

Level Two Plan – Victorian Curriculum: Languages – Indonesian

Implementation year: 2017 School name: Kyabram P-12 College

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Identify Curriculum	Curriculum Booklet Descriptor	<p>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.</p> <p>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.</p>
	Achievement standard	<p>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.</p> <p>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.</p> <p>Source: Victorian Curriculum 14 September 2015 http://victoriancurriculum.vcaa.vic.edu.au/Copyright</p>
	Course Outline	<p>Students study one hour of LOTE per week. Students build on their understanding and knowledge of Indonesian language and culture. Students engage in listening with understanding, speaking, reading and writing Indonesian words on topics such as classroom instructions, songs and chants, colours, folk tales, family, school, numbers and geography. Simple grammar such as commands, questions, subject focussed sentences and word order are covered.</p>

Teaching and learning	Unit Overview	Unit 1 – term 1	Unit 2 – term 2	Unit 3 – term 3	Unit 4 – term 4
		<p>Give factual information about self, family and significant objects using labels, captions and descriptions. (VCIDC005)</p> <p>Develop awareness that Indonesian and English borrow from each other. (VCIDU016)</p>	<p>Notice what may look or feel similar or different from own language and culture when interacting in Indonesian. (VCIDC010)</p> <p>Notice that the languages people use and the way they use them relate to who they are and where and how they live. (VCIDU017)</p>	<p>Create captions, labels and statements for the immediate learning environment in both Indonesian and English. (VCIDC009)</p>	<p>Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one's identity. (VCIDC011)</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Develop assessment	Assessment	Reportable learning tasks are not required for Year Two Indonesian. Learning Tasks <ol style="list-style-type: none"> 1. Picture frame – draw family members, label, and then show completed picture to class and verbally introduce family to the class. 2. Complete a passport page with information about self, eg age, birthplace, languages spoken etc. 3. Worksheet cold list of ‘new’ Indonesian words. Paste correct picture. Students have to draw on knowledge of English to complete. 	Reportable learning tasks are not required for Year Two Indonesian. Learning Tasks <ol style="list-style-type: none"> 1. Folk story comparisons – prepare a poster showing characters from two stories, one Dreamtime story and one Indonesian folk story. 2. Sing a song about colours – perform. 3. Adjectives/colours – identify objects and write descriptive sentences using correct word order. 	Reportable learning tasks are not required for Year Two Indonesian. Learning Tasks <ol style="list-style-type: none"> 1. Label a plan of the school in Indonesian correctly identifying classrooms, offices and staffrooms. 2. Orienteering exercise moving around the school following Indonesian directions. 3. Role play – dialogue between student and teacher in a classroom setting. 	Reportable learning tasks are not required for Year Two Indonesian. Learning Tasks <ol style="list-style-type: none"> 1. Write a letter/email of introduction to an Indonesian penfriend. 2. Compose a speech introducing self to class – perform. 3. Make a book about the class to introduce themselves to the next year’s teacher.
		Make judgments and use feedback	Moderation	Within and across classes through teacher judgement of student work and against common rubrics.	Within and across classes through teacher judgement of student work and against common rubrics.

Level Two LOTE: review for balance and coverage of content descriptions.

LOTE - Indonesian					
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

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)	*				2
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