

Year Level: 7

KLA: Languages **Subject:** Indonesian

Week	Unit	Learning Focus	Victorian Curriculum
Term 1 Weeks 1 - 3	Alphabet	<ul style="list-style-type: none">• Replicate pronunciation of alphabet sounds• Replicate pronunciation related to single and combined sounds.• Develop fluency• Develop the use of intonation in statements and questions• Develop literacy skills in Indonesian through reading, writing, speaking and listening tasks	Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, noticing Indonesian spelling and pronunciation conventions (VCIDUO97)
4 - 5	Introductions	<ul style="list-style-type: none">• Replicate ways to introduce themselves and others• Replicate culturally respectful gestures• Replicate questions and answers to ask and state names• Replicate questions and answers to ask and state someone's age• Replicate questions and answers to ask where someone lives	Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment. (VCIDCO86)
6 - 7	Interacting with Others	<ul style="list-style-type: none">• Follow instructions and seek help and permission.• Present an oral presentation between 2 or 3 people	Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission (VCIDCO88)
8	Numbers	<ul style="list-style-type: none">• Recognise and replicate counting from 1-20• Practice counting large numbers of items• Extend number usage to their modern usage: eg: phone numbers, registration plates, membership numbers etc.	Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways (VCIDCO89)
9 -10	Cultural Assignment	<ul style="list-style-type: none">• Investigate an aspect of Indonesian culture eg: dance, food, animals, etc	Identify gist and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways (VCIDCO89)

Term 2 Weeks 1 - 5	Classroom	<ul style="list-style-type: none"> • Being able to ask and answer simple questions about objects in the classroom • Being able to identify classroom objects • Being able to request permission to borrow classroom objects • Being able to negate nouns 	<p>Create individual and shared texts with imagined scenarios, characters and events, using modelled language (VCIDCO92)</p> <p>Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community (VCIDCO94)</p>
6 - 10	Classroom	<ul style="list-style-type: none"> • Being able to tell time • Knowing days of the week and months of the year • Relating knowledge of dates to special events such as birthdays • Replicating ways to bargain using numbers and common expressions 	<p>Create individual and shared texts with imagined scenarios, characters and events, using modelled language (VCIDCO92)</p>
Term 3 Weeks 1 - 5	Family	<ul style="list-style-type: none"> • Create a Family Tree in Indonesian • Recognize the names of family members • Read stories and short texts relating to family • Comprehend reading tasks relating to family • Create a story about a family in Indonesian 	<p>Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment (VCIDCO86)</p> <p>Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas (VCIDCO91)</p> <p>Understand that Indonesian, like all languages, varies according to participants, roles and relationships, situations and cultures (VCIDU100)</p>
6 - 8	Family	<ul style="list-style-type: none"> • Understand how and when to use an appropriate Personal and Possessive Pronoun • Be able to read, write and say sentences which use adjectives correctly • Recognize the role of formal and informal forms of address • Practise speaking tasks related to family 	<p>Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment (VCIDCO86)</p> <p>Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas (VCIDCO91)</p> <p>Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, ber- and me- verbs, adjectives, prepositions and word order (VCIDU098)</p>
9 - 10	Family	<ul style="list-style-type: none"> • Create a house plan in Indonesian 	<p>Interact with peers and teacher to exchange information and opinions about self, friends and</p>

		<ul style="list-style-type: none"> • Read, write and say a paragraph describing a house 	family, pastimes, special occasions and the immediate environment (VCIDC086)
Term 4 Weeks 1 - 2	Colours	<ul style="list-style-type: none"> • Recognise descriptions which employ colours • Read and write short sentences using colours 	Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community (VCIDC094)
3 - 4	Clothes, Colours	<ul style="list-style-type: none"> • Identify different items of clothing • Use adjectives including colours to describe clothing 	Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning (VCIDC093) Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community (VCIDC094)
5 - 6	Clothes	<ul style="list-style-type: none"> • Recognise common forms of traditional clothing • Appreciate the cultural significance of traditional clothing in different areas of Indonesia 	Translate and interpret texts such as descriptions, emails, signs and notices, from Indonesian to English and vice versa, using contextual cues and textual features, and noticing non-equivalence of meaning (VCIDC093)
7 - 8	Parts of the Body	<ul style="list-style-type: none"> • Become aware of the names of body parts. • Prepare a short script relating to the body eg: a visit to the doctor. 	Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment (VCIDC086)
9 - 10	Clothes, Colours and Parts of the Body	<ul style="list-style-type: none"> • Integrate knowledge of clothes, colour and the body into a Fashion Parade or web-based task • Identify different parts of the body 	Interact with peers and teacher to exchange information and opinions about self, friends and family, pastimes, special occasions and the immediate environment (VCIDC086)