

Indonesian Years 5-6 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
Module 1: BOLEH SAYA TAWAR? (MAY I BARGAIN?)	Module 2: AMBIL SAJA KEMBALIANNYA! (JUST KEEP THE CHANGE!)	Module 3: ARCHIPELAGO OR CONTINENT?	Module 4: BAWA OLEH-OLEH APA? (WHAT SOUVENIRS TO BRING?)
<p>KEY QUESTIONS: How do families shop? How do we shop in the 21st century?</p> <p>KEY CONCEPTS: Routine, lifestyle</p> <p>KEY PROCESSES: Analysing, reflecting, comparing</p>	<p>KEY QUESTIONS: Is bargaining okay or not okay? Why do people bargain? Where and what situation can we bargain?</p> <p>KEY CONCEPTS: Etiquette, manners</p> <p>KEY PROCESSES: Interacting, communicating, translating</p>	<p>KEY QUESTIONS: What would it be like to live on an archipelago or on a continent?</p> <p>KEY CONCEPTS: Environment, place, features</p> <p>KEY PROCESSES: Responding, comparing, reporting</p>	<p>KEY QUESTION: What do we need to plan for an overseas trip? How do we connect in the 21st Century?</p> <p>KEY CONCEPTS: Experience, leisure, travel</p> <p>KEY PROCESSES: Interacting, planning, organising</p>
CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS	CONTENT DESCRIPTIONS
<p style="text-align: center;">SOCIALISING</p> <p>Interact with peers to describe aspects of daily life, school, friends and pastimes</p> <p style="text-align: center;">INFORMING</p> <p>Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact with peers to describe aspects of daily life, school, friends and pastimes</p> <p style="text-align: center;">INFORMING</p> <p>Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports</p>	<p style="text-align: center;">SOCIALISING</p> <p>Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences</p> <p style="text-align: center;">INFORMING</p> <p>Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures</p>	<p style="text-align: center;">SOCIALISING</p> <p>Interact with peers to describe aspects of daily life, school, friends and pastimes</p> <p style="text-align: center;">INFORMING</p> <p>Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports</p>

<p>CREATING Compose and perform texts such as a kit, rap or video clip, based on a stimulus, concept or theme</p> <p>TRANSLATING Create for the school community simple bilingual texts such as reports, instructions and games</p> <p>REFLECTING Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments</p> <p>SYSTEMS OF LANGUAGE Develop understanding of how grammatical structures and rules influence textual organisation</p>	<p>CREATING Compose and perform texts such as a kit, rap or video clip, based on a stimulus, concept or theme</p> <p>TRANSLATING Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning</p> <p>SYSTEMS OF LANGUAGE 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>LANGUAGE VARIATION AND CHANGE Develop awareness that language use reflects different contexts, purposes and audiences</p>	<p>CREATING Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions</p> <p>REFLECTING 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>SYSTEMS OF LANGUAGE Notice pronunciation of phonemes such as <i>ng/ngg/ny</i>, and notice the difference in pronunciation of loan words from English</p>	<p>TRANSLATING Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning</p> <p>SYSTEMS OF LANGUAGE 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>
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Across the year 

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

Indonesian 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.

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