

## Indonesian Year 5-7 Course Overview – Year B 2018

Further information can be found in the Module and Lesson Plans for this language.

Term 1	Term 2	Term 3	Term 4
<b>Module 1:</b>	<b>Module 2:</b>	<b>Module 3:</b>	<b>Module 4:</b>
<b>ENDANGERED SPECIES</b>	<b>MAU KE MANA (WHERE DO YOU WANT TO GO?)</b>	<b>ADUH! BADAN SAYA SAKIT SEMUA! (OUCH! MY BODY IS ALL IN PAIN!)</b>	<b>DI LUAR HUJAN, JANGAN LUPA PAKAI MATEL! (IT'S RAINING OUTSIDE DON'T FORGET TO WEAR A COAT!)</b>
<p><b>KEY QUESTION:</b> What can we do to help save endangered wildlife?</p> <p><b>KEY CONCEPTS:</b> event, facts, time, place</p> <p><b>KEY PROCESSES:</b> describing, interacting, composing</p>	<p><b>KEY QUESTION:</b> How do we get around and give directions?</p> <p><b>KEY CONCEPTS:</b> literacy, meaning, time, place</p> <p><b>KEY PROCESSES:</b> reporting, performing, selecting, understanding</p>	<p><b>KEY QUESTION:</b> What advice could we give to people who are sick?</p> <p><b>KEY CONCEPTS:</b> lifestyle, collaboration, responsibility</p> <p><b>KEY PROCESSES:</b> requesting, classifying, comparing, evaluating</p>	<p><b>KEY QUESTION:</b> In what situations do people decide what to wear?</p> <p><b>KEY CONCEPTS:</b> assumptions, lifestyle, event</p> <p><b>KEY PROCESSES:</b> exploring, examining connections, identifying, discussing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p><b>SOCIALISING (5-6)</b> Interact with peers to describe aspects of daily life, school, friends and pastimes</p> <p><b>INFORMING (5-6)</b> Locate, classify and compare factual information from texts</p>	<p><b>SOCIALISING (5-6)</b> Interact with peers to describe aspects of daily life, school, friends and pastimes</p> <p><b>INFORMING (5-6)</b> Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and</p>	<p><b>SOCIALISING (5-6)</b> Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences</p> <p><b>INFORMING (5-6)</b> Locate, classify and compare factual information from texts about aspects of</p>	<p><b>SOCIALISING (5-6)</b> Interact with peers to describe aspects of daily life, school, friends and pastimes</p> <p><b>INFORMING (5-6)</b> Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and</p>

<p>about aspects of daily life and significant events across cultures</p> <p><b>CREATING (5-6)</b> Compose and perform texts such as a kit, rap or video clip, based on a stimulus, concept or theme</p> <p><b>TRANSLATING (5-6)</b> Create for the school community simple bilingual texts such as reports, instructions and games</p> <p><b>REFLECTING (5-6)</b> Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments</p> <p><b>SYSTEMS OF LANGUAGE (5-6)</b> Develop understanding of how grammatical structures and rules influence textual organisation</p> <p><b>SOCIALISING(7-8)</b> Engage with others to exchange ideas, experiences and interests</p>	<p>guided reports.</p> <p><b>CREATING (5-6)</b> Compose and perform texts such as a kit, rap or video clip, based on a stimulus, concept or theme</p> <p><b>TRANSLATING (5-6)</b> Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning</p> <p><b>SYSTEMS OF LANGUAGE (5-6)</b> Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of <i>ber</i>-verbs and vocabulary</p> <p><b>LANGUAGE VARIATION AND CHANGE (5-6)</b> Develop awareness that language use reflects different contexts, purposes and audiences</p> <p><b>SOCIALISING (7-8)</b> Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations</p>	<p>daily life and significant events across cultures</p> <p><b>CREATING (5-6)</b> Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions</p> <p><b>REFLECTING (5-6)</b> Share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity</p> <p><b>SYSTEM OF LANGUAGE (5-6)</b> Notice pronunciation of phonemes such as <i>ng/ngg/ny</i>, and notice the difference in pronunciation of loan words from English</p> <p><b>SOCIALISING (7-8)</b> Interact with others by making request, seeking clarification, checking understanding and expressing opinions</p> <p><b>INFORMING (7-8)</b> Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions</p>	<p>guided reports</p> <p><b>TRANSLATING (5-6)</b> Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning</p> <p><b>SYSTEMS OF LANGUAGE (5-6)</b> Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of <i>ber</i>-verbs and vocabulary</p> <p><b>CREATING (7-8)</b> Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture</p> <p><b>REFLECTING (7-8)</b> Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences</p>
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<p><b>INFORMING (7-8)</b> Give presentations to describe, compare and report on experiences and topics of interest</p> <p><b>TRANSLATING (7-8)</b> Create bilingual texts in collaboration with others to the wider community</p> <p><b>SYSTEM OF LANGUAGE (7-8)</b> Develop knowledge of me-verb rules and how to link and extend ideas such as by using adverbs and cohesive devices</p> <p><b>LANGUAGE VARIATION AND CHANGE (7-8)</b> Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology</p>	<p><b>INFORMING (7-8)</b> Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions</p> <p><b>TRANSLATING (7-8)</b> Translate and analyse a range of texts, comparing language choices and exploring differences in meanings</p> <p><b>REFLECTING (7-8)</b> Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding</p> <p><b>LANGUAGE AND VARIATION CHANGE (7-8)</b> Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience</p> <p><b>ROLE OF LANGUAGE AND CULTURE (7-8)</b> Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspective</p>	<p><b>CREATING (7-8)</b> Compose individual and shared texts about imagined people, places and experiences, in order to entertain others</p> <p><b>SYSTEM OF LANGUAGE (7-8)</b> Notice how stress in polysyllabic words and the use of intonation in subject-focus sentences</p>	
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## Across the year

**Reading program:** age appropriate readers which support the language learning connected to each of the modules

### Years 5 – 6 Achievement Standard

By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?*, *Siapa?* *Berapa?* and *Di mana?*, and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-* verbs (such as *bermain*, *berjalan*, *bercakap-cakap*, *berenang*) and formulaic *me-* verbs (such as *membaca*, *mendengarkan*, *menonton*). They express numbers using *ratus* and *ribu*, and describe character and appearance using noun + adjective word order, (for example, *Rumah Budi besar*; *Dia tinggi dan lucu*). Students use possessive word order (for example, *Nama teman saya...*) and describe events in time using *pada* with whole numbers and days of the week. They use prepositions (such as *di atas/dalam/delakang*), and conjunctions (such as *karena* and *tetapi*). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences.

Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (*televisi*) and pronunciation (*kriket*). They describe similarities and differences between aspects of language and culture, such as celebrations (for example *Idul Fitri* and *Hari Ulang Tahun*), leisure (for example, *takraw*, *bulu tangkis*) and the environment (for example, *desa*, *hutan*). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, *Selamat siang*, *mandi*, *guling*) that cannot be directly translated.

### Years 7 – 8 Achievement Standard

By the end of Year 8, students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce familiar polysyllabic words such as *mendengarkan*, *pekerjaan* and *mengerjakan*, stressing the penultimate syllable. When interacting, they ask questions using for example *Apakah?*, *Di mana?*, *Kapan?*, *Berapa?*, and respond to questions using, for example, *Setuju tidak?* *Benar/Salah*, and asking follow up questions using, for example, *Kapan? Bagaimana? Mengapa?* They explain and clarify their answers using, for example, *karena*, or *supaya*. Students give opinions using for example *Pada pendapat saya...*, *saya kira...*, *setuju/tidak setuju*, make comparisons using *lebih... daripada...*, and state preferences using *saya lebih suka...*, *yang paling baik...* They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. . They vary their sentence construction (for example, *rambut saya hitam/Ibu berambut coklat/Bapak*

*mempunyai rambut pirang*) to create interest for the audience. Students use cohesive devices such as time markers (for example, *Besok, sebelum*), adverbs of frequency (for example, *biasanya, jarang, belum pernah*) and conjunctions (for example, *lalu, untuk*). They use a range of personal pronouns such as *dia, mereka, kami, kita, ber-* verbs such as *bersekolah, berselancar* and simple *me-* verbs such as *memasak, memakai, menjadi, mengunjungi*. Students use prepositions of time using *pada* and place, using *di* (including with, for example, *belakang, samping, antara*). They describe qualities using colours (for example, *biru tua, merah muda*) and adjectives (for example, *sombong, murah hati*). They translate across languages, identifying where equivalence is not possible, for example, *gotong royong, jam karet* or 'daylight saving'. They describe their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.

Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as *-an, ber-* and *me-* words. They differentiate between similar-sounding words and how they are written (such as *suka/sukar, muda/mudah*), and apply spelling conventions such as *ngg (tinggal)* and final *h (terima kasih)*. They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices. They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.

**Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.**

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