**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** | Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes [(VCIDC018)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC018) | Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario [(VCIDC019)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC019) | Respond to questions, instructions and requests, and participate in routine exchanges [(VCIDC020)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC020) | Obtain and share information from peers and texts related to family, home, routines and interests [(VCIDC021)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC021) | Present information about school and neighbourhood using tables, lists and descriptions [(VCIDC022)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC022) | Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events [(VCIDC023)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC023) | Create texts such as dialogues and stories, using formulaic expressions and modelled language [(VCIDC024)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC024) | 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 [(VCIDC025)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC025) | Produce texts such as descriptions and signs in both Indonesian and English for the school community [(VCIDC026)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC026) | Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms [(VCIDC027)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC027) | Interact with others and notice how identity matters, such as in use of terms of address, who and what is included, and what language is used [(VCIDC028)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC028) |
| **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** | Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands. [(VCIDU029)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU029) | Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world [(VCIDU030)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU030) | Recognise that texts such as stories, games and conversations have particular features [(VCIDU031)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU031) | Understand that language varies according to age, gender and social position, such as place in the family [(VCIDU032)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU032) | Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region [(VCIDU033)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU033) | Make connections between cultural practices and language use, such as specific vocabulary and expressions [(VCIDU034)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU034) |
| **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** | **Levels 3 and 4 Achievement Standard**Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 5 and 6 Achievement Standard** |
| By the end of Level 2* Students interact with teachers and peers through play- and action-related language.
* They use greetings (Selamat pagi/siang) and respond to instructions through actions (Berdirilah, Masuklah). Students pronounce the vowel sounds, and ch for c.
* 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).
* 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.
* They read texts with the teacher and peers, and participate in songs and chants.
* 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.
* They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions.
* They use vocabulary related to their class and home environments.
* Students recognise simple verbs (lari, main, makan) and use the pronouns saya, kamu and Pak/Bu to address others.
* Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, takraw.
* They comment on aspects of using Indonesian and express feelings about learning Indonesian.
* Students recognise that Indonesian is written using the same alphabet as English but that some sounds are different.
* They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia.
* They recognise that some Indonesian words are similar to English, for example, buku, komputer and es krim.
* Students identify some distinctive Indonesian words such as komodo, durian and kancil. They are aware that language and culture are related.

  | By the end of Level 4* Students interact in classroom routines and structured interactions with teachers and peers. (1)
* They reproduce the sounds of au (*mau*) and g (*gemuk*) and the final sound k (*tidak*). (2)
* Students follow instructions, make requests and respond with actions (*Duduklah, Bukalah bukumu*). (3)
* They respond to questions (Di mana? *Kapan? Apakah?),* often by using a simple phrase. (4)
* They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. (5)
* Students present factual information in texts such as descriptions, lists and tables. (6)
* 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. (7)
* 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. (8)
* They describe amounts using cardinal numbers with *belas*and *puluh*, and create plurals by doubling nouns. (9)
* 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. (10)
* They create subject-focus sentences, and use simple possessive word order (*teman saya, rumahnya*), the prepositions *di* and *ke*, and the conjunction *dan*. (11)
* 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*. (12)
* They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences. (13)
* Students differentiate statements from questions according to intonation. (14)
* They recognise that word order differs from English. (15)
* 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*). (16)
* They make comparisons between Indonesian and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions. (17)
 | By the end of Level 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 such as descriptions and conversations to 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 (bermain, berjalan, bercakap-cakap, berenang) and formulaic me- verbs (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 pronouns with some accuracy (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/belakang, and the conjunctions karena and tetapi.
* They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures.
* Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions.
* Students understand that Indonesian is a language system that has rules, and that (subject-focus) sentence construction is similar to English.
* They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs.
* Students observe 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 recognise loan words from English and their Indonesian spelling (televisi) and pronunciation (kriket).
* They comment on similarities and differences between aspects of language and culture, such as celebrations (Idul Fitri, Hari Ulang Tahun), leisure (takraw, bulu tangkis) and environment (desa, hutan).
* Students understand that in both Indonesian and English some terms and expressions reflect culture-specific practices (for example, Selamat siang, mandi, guling) and cannot be directly translated.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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