



# Waverley Christian College WANTIRNA SOUTH CAMPUS

# 2018

## PREP 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 College. 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 build confidence to express their ideas through different art forms and visual expressions. They begin to develop the understanding that art is a process of making and interpreting visual reminders of all God created. Emphasis will be on developing skills and a basic knowledge of the elements of art - line, shape, colour technique and pattern. Student begin to identify and describe the subject matter and ideas of their own art and the artwork of artists.

### Aims

- To understand God is the supreme artist: Creation is God's artwork
- To promote an awareness of the aesthetics of Art through appreciation and understanding of their own art and the artwork of artists and others
- To become familiar with the primary colours
- To play and explore with media and tools to learn techniques

### 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*

*“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 are introduced to the world of drama and how they can communicate ideas and stories using their bodies and voices. They consider the difference between real and imagined scenarios and how these can be presented to create meaning. Students begin to understand that each child has been given gifts and talents from God and how He wants us to use these gifts to honour Him. Drama at this level focuses on dramatic play, process drama, improvisation, learning how to move safely within the performance space and building confidence in movement.

## 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 equip students with 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 and create meaning.
- To explore, imagine and improvise the development of characters and situations through dramatic play and process drama.
- To begin to develop self-confidence and an ability to explore and demonstrate performance skills, including voice, use of space, movements and gestures.
- To engage in imaginative play within the performance space and to develop scenes and characters, using a range of sources as stimuli, such as personal experiences, stories, objects and pictures.

## Topics

- Group/partner games and purposeful play (Freeze frames, Tableaux tasks)
- Stage craft (playmaking, kinaesthetic learning, improvisation, Productions)
- Performance (formal and informal, mime, movement, dance)
- Creation and exploration (role, situation, character)

## 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 are developing their skills in speaking and listening, reading and viewing, and writing. They begin to understand how God has made us to communicate clearly with each other. Students use communication skills to interact with others, learn to hear sounds in words, and to use formal and informal language when appropriate. They listen and respond to a wide range of texts. They begin by developing correct letter formation and use these to convey their ideas through familiar words, phrases and images. They express their ideas through writing sentences and short texts. Students are learning to be balanced readers through decoding, fluency, phrasing and comprehension strategies.

### Aims

- To develop the ability to communicate clearly with God, and each other, as part of His plan for our lives
- To develop an understanding that there are different types of texts and they have similar characteristics
- To engage with a variety of texts and make connections with personal experiences, increasing their fluency, accuracy and understanding of texts by using questioning and monitoring strategies
- To create a variety of texts using their knowledge of familiar words, phrases and writing behaviours to convey ideas
- To actively develop their listening, interaction and speaking skills

### Topics

- LEM Phonics Program
- Writing Experiences
- Shared Reading/Big Books
- Reading Comprehension
- Short Oral Presentations
- Class Discussions
- Handwriting
- Library
- ICT
- Literacy Groups
- Listening Posts

### Time Allocation

- 22 periods per cycle

### Requirements

- Booklist items

### Assessment

- Anecdotal notes
- Oral Tests
- Writing samples
- Running Records
- Written 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*

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

### Course Description

Students are introduced to a range of topics in the areas of History and Science. They begin to understand that God desires that we study the details of the world to take care of His creation. Students are developing an understanding of personal and family history, exploring differences and similarities between peers. They learn about the past through the different ways we celebrate special events. In Science students investigate a variety of factors, including size and shape, that influence the way objects move. Students investigate the weather and how it affects everyday life. They explore the basic needs of living things and use their senses to investigate their surroundings and gather information. Students pose and respond to questions about familiar objects and events.

### Aims

- To understand that God wants us to take care of His creation
- To develop a sense of wonder, curiosity and respect for places and people
- To develop an interest in Science as a means of expanding their curiosity and willingness to explore
- To begin to develop an enjoyment for lifelong learning

### Topics

- God made me
- God gave me a family
- On the move
- God made, Man made
- God made the world - weather and seasons
- God made the world - animals and us
- Remembering the past

### Time Allocation

- 8 periods per cycle

### Requirements

- Booklist items

### Assessment

- Samples of Work
- Oral Presentation
- 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*



*“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 start to develop an awareness that taking care of our bodies brings glory to God. Students are encouraged to develop the capacity to initiate and maintain the Godly character traits of showing respectful relationships in different contexts when participating in physical activities. Students develop and practice fundamental movement skills through active play and structured movement activities, improving competence and confidence in their movement abilities. Students learn about movement as they participate in physical activity in a range of different settings, including indoor, outdoor and aquatic.

### 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

- Aquatics – basic water familiarisation and safety
- Athletics
- Skipping
- Fundamental Motor Skills - Run/dodge, overarm throw, catch, jump
- Minor games
- Cross Country
- Dance
- Gymnastics

### 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

*"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 learn the importance of listening and reading and know it is part of God's plan that people should be able to read and understand what they are reading. Students are introduced to library rules and procedures and how to care for and borrow books. They listen and respond to a variety of Picture Books and begin to identify the different parts of a book.

**Aims**

- To understand that language is one of God's greatest gifts to humans, given for the purpose of sharing ideas with others
- To listen to, read and view a range of literature
- To understand library procedures and how to care for and borrow books

**Topics**

- Introduction to the library
- Stories of Teddy Bears followed by a picnic
- Picture Books including rhyme
- Alphabetical order
- Parts of a book
- Different text types
- Book Week
- Author and Illustrator study
- Celebrations

**Time Allocation**

- 2 periods per cycle

**Requirements**

- Booklist items

**Assessment**

- Class Activities
- Borrowing History

*"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 are developing their skills in Number and Algebra, Measurement and Geometry, and Statistics and Probability. They begin to understand that the number concept began with God, and the investigation and understanding of His order can help us appreciate His creation and precision. Students build on their knowledge, beginning with a deep understanding of numbers to ten, then numbers to twenty and beyond. They investigate length, mass, capacity, time, position and shape, and begin to use mathematical language to explain their thinking. They make connections and build on mathematical relationship in everyday life. Students learn to create and interpret simple data displays.

## Aims

- To develop understanding that the number concept began with God and God cares about numbers.
- To develop understanding in connecting names, numerals and quantities
- To develop fluency in readily counting numbers in sequences, continuing patterns and comparing the lengths of objects
- To develop problem-solving strategies while using materials to model authentic solutions
- To develop reasoning in explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of measurement

## Topics

- Number and Algebra: Counting, Number Sense, Addition, Subtraction, 'Sharing', Money, Patterns
- Measurement and Geometry: Length, Capacity, Mass, Time, Shapes, Position and Location
- Statistics and Probability: Collecting, Organising, Interpreting Data

## Time Allocation

- 8 periods per cycle

## Requirements

- Booklist Items

## Assessment

- Diagnostic Tests
- Samples of Work
- Oral and Written Test

*"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 experiment with diverse sounds and learn to combine these effectively. They listen and respond to music, becoming aware of the elements of beat, rhythm, pitch, dynamics and tempo as they sing, play and move. Students share their music with peers and experience a range of music as audiences. They experiment with contrasting sounds and learn to use instruments appropriately and safely. Students talk about their experiences of music, identifying what they enjoy and why. They are exposed to the role Music plays in God's creation and how it can be translated into their lives today.

### Aims

- Students identify how music is used for different purposes in the Bible and transfer this to their life experiences
- To develop confidence to be creative, skillful and informed musicians
- 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 with intent and purpose
- To develop an understanding of music as an aural art form

### Topics

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

### Time Allocation

- 6 periods per cycle

### Requirements

- Booklist Items

### Assessment

- Tests
- Participation in practical work
- Attentiveness and behaviour

*"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*