



# Waverley Christian College

## WANTIRNA SOUTH CAMPUS

# 2018

## YEAR 6 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 use a range of different techniques and processes in planning and making artworks. They explore the ways in which artists communicate their views and opinions and use these to create their own art. Students continue to reflect on how well they are able to communicate their ideas or feelings through both their own and their peers' artwork. They learn to accept and value other people's visual creations and images. Students develop an understanding of the relationship of faith and art as they continue to respond and appreciate the beauty of God's creation.

**Aims**

- To allow students to recognise and develop their own God-given creativity and understand God is the supreme artist
- To manipulate forms on a 2D surface to explore visual challenges of size, position, scale and perspective
- To use primary, secondary and tertiary colours to express mood through shade and shadow in painting, printmaking and collage techniques
- To use 3D malleable and hard media to construct forms designed to suit an idea, interest or function
- To discuss their own work and respond to content and ideas in the work of others.
- To describe and discuss art qualities – textural, colour and tonal – to describe how they create visual messages of balance, harmony and contrast

**Topics**

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

**Time Allocation**

- 3 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 develop a deeper understanding that our ability to use and create technology is a reflection of God as a creator within us. Our stewardship in how we use technology ethically and responsibly brings glory to God. Students are trained in navigating the user interface of a computer, port interfaces, and maintaining and saving data in the Cloud is developed at an advanced level. Students develop skills in email etiquette and security at an advanced level. They continue to practice skills of speed and efficiency in touch-typing. They continue their learning in programming and coding with Lego Mindstorms Robotics and create videos with iStopMotion. Students are trained in navigating and build three-dimensional objects in 3D space with SketchUp Make.

### Aims

- Students develop a deeper understanding that our ability to use and create technology is a reflection of God as a creator within us
- 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 (advanced level)
- Good sitting and work posture
- Domains of Study:
  - OS: Mac OS X 10.13 High Sierra and Windows 10
  - Touch-typing: Mavis Beacon Teaches Typing IPE
  - Emailing: Microsoft Outlook for Mac 2016
  - Stop-Motion Videography: iStopMotion 3
  - 3D Modelling and Visualisation: SketchUp Make
  - Programming and Coding: Lego Mindstorms EV3

### 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 6, have a greater focus on scripted drama, symbolism and meaning, using texts and visual prompts. They discover language and ideas to develop dramatic action and also begin to consider situation, mood and atmosphere in their performances. 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. Students are given the opportunity to explore different performance styles, consider how narrative structures drive their performances and ways of reflecting on these.

## 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 extend their understanding of character, situation, focus, tension, mood and atmosphere through formal and informal performance opportunities
- To explore the social and cultural contexts of drama and how they can communicate ideas, symbols and empathy to others
- To become more comfortable with adjusting the weight of movement, speed, stillness and dramatic action in order to convey meaning to a larger and more diverse audience
- To refine and extend their ideas and performances based on feedback, comparisons to and/or with other performances and developing ideas

## 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 analyse and explain how language features and structures, images and vocabulary are used to represent ideas, characters and events. They write for a range of purposes and audiences, selecting appropriate genre, form and structure. They learn to communicate clearly, audibly and with expression in different contexts including planning and delivering an organised presentation. They understand God calls us to be responsible for making wise choices with our words and use them to build others up. They contribute relevant ideas and opinions when engaging with their peers while building on the contributions of others.

### Aims

- To understand that part of being made in God's image is our ability to communicate, express ourselves and understand one another
- To understand how text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used in different ways by different authors.
- To compare and analyse information in different texts, explaining literal and implied meaning.
- To create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- To actively listen and contribute to discussions, clarifying context, challenging others' ideas, and make presentations using multimodal elements. for defined purposes and audiences

### 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

- 22 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 investigate different aspects of sports including the use of space, teamwork and strategies in both team sports and individual games. Students examine their unique God-given gifts and talents and recognise the role each can play. Students consider and learn about different health and nutrition components and can identify the connections between themselves and the effect health has on the human body. Students will continue to build on and refine their fine and gross motor skills that are sport specific while participating in a range of sports.

### Aims

- To develop knowledge of how we can show God’s character traits of graciousness, team unity, encouragement, and take care of the bodies God has given us
- To understand the importance and benefits of physical fitness and learn ways to improve and maintain fitness
- To build on the basic ball skills and locomotor skills developed in earlier years
- To improve social confidence and competence in small and large group activities
- To develop teamwork and sportsmanship in a competitive environment

### Topics

- Aquatics
- Fitness
- Athletics
- Cross Country
- Sports
  - Australian Rules Football
  - Softball
  - Netball
  - Basketball
  - Soccer
  - Volleyball
  - Cricket
  - Bat Tennis
  - Rounders

### Time Allocation

- 2 periods per cycle PE
- 4 periods per cycle Sports
- 4 x 80 minutes Aquatic sessions per year

### Requirements

- Booklist items

### Assessment

- Beep Test
- Skills and Effort

*“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 study the key learning areas of History, Geography and Science. They pose questions, gather evidence, conduct experiments, draw conclusions and effectively communicate their ideas. Students explore the factors which led to Australia's Federation and further investigate the Westminster System, democracy and citizenship. They research the contributions of individuals and groups to Australia's history and culture. Students examine the experiences of a migrant group and the reasons they migrated. They explain how natural events can effect earth's surface. Students compare different ways to generate electricity and evaluate their suitability for particular purposes. They participate in discussions that allow them to reflect on and make connections between their learning and how we are called to be stewards of God's creation and the people He loves.

### Aims

- To understand and appreciate God's creation and to promote responsible stewardship of what He has given us
- To develop knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- To develop knowledge, understanding and appreciation of the past and the forces that shaped Australian society
- To develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues
- To develop the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

### Topics

- Natural disasters
- Electricity, circuits and renewable energy
- Government – democracy, voting, levels and functions of government
- Immigration and citizenship
- Marvellous Micro-organisms

### Time Allocation

- 8 periods per cycle

### Requirements

- Booklist items

### Assessment

- Group and individual projects – research skills
- Topic tests
- Practical reports on experiments

*“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 build a deeper understanding that languages are part of creation and it is how we study and understand the diverse communities around the world. Students explain the nature of tone-syllables. They recognise and apply the features of the Chinese writing system when writing. They use Pinyin to transcribe spoken language. They identify how the relationships of participants and context affect interactions. They recognise that variations exist within the Chinese spoken and written language. They recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their interactions with Chinese people.

French: Students build a deeper understanding that languages are part of creation and it is how we study and understand the diverse communities around the world. Students further develop the use of written and spoken French with a focus on using appropriate pronunciation, intonation and non-verbal communication strategies. They identify key points when reading and listening as well as interpret and translate short texts. They create texts. Students learn to use present tense verb forms. Students make comparisons between French and their language and culture. They reflect on their cultural identity, noticing how their ideas and ways of communicating are influenced by their culture.

### Aims

- To develop an understanding that languages are part of God's creation and we can study them to understand the diverse communities around the world
- 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

- Describing Myself
- Weather
- Food
- Animals
- Sports and Hobbies

### Topics for Chinese

- Who Am I?
- Chinese Characters
- Food

### 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**

Students will understand that the online world can be a place that brings glory to God. They learn to evaluate the authenticity of information online. They build on their knowledge of cyber safety and discovering ways to stay safe online and becoming responsible Digital Citizens. Students continue to build on their research skills using the library's catalogue, online resources and websites.

**Aims**

- To develop an understanding of how we can honour and respect God and others through our online and written communication.
- Develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature
- Apply protocols and legal practices that support safe, ethical and respectful communications online
- To develop confidence and skills in locating, organising and evaluating sources for research.

**Topics**

- Library resources
- Text types
- Book reports
- Author and Illustrator study
- Book week
- eBooks
- Library Catalogue
- Research skills: locating, selecting, analyzing, organising, creating and presenting
- Cyber safety

**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 confidence in handling everyday mathematical situations and are encouraged to work out problems using all four operations both individually and collaboratively. Students make connections between the orderly nature of creation and how Mathematics only continues to operate consistently because God never changes. Students understand place value and apply their knowledge by solving worded problems. They interpret, gather and represent data, evaluate the probabilities of common events as fractions, decimals and percentages and analyse the results of chance experiments. Students solve problems involving time, length and area, and make connections between volume and capacity.

## Aims

- To develop an understanding that, through mathematics, students can see the order of beauty of God's creation and that of God Himself
- To develop an understanding in describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations
- To develop fluency in representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units and interpreting timetables
- To develop problem-solving in formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays and finding the size of unknown angles
- To develop reasoning in explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another and explaining why the actual results of chance experiments may differ from expected results.

## Topics

- Number and Algebra: Fractions, decimals and percentages, place value, number patterns, number sentences and word problems involving all four operations, financial planning
- Measurement and Geometry: Angles, using units of measurement, time, shape, location and transformation
- Statistics and Probability: Chance, collecting data, data representation

## Time Allocation

- 12 periods per cycle

## Requirements

- Booklist Items

## Assessment

- Unit tests
- Mental arithmetic
- Problem solving tasks
- Class projects

*"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 explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They learn the creation of music was intended by God to be a powerful and positive tool to express their love for God. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They play and sing music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. Music literacy is developed through written and aural activities, and music theory, history, percussion and composers are included in the curriculum.

**Aims**

- To use their God given gifts to worship Him with the music they create and perform
- To develop confidence to be creative, innovative, thoughtful, skilful and informed musicians
- To develop skills to listen, improvise, compose, interpret and respond with intent and purpose
- To develop an understanding of music as an aural art form, it's relationship with other art forms and contributions to cultures and societies

**Topics**

- Keyboard/Orchestral Instrument
- Musicianship
- Composition
- Singing
- Percussion

**Time Allocation**

- 3 periods per cycle

**Requirements**

- Booklist Items

**Assessment**

- Performance
- Tests
- Practice habits
- Self 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*