**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** | Interact with peers to describe aspects of daily life, school, friends and pastimes [(VCIDC035)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC035) | Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class [(VCIDC036)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC036) | Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences [(VCIDC037)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC037) | Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures [(VCIDC038)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC038) | Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports [(VCIDC039)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC039) | Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions [(VCIDC040)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC040) | Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme[(VCIDC041)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC041) | Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning [(VCIDC042)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC042) | Create for the school community simple bilingual texts such as reports, instructions and games[(VCIDC043)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC043) | Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments[(VCIDC044)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC044) | 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[(VCIDC045)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDC045) |
| **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** | Notice pronunciation of phonemes such as*ng/ngg/ny*, and notice the difference in pronunciation of loan words from English [(VCIDU046)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU046) | Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of *ber-* verbs and vocabulary[(VCIDU047)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU047) | Develop understanding of how grammatical structures and rules influence textual organization[(VCIDU048)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU048) | Develop awareness that language use reflects different contexts, purposes and audiences[(VCIDU049)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU049) | Recognise that Indonesian contains influences from other languages, such as regional and foreign languages [(VCIDU050)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU050) | Recognise that language and culture are integral to the nature of identity and communication [(VCIDU051)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCIDU051) |
| **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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| **Levels 3 and 4 Achievement Standard** | **Levels 5 and 6 Achievement Standard** Separated by line. Number in brackets, e.g. (3), can be used as an identifier in various parts of the template. | **Levels 7 and 8 Achievement Standard** |
| 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.
 | By the end of Level 6* Students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. (1)
* They locate specific details and use familiar words and phrases to predict meanings in texts. (2)
* 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. (3)
* Students produce ng/ny/ngg sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. (4)
* They ask and respond to questions using Apa?, Siapa? Berapa? and Di mana?, and interact spontaneously with peers in discussions on familiar topics. (5)
* Students use subject-focus construction with a range of ber- verbs (bermain, berjalan, bercakap-cakap, berenang) and formulaic me- verbs (membaca, mendengarkan, menonton). (6)
* 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. (7)
* 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. (8)
* They use prepositions such as di atas/dalam/belakang, and the conjunctions karena and tetapi. (9)
* They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. (10)
* Students comment on how experiences and cultural perspectives, including their own, influence people’s assumptions and language use in intercultural interactions. (11)
* Students understand that Indonesian is a language system that has rules, and that (subject-focus) sentence construction is similar to English. (12)
* They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. (13)
* 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. (14)
* They recognise loan words from English and their Indonesian spelling (televisi) and pronunciation (kriket). (15)
* 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). (16)
* 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. (17)
 | By the end of Level 8* Students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others.
* They pronounce polysyllabic words such as mendengarkan, pekerjaan and menyiapkan, stressing the penultimate syllable with some accuracy.
* When interacting, they ask questions (Apakah?, Di mana?, Kapan?, Berapa?), respond to questions (such as Setuju tidak? Benar/Salah, Kapan? Bagaimana? Mengapa?) and clarify their answers, for example, using karena…, supaya…
* Students give opinions (Pada pendapat saya…, saya kira…, setuju/tidak setuju), make comparisons (lebih… daripada…), and state preferences using saya lebih suka…, yang paling baik…
* They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models.
* They vary their sentence construction (for example, rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang) to create interest for the audience.
* Students use cohesive devices such as time markers (Besok, sebelum), adverbs of frequency (biasanya, jarang, belum pernah) and conjunctions (lalu, untuk).
* They use a range of personal pronouns (dia, mereka, kami, kita), ber- verbs (bersekolah, berselancar) and simple me- verbs (memasak, memakai, menjadi, mengunjungi).
* Students use prepositions of people, time and place (dalam keluarga, pada liburan, di hutan), and describe qualities using colours (biru tua, merah muda) and adjectives (sombong, murah hati).
* They translate across languages, noticing where equivalence is not possible, for example, gotong royong, jam karet or ‘daylight saving’.
* They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.
* Students understand that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as -an, ber- and me- words.
* They differentiate between similar-sounding words and how they are written (such as suka/sukar, muda/mudah), and apply correct spelling conventions such as ngg (tinggal) and final h (terima kasih).
* They recognise how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction.
* Students identify and reproduce features of familiar text types such as emails, stories and dialogues.
* They notice how languages and cultures influence each other, particularly noticing borrowings from other languages.
* Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.
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| **Assessments** |  |  |
| **Unit (Title)** | **Assessment** | **Achievement Standard/s** |  | **Unit (Title)** | **Assessment** | **Achievement Standard/s** |
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