



# 2019

## Waverley Christian College NARRE WARREN SOUTH CAMPUS



## Year 4 Curriculum Guide

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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 explore ways to express their ideas as they continue to experiment with different techniques, styles and materials to develop their own approach to a theme or subject. They are encouraged to put their full effort and energy into creating works that glorify God. They continue to consider how and why artists or designers express their ideas through different processes. They identify and explain choices in they have used to create artworks influenced by a range, places, times and cultures. Students reflect and respond to their own learning and evaluate the art making process they have used.

### 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*

*“A thorough knowledge of the Bible is worth more than a college education.”  
- Theodore Roosevelt*

**Course Description**

Students develop their understanding that God is trustworthy and His promises are for all who trust and follow Jesus as their Lord and Saviour. They continue to learn about Bible history from creation to God’s ultimate purpose for humanity. Students are introduced to key biblical concepts and themes, allowing students to explore the Christian faith and see how it is relevant today. Students discover and explore who Jesus is, focusing on different events in His life which show God’s power at work. Students are also encouraged to discover for themselves what the Bible says about the contemporary problems people face in today’s world.

**Aims**

- Develop a love for God and his word
- Build understanding of God the Father, Jesus Christ, Ourselves and Others, The World and Living Things
- Build understanding that the bible is God’s truth and reveals the truth about himself and Jesus.
- Learn to trust God through faith in Christ
- Develop and foster Christian values and attitudes on stewardship, social justice and on understanding the different cultures and the world we live in

**Topics**

Cycle A	Cycle B	Cycle C
<ul style="list-style-type: none"> <li>• God is our Creator who loves us and saves us</li> <li>• God is faithful and worthy of our trust</li> <li>• Jesus teaches us to trust him by explaining how and why we should put Him first in our lives</li> <li>• The Holy Spirit enables followers of Jesus to live God’s way and tell others the good news about Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus is God’s powerful Son who fulfills Gods promises</li> <li>• God’s promises to Abraham point to Jesus</li> <li>• Jesus is the fulfillment of all God’s promises in the Old Testament</li> <li>• God’s keeps his promises and blesses the whole world through the gospel of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• God’s great kingdom plan</li> <li>• God is King</li> <li>• Jesus is the King of God’s kingdom</li> <li>• Living in God’s kingdom</li> </ul>

**Time Allocation**

- 1 period per cycle

**Requirements**

- Bible

**Assessment**

- Class Participation and Discussion

*“Consequently, faith comes from hearing the message, and the message is heard through the word about Christ.”  
Romans 10:17*

*“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 an understanding that our ability to appreciate, use and create technology ethically and responsibly brings glory to God. Students are trained to ably navigate the user interface of Mac & Windows, physical port interfaces, and maintaining and saving data in the Cloud. Students learn good email etiquette and security at an intermediate level and develop in their touch-typing skills. Students learn how to use iMovie to import, edit and craft engaging videos. Students learn how to compose music using Apple Loops with GarageBand, expand their skills in digital art with ArtRage, and continue building their programming and coding knowledge with HopScotch and Swift Playgrounds.

## Aims

- Students develop an understanding that our ability to appreciate, use and create technology ethically and responsibly brings 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.
- 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 (intermediate level)
- Good sitting and work posture
- Domains of Study:
  - OS: Mac OS X and Windows
  - Touch-typing: Mavis Beacon
  - Emailing: Microsoft Outlook
  - Word Processing: Microsoft Word and Pages
  - Digital Art: ArtRage 2 Starter Edition
  - Programming and Coding: Programming with iOS apps

## Time Allocation

- 2 periods per cycle

## Requirements

- Booklist items

## Assessment

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

*“Intelligent people are always ready to learn. Their ears are open for knowledge” Proverbs 18:15*

*“You have to understand your best. Your best isn’t anyone else’s best, but your own. Every person has his own norm. And in that norm, every person is a star. A famous actor could stand on his head 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 continue to extend their knowledge of the world around them through dramatic learning. They continue to develop their use of focus, tension, space and time through a diverse range of drama activities. 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 explore more cultural contexts of drama and they will continue to build on their understanding of the role of both actor and 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 cycles

## 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 continue to build on the understanding that language is one of God's greatest gifts to us, given for the purpose of sharing ideas with others. Students listen, read and respond to a variety of texts. Utilising correct punctuation, grammar and effective language choices, they create a range of texts for different purposes and readers. They continue to develop their understanding of spelling rules and phonemic awareness. Students listen to others when taking part in conversations and short presentations, fostering respectful and thoughtful collaboration skills. They respond appropriately showing respect for others' view, discovering personal and shared meaning.

### Aims

- To understand how learning to read, write, speak, listen and view critically, strategically and creatively enables students to discover personal and shared meaning through the God-given gift of language
- To understand how text types are structures according to the purpose and context, and to explain how language features, images and vocabulary convey meaning, understanding and interest
- To successfully use reading strategies to understand meaning in text and create a variety of imaginative, informative and persuasive texts using a range of language features to expand key ideas
- To create a variety of imaginative, informative and persuasive texts using their knowledge of language features, spelling and grammar, and show how images and detail can be used to extend key ideas
- To actively contribute through listening, responding and clearly articulating thoughts, opinions and ideas

### Topics

- Writing - recount, report, narrative, procedure, exposition and explanation
- Phonics and spelling
- Grammar - sentence structure, punctuation, vocabulary
- Handwriting
- Reading
- 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 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
- Health
- Cross Country
- Fitness
- Gymnastics
- Sports - Australian Rules Football, Bat Tennis, Hockey, Cricket, Basketball, Soccer, Rounders, Softball

## Time Allocation

- 4 periods per cycle
- Aquatic Lessons

## 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.”*  
1 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 identify and describe characteristics of places and environments. They learn to see the connections between themselves and the world around them, and understand the impact of their choices on their community, by examining their relationship with God, each other, their own and other cultures. Students investigate the history of European exploration and colonisation in Australia up to the early 1800’s. They also investigate life cycles and describe relationships that assist in the survival of living things. They conduct experiments and complete simple reports to communicate their methods and findings. Students also investigate and experiment with the different properties of materials, alongside using contact and non-contact forces to describe interactions between objects. They conduct experiments and complete simple reports to communicate their methods and findings.

### Aims

- To provide students with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities; to appreciate how the world and its people have changed; and that we are made by God who entrusted creation to our care
- To develop an understanding and use of historical concepts and skills
- To develop an understanding of scientific concepts and processes and the practices used to develop scientific knowledge
- To develop a geographical knowledge of their own locality, Australia and the world
- To develop an understanding of the local, state and federal governing authorities and describe how people participate in their community as active citizens and the factors that shape a person’s identity and sense of belonging

### Topics

- The First Australians
- The First Fleet
- Physical Properties of Natural and Processed Materials
- Diversity within Continents and Countries
- Life Cycles of Living Things
- Natural Processes and Human Influences
- World Climate and Climate Zones
- Forces and Motion
- Government, Laws and Citizenship

### Time Allocation

- 8 periods per cycle

### Requirements

- Booklist items

### Assessment

- Unit Tests
- Class Projects/Reports
- Oral Presentations
- Science Experiment Reports

*“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**

Students continue to develop the understanding that language originates from God, and help us to communicate with diverse cultures. They recognise that Chinese is spoken by communities in many countries. They understand that Pinyin provides access to the sounds of the spoken language. They are aware that each character is a meaningful unit, that is used to make up words. They reproduce key Chinese characters using stroke types and sequences. They develop an understanding of Chinese characters, grammar, pronunciation, tone and rhythm. They become aware of similarities and differences between the Chinese language and other languages.

**Aims**

- To develop an understanding that language originates from God
- 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 Chinese**

- Greetings
- About Me and Friends
- Shapes
- Seasons
- Family
- Numbers

**Time allocation**

- 2 periods per cycle

**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 develop an understanding that using technology resources safely and ethically is an important principle of stewardship by Christians. Students also build on their research skills using the library's catalogue system. Students understand the concept of digital literacy with a particular focus on developing their knowledge and skills of safe internet usage. They explore the issues of online privacy, password usage, online etiquette and cyber bullying.

### Aims

- To develop an understanding that through literature we can appreciate God is a creative and imaginative creator
- To understand safe, ethical and respectful online communication
- To confidently use their knowledge and skills to locate information and resources within the library
- To appreciate, enjoy and reflect on increasingly complex written and multi-modal texts.

### Topics

- Library resources
- Book reports
- Author and illustrator study
- Book week - Study of CBCA short listed books
- eBooks
- Library Catalogue
- Research skills: Skim reading, Dewey and bibliographies
- Databases: World Book Online
- Cybersafety

### 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 understand Mathematics is a way of describing the consistent manner, which God holds creation together. Students engage in a range of activities to develop efficient mental and written strategies in all four operations. They learn the relevance of number and place value across a range of Mathematical concepts. They represent, compare and ordering fractions and decimals, and create number patterns. Students use scaled instruments with metric units to measure and compare length, mass, capacity and temperature. They compare shapes and objects using familiar metric units for area and volume. Students can compare and describe angles, solve simple time problems and unit conversions. They interpret and use basic maps with simple scales, directions and legends. Students construct and interpret data displays from information provided. Students can predict and evaluate the probability of chance events and experiments.

## Aims

- To develop an understanding of how mathematics points to the faithfulness constancy and external nature of God and to an amazing interconnected and elegant creation
- To develop an understanding in making connections between representations of numbers, partitioning and combining numbers, extending place value to decimals, using appropriate language to communicate times and describing properties of symmetrical shapes
- To develop fluency in recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations and collecting and recording data
- To develop problem-solving in formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations and using properties of numbers to continue patterns
- To develop reasoning in using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.

## Topics

- Number and Algebra: Times tables, fractions and decimals, place value, number patterns, number sentences and word problems involving all four operations
- Measurement and Geometry: Area, mass, volume, units of measurement, time and elapsed time, shape, location and transformation
- Statistics and Probability: Chance, collecting data, data representation

## Time Allocation

- 10 periods per cycle

## Requirements

- Booklist Items

## Assessment

- Class Projects
- Unit tests

*“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 continue to develop their 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 recorder and tuned percussion, students explore and vary instrumental timbres in isolation and combinations, playing softer or louder, faster or slower, solo or tutti and repeating phrases. They perform to both their peers and the wider school community, using their God-given gifts to worship God with the music they create and perform.

**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**

- Recorder
- Musicianship
- Singing
- Music appreciation

**Time Allocation**

- 3 periods per cycle

**Requirements**

- Booklist Items

**Assessment**

- Performance - Solo, group
- 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*