

Indonesian Years 3-4 Course Overview – Year C 2022

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

Term 1	Term 2	Term 3	Term 4
<p>Module 1: ADA OBRAL APA? (WHAT'S ON SALE?)</p> <p>KEY QUESTIONS: Is bargain hunting the same in all cultures?</p> <p>KEY CONCEPTS: Occasion, routine</p> <p>KEY PROCESSES: Researching, informing, translating, recognising</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes</p> <p>INFORMING Obtain and share information from peers and texts related to family, home, routines and interests</p>	<p>Module 2: ADUH, JALANAN MACET! (GOSH! THERE'S A TRAFFIC JAM!)</p> <p>KEY QUESTIONS: What can we do to reduce traffic jams on our roads or in our cities?</p> <p>KEY CONCEPTS: Spatial awareness, problem solving</p> <p>KEY PROCESSES: Planning, problem solving, predicting, reflecting</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Contribute to class activities such as solving a problem, creating a display or conducting a role play/scenario</p> <p>INFORMING Present information about school and neighbourhood using tables, lists and descriptions</p> <p>CREATING Listen to, read and view creative texts such as rhymes, songs and</p>	<p>Module 3: AWAS, ADA BANJIR! (CAUTION! THERE IS A FLOOD!)</p> <p>KEY QUESTIONS: What can we do to protect our environment?</p> <p>KEY CONCEPTS: Responsibility, environment</p> <p>KEY PROCESSES: Responding, reflecting, investigating, describing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Respond to questions, instructions and requests, and participate in routine exchanges</p> <p>TRANSLATING Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences</p>	<p>Module 4: SAHABAT PENAN BARU SAYA (MY NEW PEN PAL)</p> <p>KEY QUESTION: What's a friend for? How can we be good friends?</p> <p>KEY CONCEPTS: Personal values, social values, friendships, emotions</p> <p>KEY PROCESSES: Interacting, presenting, sharing</p> <p>CONTENT DESCRIPTIONS</p> <p>SOCIALISING Contribute to class activities such as solving a problem, creating a display or conducting role play/scenario</p> <p>INFORMING Present information about school and neighbourhood using tables, lists and descriptions</p> <p>SYSTEMS OF LANGUAGE Develop understanding of ways to express possession and describe</p>

<p>TRANSLATING Produce texts such as descriptions and signs in both Indonesian and English for the school community</p> <p>SYSTEMS OF LANGUAGE Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world</p> <p>LANGUAGE VARIATION AND CHANGE Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region</p>	<p>stories, identifying characters and acting out events</p> <p>REFLECTING Interact with others and noticing how identity matters such as in use of terms of address, who and what is included, and what language is used</p> <p>SYSTEMS OF LANGUAGE Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world</p>	<p>REFLECTING Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms</p> <p>SYSTEMS OF LANGUAGE Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands</p> <p>ROLE OF LANGUAGE AND CULTURE Make connections between cultural practices and language use, such as specific vocabulary and expressions</p>	<p>qualities of people and objects, and expand vocabulary related to personal and social world</p> <p>LANGUAGE VARIATION AND CHANGE Understand that language varies according to age, gender and social position, such as place in the family</p>
---	---	--	--

Across the year 

Reading program: age-appropriate readers that support the language learning connected to each of the modules

Indonesian Years 3-4 Achievement Standard

By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They [reproduce](#) the sounds of *au* (for example, *mau*) and *g* (for example, *gemuk*) and the final sound *k* (for example, *tidak*). Students follow instructions (such as *Duduklah* or *Bukalah bukumu*), make requests and [respond](#) with actions. They [respond](#) to questions such as *Di mana? Kapan? Apakah?* by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and [respond](#) using formulaic language. Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as *buku*, *pensil*, *kursi*), home (such as *rumah*, *kamar*, *mobil*) and some interests (such as *suka main komputer*, *berenang*, *naik sepeda*) to create simple informative and descriptive texts. They [describe](#) amounts using cardinal numbers with *belas* and *puluh* and create plurals by doubling nouns. Students state preferences using *Saya [tidak] suka...*, and use adjectives, including adjectives of size and colour (for example, *besar*, *merah*, *tinggi*, *lucu*), following the noun. They create subject-focus sentences and use simple possessive word order such as *teman saya* or *rumahnya*, the prepositions *di* and *ke*, and the conjunction *dan*. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as 'footy' or *becak*. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.

Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as *kamu* for friends and *Bu/Pak* for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, *Bapak/Pak, Ibu/Bu*). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

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