84 minutes per week

Assessment

- Co-operative Learning Skills Checklist
- Participation in class
- Projects
- Discussions
- Class tests

“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