

## Indonesian Year 8 Course Overview – 2018

This overview was developed to cater to the majority cohort of learners: Years 7-10 sequence (Year 8 entry)

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>BHINNEKA TUNGGAL IKA</b> (Unity in Diversity)	<b>Module 3:</b> <b>SUDAH MAKAN?</b> (Have you eaten yet?)	<b>Module 5:</b> <b>SELAMAT BELAJAR!</b> (Happy Studying!)	<b>Module 7:</b> <b>MET ULTAH!</b> (Happy Birthday!)
<p><b>KEY QUESTIONS:</b>            Who am I?            Who gets to be part of my family?            What does it mean to be            “Australian” or “Indonesian”?</p> <p><b>KEY CONCEPTS:</b>            Self, family, identity, belonging,            diversity, plurilingualism</p> <p><b>KEY PROCESSES:</b>            Socialising, exchanging, comparing,            researching</p>	<p><b>KEY QUESTION:</b>            Why do we eat what we eat?            Who can tell me what to eat?</p> <p><b>KEY CONCEPTS:</b>            Etiquette, sustainability, resources,            health, social hierarchy</p> <p><b>KEY PROCESSES:</b>            Inviting, expressing, role-playing,            variation</p>	<p><b>KEY QUESTIONS:</b>            What do I learn and why?            What can an education do for me?</p> <p><b>KEY CONCEPTS:</b>            Education, routine, opportunity,            privilege</p> <p><b>KEY PROCESSES:</b>            Questioning, interacting,            interpreting, reflecting</p>	<p><b>KEY QUESTIONS:</b>            When do I celebrate?            How do I celebrate?</p> <p><b>KEY CONCEPTS:</b>            Norms, assumptions, plot,            character, audience,            comprehensibility, celebration</p> <p><b>KEY PROCESSES:</b>            Comprehending, describing,            relating, making connections,            interpreting, comparing</p>
<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>	<b>CONTENT DESCRIPTIONS</b>
<p style="text-align: center;"><b>SOCIALISING</b></p> Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment.	<p style="text-align: center;"><b>SOCIALISING</b></p> Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts.	<p style="text-align: center;"><b>SOCIALISING</b></p> Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission.	<p style="text-align: center;"><b>INFORMING</b></p> Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways.

<p><b>REFLECTING</b></p> <p>Participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange.</p> <p><b>SYSTEMS OF LANGUAGE</b></p> <p>Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions.</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that Indonesian is a national language that has been and continues to be changed through interaction with other languages and cultures.</p> <p><b>Module 2:</b></p> <p><b>MAU NONGKRONG?</b> (Want to hang out?)</p> <p><b>KEY QUESTIONS:</b></p> <p>What do I do for fun? Is fun the same for everybody?</p>	<p><b>CREATING</b></p> <p>Create individual and shared texts with imagined scenarios, characters and events, using modelled language.</p> <p><b>LANGUAGE VARIATION AND CHANGE</b></p> <p>Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures.</p> <p><b>Module 4:</b></p> <p><b>BERAPA HARGANYA?</b> (How much does it cost?)</p> <p><b>KEY QUESTIONS:</b></p> <p>To bargain, or not to bargain? Is there a dress code?</p>	<p><b>TRANSLATING</b></p> <p>Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community.</p> <p><b>REFLECTING</b></p> <p>Interact with Indonesian peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture.</p> <p><b>Module 6:</b></p> <p><b>SILAKAN MASUK</b> (Please come in)</p> <p><b>KEY QUESTION:</b></p> <p>What makes my house a “home”?</p>	<p><b>CREATING</b></p> <p>Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas.</p> <p><b>TRANSLATING</b></p> <p>Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning</p> <p><b>Module 8:</b></p> <p><b>TEMPAT ISTIMEWAH</b> (Important Places)</p> <p><b>KEY QUESTIONS:</b></p> <p>What makes a place culturally important?</p>
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<p><b>KEY CONCEPTS:</b> Leisure, friendship, grammatical system</p> <p><b>KEY PROCESSES:</b> Socialising, describing, informing, understanding</p>	<p><b>KEY CONCEPTS:</b> Negotiation, transactions, creativity, clothing as a social construction</p> <p><b>KEY PROCESSES:</b> Planning, negotiating, roleplaying, creating, debating</p>	<p><b>KEY CONCEPTS:</b> Home, place, space, etiquette, host &amp; guest</p> <p><b>KEY PROCESSES:</b> Comparing, matching, translating</p>	<p>What kinds of things do tourists do?</p> <p><b>KEY CONCEPTS:</b> Leisure, travel, cultural and historical significance, geography, norms, First Nations</p> <p><b>KEY PROCESSES:</b> Informing, describing, researching,</p>
<p><b>CONTENT DESCRIPTIONS</b></p>	<p><b>CONTENT DESCRIPTIONS</b></p>	<p><b>CONTENT DESCRIPTIONS</b></p>	<p><b>CONTENT DESCRIPTIONS</b></p>
<p><b>SOCIALISING</b> Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment.</p> <p><b>CREATING</b> Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas.</p> <p><b>SYSTEMS OF LANGUAGE</b> Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, <i>ber-</i> and <i>me-</i> verbs, adjectives, prepositions and word order.</p>	<p><b>SOCIALISING</b> Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts.</p> <p><b>CREATING</b> Create individual and shared texts with imagined scenarios, characters and events, using modelled language.</p> <p><b>REFLECTING</b> Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and</p>	<p><b>REFLECTING</b> Participate in learning and using Indonesian, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange.</p> <p><b>LANGUAGE VARIATION AND CHANGE</b> Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures.</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific.</p>	<p><b>INFORMING</b> Present factual information and ideas about aspects of language and culture in oral, written and multimodal form.</p> <p><b>SYSTEMS OF LANGUAGE</b> Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning.</p> <p><b>ROLE OF LANGUAGE AND CULTURE</b> Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific.</p>

	noticing non-equivalence of meaning.		
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### Years 7 and 8 Achievement Standard

By the end of Year 8, students share factual information and opinions about their personal and immediate worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?*, and expressing preferences using *saya suka, kurang/tidak suka, mau/tidak mau*. They pronounce the vowels and consonants such as *c (ch)* and *r (trilled)* and combined sounds such as *ng, au*. They use formulaic expressions (for example, *saya tidak tahu, maaf, saya tidak mengerti, sekali lagi*) to sustain interactions. Students describe qualities of appearance, colour, character and condition (such as *tinggi, merah muda, lucu, panas*), and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students create personal, informative and imaginative texts incorporating textual features such as salutations and using cohesive devices such as conjunctions for example, *dan, tetapi, karena* and *untuk*. They form sentences with subject-verb-object construction (for example, *Saya mau bermain sepak bola*), typically using simple base words (for example, *makan, minum, naik, bangun*), *ber-* verbs (for example, *bermain, belajar, berenang, berdansa, berlari*) and formulaic *me-* verbs (for example, *menonton, mendengarkan*). Students refer to others using pronouns such as *saya, kamu, dia, mereka, Bu/Pak*, and use these in possessive form, including using *-nya* (for example, *sepatunya trendi*). They refer to events in time and place using the prepositions *pada, di* and *ke* as well as time markers such as *sebelum/sesudah, yang lalu*, and *depan*. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural artefacts (for example, *gayung, becak, warung*), environment (for example, *sawah, desa, cicak*), and practices (for example, *Idul Fitri*). Students describe their experiences of using Indonesian and views about how it fits with their sense of self.

Students know that Indonesian is a language used by millions of Indonesians in daily life and that it is constantly changing. They know that Indonesian uses a base word and affix system and they use metalanguage to describe and compare features and rules of sentence construction including the use of possessives and adjectives. Students identify textual features such as salutations, conversation markers and sequencing devices. They know that spoken and written forms of Indonesian can vary, for example, the elision of pronouns and some verbs in speech. They identify when language changes according to people and their relationships, such as informal language with friends (for example, *kamu, nggak, hebat*) and formal language with teachers and adults (for example, *Anda, tidak, baik sekali*). Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with Indonesian language and culture.

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

Updated 29/1/2018