



# 2019

## Waverley Christian College WANTIRNA SOUTH CAMPUS



# Year 5 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 learn techniques through exploration, experience and practice as they continue to explore and apply a range of skills, techniques and technology through their artwork. Through the process of art making, they develop the ability to communicate their ideas, values and express their love for God. They explore how artists select and manipulate material and techniques and use these in their work. They make judgements about the practices of artists, what and why they design and create. Students reflect on how effectively their ideas or feelings have been expressed in their own artworks, and that of others.

### Aims

- To understand God is the supreme artist and to allow students to recognise and develop their own God-given creativity
- To use a variety of media to express aspects of perspective, movement, effects of mood, particular viewpoints, particular time and particular places.
- To use primary and secondary colours and tone to express mood, shade and shadow in painting, print making and collage
- To discuss works by others and their presentation
- To compare visual art works from different cultures

### 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 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 beginning to be developed at an advanced level. Students learn email etiquette and security at an advanced level. They continue to practice skills of speed and efficiency in touch-typing. Students create movie trailers with iMovie, expanding on their programming and coding knowledge with Swift Playgrounds and Lego Mindstorms Robotics.

## Aims

- To develop an 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 (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 / 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 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 in Year 5, have a greater focus on characterisation through voice and movement. They discover language and ideas to develop dramatic action and also begin to consider mood and atmosphere in their performances. Students will explore dramatic conventions such as symbol to create meaning in the works they create and view. 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 and reflect 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 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 consolidate and build on their literacy skills to better understand the read, written and spoken language for communication. Students understand that communication begins with the spoken word of God, and God intended that we communicate through language with Him and others. Students analyse and respond to the events, characters and settings in texts based on the author's intention and through a biblical lens. They contribute actively to class and group discussions, taking into account other perspectives. They plan and present oral presentations. A variety of texts are created for different purposes and audiences. Students are able to identify characteristics of different text types, and the importance of text structures. When writing, students select specific vocabulary, use accurate spelling, grammar and punctuation, and edit their work for cohesive structure and meaning.

### Aims

- To understand God's intention for us to communicate through written and spoken language with Him and others
- To explain how text structures, assist in understanding the text, how language features, images and vocabulary influence interpretation of the text.
- To analyse and explain literal and implied information from a variety of texts, and apply text processing strategies and skills to understand complex text.
- To create a variety of imaginative, informative and persuasive texts using their knowledge of language features to extend ideas, demonstrating understanding of spelling and grammar and sentence types.
- To actively contribute, collaborate, listen, express opinions and make presentations for defined purposes using multimodal elements.

### 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 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 develop skills to manage their emotions and examine how the nature of their relationships change over time. Emphasis is placed on treating others the way they would want to be treated in a variety of situations and scenarios. Students further develop their understanding of movement as they learn to monitor how their body responds to different types of physical activity. They continue to be involved in team games, with a greater emphasis on applying rules fairly and behaving ethically when participating in different physical activities.

## 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
- Health
- 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
- Aquatic sessions

## Requirements

- Booklist items

## Assessment

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

*“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others, I myself will not be disqualified for the prize.”<sup>1</sup>*  
Corinthians 9:24-27

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

### Course Description

Students learn that our knowledge of the world grows as people discover more about God’s creation. They explore Australia in the 1800s, the life of different groups of people in the colonial period and the significance of people and events in bringing about change. They explore the features of the solar system. Students study the properties of light. They explore the geographical features of Europe and North America. They investigate how geographical features and climate influence where people live in Australia. Students explore God’s design of animals and how their unique features and form allow them to survive in their environments. They discuss how scientific developments and knowledge have developed from many people’s contributions. Students predict outcomes, conduct hands- on experiments, make observations and record findings using scientific language. They look for patterns and relationships between variables and represent and interpret data and information.

### Aims

- To explore, examine and reflect on God’s creation and how He has designed the world and ordained times in history
- To develop a geographical knowledge of their own locality, Australia and the world and the capacity to be competent, critical and creative users of geographical methods and skills.
- To develop an understanding and use of historical concepts and skills, including using historical sources as evidence.
- To develop an understanding of the nature of scientific inquiry through the use of questioning, planning and conducting experiments and investigations
- To develop an understanding of rights and responsibilities of individuals within a society and the rules and systems that govern these societies

### Topics

- Establishment of colonies and early migrants, exploration of Australia and the discovery of gold
- Solids, liquids and gases
- Earths place in Space
- Light
- Europe and North America
- God’s Intelligent Design

### Time Allocation

- 4 periods per session

### Requirements

- Booklist items

### Assessment

- Topic tests
- Group and individual assignments

*“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*

**Students will have the option to learn either French or Chinese in Years 5 and 6**

### Course Description

Chinese: Students begin to develop an understanding that languages are part of creation and that language allows us to study and understand the diverse communities around the world. Students understand that Chinese is characterised by diversity in spoken and written forms. They produce short information texts. They discriminate between similar or related syllables and words by careful listening to intonation, stress and phrasing. They identify how character structure, position, and component sequences relate to its particular sound and meaning. They identify features of the Chinese writing system and explain how component knowledge can assist in learning characters.

French: Students begin to develop an understanding that languages are part of creation and that language allows us to study and understand the diverse communities around the world. Students focus on using written and spoken French to exchange personal ideas, experiences and feelings. They begin to identify key points when reading and listening. They create connected texts. 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. They also recognise that all people have the right to be treated with love, compassion and respect.

### Aims

- To develop an understanding that languages are part of God's creation
- 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

- Seasons
- Describing Myself
- Colours
- Numbers (0-30)
- Family
- Food
- Animals

### Topics for Chinese

- Greetings
- Family Tree
- Nationality

### Time allocation (Based on selected language)

- Chinese: 2 periods per cycle
- or
- French: 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 increase their understanding that using technology resources safely and ethically is an important principle of stewardship by Christians. Students build on the concept of digital literacy with a particular focus to further develop their knowledge and skills of safe internet usage. Students explore the issues of online privacy, password usage, online etiquette and cyber bullying. Students also build on their research skills using the library's catalogue and online resources.

### Aims

- To encourage students to use literature to explore and understand the world God has placed us in
- 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
- Parts of books
- Book reports
- Author and Illustrator study
- Book Week - study of CBCA short listed books
- eBooks
- Library Catalogue
- Research skills: Keywords, note taking, referencing
- Cyber safety
- Databases: World Book Online, Dictionaries and A to Z of World Cultures

### Time Allocation

- 2 periods per cycle

### Requirements

- Booklist items

### Assessment

- Class activities
- Tests

*"Getting wisdom is the wisest thing you can do and whatever else you do, develop good judgement." Proverbs 4:7 NLT*

*“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us in this respect.”*  
Asa Sparks

## Course Description

Students understand that God created the world to be logical, ordered and measured with precision. They develop proficiency in Mathematical Understanding, Fluency, Problem Solving and Reasoning. Students use efficient mental and written addition, and estimation and rounding for all four operations. They identify and describe factors and multiples, build on their understanding of decimal and fractions. Students choose appropriate units of measurement for length, area, volume, capacity and mass to perform calculations. They estimate, measure and construct angles, convert between 12 and 24 hour time, and explain plans for simple budgets. They describe transformation of two-dimensional shapes and identify line and rotational symmetry. They conduct experiments in chance and probability. They describe and interpret different data sets within context.

## Aims

- To develop an understanding that mathematic concepts demonstrate the orderliness, precision and consistency of God
- To develop an understanding in making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry
- To develop fluency in choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles
- To develop problem-solving in formulating and solving authentic problems using whole numbers and measurements and creating financial plans
- To develop reasoning in investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets

## Topics

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

## Time Allocation

- 12 periods per cycle

## Requirements

- Booklist Items

## Assessment

- Tests: Tables and Number Facts – Mental Maths
- Module Tests
- Problem Solving Tasks

*“He determines the number of the stars and calls them each by name.” Psalm 147:4*

*“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.” Luke 12:7*

*"The aim and final reason of all music should be nothing else but the glory of God and the refreshment of the spirit."  
Johann Sebastian Bach*

### Course Description

Students develop skills through playing instruments, reading and analysing a wide range of music. They are developing aural skills by identifying and performing rhythm and pitch patterns. Students will develop technical and expressive skills in singing and play instruments with understanding within a range of musical styles. Using pitched instruments, students explore and rhythms, pitch and dynamics and expression to create contrast, repetition and balance to develop compositions for performance. Students use music to worship God as they create and perform music to their peers and in the wider community.

### 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
- Keyboard
- Musicianship
- Singing
- Music appreciation

### Time Allocation

- 3 periods per cycle

### Requirements

- Booklist Items

### Assessment

- Performance - solo, group
- Tests - written, aural, oral
- 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*