**Instruction:** List the title of the unit of work in the first column and then tick the check box of the content description/s addressed by it, which can be done electronically. Once completed, fill out the ‘Assessments’ table.
For detailed notes regarding the purpose of this template and further instructions for completion, refer [here](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx)

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|  | **Strand** | **Communicating** |
|  | **Sub-strand** | **Socialising** | **Informing** | **Creating** | **Translating** | **Reflecting** |
|  | **Content Description** | Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests[(VCIDC001)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC001) | Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning[(VCIDC002)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC002) | Participate with teacher and peers in class routines and activities, including following instructions and taking turns[(VCIDC003)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC003) | Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks[(VCIDC004)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC004) | Give factual information about self, family and significant objects using labels, captions and descriptions [(VCIDC005)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC005) | Participate in shared reading and play-acting, and respond through singing, chanting, action and movement [(VCIDC006)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC006) | Use familiar words, phrases and patterns to create captions and participate in shared performances and games [(VCIDC007)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC007) | Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings [(VCIDC008)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC008) | Create captions, labels and statements for the immediate learning environment in both Indonesian and English [(VCIDC009)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC009) | Notice what may look or feel similar or different to own language and culture when interacting in Indonesian [(VCIDC010)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC010) | Describe aspects of self such as family, school/class, gender and language/s, noticing how these are part of one’s identity [(VCIDC011)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC011) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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|  | **Strand** | **Understanding** |
|  | **Sub-strand** | **Systems of language** | **Language variation and change** | **Role of language and culture** |
|  | **Content Description** | Reproduce the sound and spelling of the vowels and the letters *c* (*ch*) and trilled *r*, and recognise that Indonesian is written using the Roman alphabet[(VCIDU012)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU012) | Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world [(VCIDU013)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU013) | Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions [(VCIDU014)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU014) | Recognise that ways of greeting and addressing others may change according to cultural norms[(VCIDU015)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU015) | Develop awareness that Indonesian and English borrow from each other[(VCIDU016)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU016) | Notice that the languages people use and the way they use them relate to who they are and where and how they live [(VCIDU017)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU017) |
| **Unit** | **Semester/Year** | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # | CD  | Achievement standard # |
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*See next page for Achievement Standards and Assessments section*

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| **Foundation to Level 2 Achievement Standard**Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template.  | **Levels 3 and 4 Achievement Standard** |
| By the end of Level 2* Students interact with teachers and peers through play- and action-related language. (1)
* They use greetings (Selamat pagi/siang) and respond to instructions through actions (Berdirilah, Masuklah). Students pronounce the vowel sounds, and ch for c. (2)
* They recognise questions (Apa? Siapa? Berapa?) and respond with ya/tidak, verbs such as ada/mau/suka/bisa/boleh, or names and numbers (up to ten). (3)
* They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture. (4)
* They read texts with the teacher and peers, and participate in songs and chants. (5)
* They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. (6)
* They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. (7)
* They use vocabulary related to their class and home environments. (8)
* Students recognise simple verbs (lari, main, makan) and use the pronouns saya, kamu and Pak/Bu to address others. (9)
* Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, takraw. (10)
* They comment on aspects of using Indonesian and express feelings about learning Indonesian. (11)
* Students recognise that Indonesian is written using the same alphabet as English but that some sounds are different. (12)
* They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. (13)
* They recognise that some Indonesian words are similar to English, for example, buku, komputer and es krim. (14)
* Students identify some distinctive Indonesian words such as komodo, durian and kancil. They are aware that language and culture are related. (15)

  | By the end of Level 4* Students interact in classroom routines and structured interactions with teachers and peers.
* They reproduce the sounds of au (*mau*) and g (*gemuk*) and the final sound k (*tidak*).
* Students follow instructions, make requests and respond with actions (*Duduklah, Bukalah bukumu*).
* They respond to questions (Di mana? *Kapan? Apakah?),* often by using a simple phrase.
* 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 such as descriptions, lists and 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 (*teman saya, 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 begin to 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 recognise that word order differs from English.
* Students understand 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 the significance of family in terms of address (for example, *Bapak/Pak*, *Ibu/Bu*).
* They make comparisons between Indonesian and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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