

Prep Plan – Victorian Curriculum: Languages – Indonesian



Implementation year: 2017

School name: Kyabram P-12 College

Prepared by Jenny McCarthy

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| Identify Curriculum | Phase curriculum focus and Year level description | Students learn the sounds and written form of Indonesian. They notice similarities and differences between Indonesian and English, such as similar vocabulary and word order and differences in the position of adjectives and possessive pronouns. Students ask questions in English about Indonesia and Indonesians. With teacher support, they discuss the similarities and differences between the English and Indonesian language and cultures. There is an emphasis on developing students' oral language to enable them to participate in class activities. They repeat sounds, particularly of vowels, the letter c (ch) and r (trilled), as modelled by the teacher and aural texts. Students use formulaic language and single-idea phrases. They will recognise the same alphabet as they are learning for writing English and need to observe that some letters have different sounds (for example, c = ch). Students write by tracing and copying, forming letters legibly. They learn to write words and sentences independently using modelled language, for example, matching pictures with single words, labels and captions. | | | |
| | 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. <i>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</i> | | | |
| | Course Outline | Students studied one hour of Indonesian per week. They were given a simple introduction to the Indonesian language and culture. They engaged in listening with understanding, speaking, reading and writing Indonesian words on topics such as greetings, numbers, classroom instructions, colours, food, parts of the body and Indonesian geography. | | | |
| Teaching and learning | Unit Overview | Term 1 | Term 2 | Term 3 | Term 4 |
| | | Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests (VCIDC001) Recognise that ways of greeting and addressing others may change according to cultural norms (VCIDU015) | Participate with teacher and peers in class routines and activities, including following instructions and taking turns (VCIDC003) Understand that language is organised as 'text', and recognise features of texts such as songs, chants, labels and captions (VCIDU014) | Use familiar words, phrases and patterns to create captions and participate in shared performances and games (VCIDC007) | 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) |

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| Develop assessment | Assessment | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| | | Reportable learning tasks are not required for Foundation Indonesian. Learning Tasks 1. Counting to 10. Identifying numbers and sequencing numbers. 2. Greetings puzzle 3. Simon says for classroom instruction. | Reportable learning tasks are not required for Foundation Indonesian. Learning Tasks 4. Alphabet pronunciation – identify letters that are different and the same as English. 5. Sing Old MacDonald with animal noises 6. Farmyard frenzy. | Reportable learning tasks are not required for Foundation Indonesian. Learning Tasks 7. Fill in the gaps – students write the Indonesian word for the fruit according to the day of the week. 8. Read the Caterpillar counting book 9. Retell the story with some Indonesian by sequencing flash cards. | Reportable learning tasks are not required for Foundation Indonesian. Learning Tasks 10. Monster Creation – listening following instructions 11. Labelling your body 12. Island description drawing and map puzzle to identify Indonesian islands. |

Foundation LOTE: review for balance and coverage of content descriptions.

| LOTE - Indonesian | | | | | |
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| Communicating | 1 | 2 | 3 | 4 | O |
| Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests (VCIDC001) | * | | | | P |
| Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning (VCIDC002) | | | | | 1 |
| Participate with teacher and peers in class routines and activities, including following instructions and taking turns (VCIDC003) | | * | | | P |
| 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) | | | | | 1 |
| Give factual information about self, family and significant objects using labels, captions and descriptions (VCIDC005) | | | | | 2 |
| Participate in shared reading and play-acting, and respond through singing, chanting, action and movement (VCIDC006) | | | | | 1 |
| Use familiar words, phrases and patterns to create captions and participate in shared performances and games (VCIDC007) | | | * | | P |
| Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings (VCIDC008) | | | | | 1 |
| Create captions, labels and statements for the immediate learning environment in both Indonesian and English (VCIDC009) | | | | | 2 |
| Notice what may look or feel similar or different to own language and culture when interacting in Indonesian (VCIDC010) | | | | | 2 |
| Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one's identity (VCIDC011) | | | | | 2 |

| LOTE - Indonesian | | | | | |
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| Understanding | 1 | 2 | 3 | 4 | O |
| 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) | | | | * | P |
| Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world (VCIDU013) | | | | | 1 |
| Understand that language is organised as 'text', and recognise features of texts such as songs, chants, labels and captions (VCIDU014) | | * | | | P |
| Recognise that ways of greeting and addressing others may change according to cultural norms (VCIDU015) | * | | | | P |
| Develop awareness that Indonesian and English borrow from each other (VCIDU016) | | | | | 1 |
| Notice that the languages people use and the way they use them relate to who they are and where and how they live (VCIDU017) | | | | | 2 |