

AC Indonesian 9.0 Years 7-10

EP Curriculum Map

Years 7-8

Level Description – Years 07 and 08

In Years 7 and 8, students are beginning their learning of Indonesian language, and this will be influenced by prior learning and experiences of language learning. Students use Indonesian language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Indonesian and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

Achievement Standard – Years 07 and 08

By the end of Year 8, students use Indonesian language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Indonesian or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate Indonesian sound patterns, intonation and rhythms, and demonstrate understanding that Indonesian has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Indonesian and English language structures and features, using metalanguage. They demonstrate awareness that the Indonesian language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

EP Lesson Recommendations:

For **Year 7-8 Indonesian** we would recommend a combination of our **Getting Started and Beginner Indonesian courses**. Please find these lessons linked in the table below alongside the content descriptors.

Years 7 & 8 Content Descriptors:

Communicating in Indonesian:

Sub strand	Content descriptor	How can EP support this?	Lessons that can support
Interacting in Indonesian	<p>AC9LIN8EC01</p> <p>Interact with others using modelled language to exchange information in familiar contexts about self and personal world</p>	<ul style="list-style-type: none"> Each EP Languages unit is designed to support students to be able to interact with others to exchange information in familiar contexts about self and personal world. Each unit begins with an introduction lesson to introduce key language and sentence patterns and this is followed by listening and reading comprehension lessons which model written and spoken interactions and provide students with comprehensible input. These are followed by writing and speaking lessons which support students to be able to interact in written and spoken language. Each Education Perfect languages unit contains a speaking lesson where students listen to questions and record answers, listen to answers and record questions and conversation tasks with a partner to help build their interaction skills in familiar contexts. 	<p>Getting Started with Indonesian:</p> <p>Unit 1: Greetings and Introductions Unit 2: How are you? Unit 3: Numbers and age Unit 5: Family Unit 6: Pets Unit 7: The Classroom Unit 8: Classroom Language Unit 9: Weather and Days of the Week Unit 10: Food and Drink</p> <p>Beginner Indonesian:</p> <p>Unit 1: Greetings and Introductions Listening Reading</p>

		<ul style="list-style-type: none"> • Each Education Perfect Languages unit also contains an authentic task, some of which require the students to interact in spoken or written language. • The Getting Started and Beginner units focus on topics relating to self and personal world. • See the hyperlinked lessons in each unit in the content maps below. 	Writing Speaking
	<p>AC9LIN8EC02</p> <p>Develop language to interact in exchanges, routine, tasks and responsibilities related to classroom and interests</p>	<ul style="list-style-type: none"> • EP Languages units are designed to introduce students to the necessary language to be able to interact in exchanges, routine, tasks and responsibilities related to the classroom. • Getting Started Unit 5 & 6 and Beginner Unit 3 introduce expressions to support students to interact in the classroom. 	<p>Unit 2: Family and Pets</p> Listening Reading Writing Speaking
	<p>AC9LIN8EC03</p> <p>Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment</p>	<ul style="list-style-type: none"> • In each of the reading and listening lessons in the EP Languages units, students are exposed to lots of written and spoken input where exchange of information is modelled on the topic of organising activities relating to daily life and school environment. • In the writing and speaking lessons, students are provided with lots of activities to help students develop confidence to engage in written and verbal exchanges of information 	<p>Unit 3: The Classroom</p> Listening Reading Writing Speaking
			<p>Unit 4: Dates and Birthdays</p> Listening Reading Writing Speaking
			<p>Unit 5: Countries and Nationalities</p> Listening Reading Writing Speaking
<p>Mediating meaning in and between languages</p>	<p>AC9LIN8EC04</p> <p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to culture, context, purpose and audience.</p> <p>AC9LIN8EC05</p> <p>Develop and being to apply strategies to interpret, translate and convey meaning</p>	<ul style="list-style-type: none"> • In each Education Perfect Languages unit, there is a listening and reading lesson where students are presented with a number of different spoken, written and multimodal texts in authentic contexts and they are required to locate and process information and respond in different ways. • There is also a large bank of authentic video lessons accompanied by a wide variety of activities that require students to locate and process information and ideas. • The Getting Started and Beginner units cover 	<p>Unit 6: Talking about food</p> Listening Reading Writing Speaking
			<p>Unit 7: Describing People</p> Listening Reading

	in Indonesian in familiar contexts	<p>familiar topics. These tasks require students to develop strategies to interpret and translate.</p> <ul style="list-style-type: none"> See the listening, reading and video lessons hyperlinked in the content maps of each unit below. 	<p>Writing Speaking</p> <p>Unit 8: School Subjects Listening Reading Writing Speaking</p> <p>Unit 9: Leisure Activities Listening Reading Writing Speaking</p> <p>Unit 10: My House Listening Reading Writing Speaking</p>
Creating text in Indonesian	<p>AC9LIN8EC06 Create spoken, written and multimodal informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions</p>	<ul style="list-style-type: none"> In the speaking, writing and authentic tasks lessons within each unit, students are required to create different types of spoken and written texts using the language they have learned from a particular unit. The authentic video lessons also provide tasks which require students to create written and recorded texts. See the hyperlinked lessons in the content map below. 	

Understanding Language and Culture:

Sub strand	Content descriptor	How can EP support this?
Understanding systems of language	<p>AC9LIN8EU01 Recognise and use features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts</p>	<ul style="list-style-type: none"> In the EP Languages units, each unit has a listening comprehension section with 8-10 listening comprehension texts, recorded by native speakers. In these activities, students are exposed to features of the Indonesian sound system including pitch, rhythm, stress and intonation. There is also a speaking section for each unit where students are required to complete a variety of speaking tasks. These tasks allow students to listen

		<p>back to what they have recorded and moderate their own pronunciation.</p> <ul style="list-style-type: none"> • The speaking lessons contain exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Indonesian sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation. • See the listening and speaking lessons in the hyperlinked lessons in the content map below.
	<p>AC9LIN8EU02</p> <p>Develop knowledge of, and use structures and features of, the Indonesian grammatical and writing systems to understand and create spoken, written and multimodal texts</p>	<ul style="list-style-type: none"> • In each of the EP Languages units, there is a grammar section which introduces new points in each unit. In each of these grammar sections there is an introduction which explains the grammar point in detail, then there are extensive activities to practise the grammar point, starting with recognition and moving towards free production. • Students use this grammar knowledge to understand written and spoken text and to create their own spoken, written and multimodal texts. See the grammar lessons linked below in the content map.
	<p>AC9LIN8EU03</p> <p>Compare Indonesian language structures and features with English, using familiar metalanguage</p>	<ul style="list-style-type: none"> • Within the EP grammar lessons, in-depth explanations are provided of each grammar point. The explanations help students to understand similarities and differences between Indonesian and English grammar.
<p>Understanding the interrelationship of language and culture</p>	<p>AC9LIN8EU04</p> <p>Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values</p>	<ul style="list-style-type: none"> • Cultural references are embedded throughout the EP Languages units and activities and questions have been designed to help students understand the relationship between language and culture. • Teachers are encouraged to use the EP units as a springboard for further discussion about the relationship between language and culture.

Years 9-10

Level Description – Years 09 and 10

In Years 9 and 10, Indonesian language learning builds on each student's prior learning and experiences. Students use Indonesian to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Indonesian in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

Achievement Standard – Years 09 and 10

By the end of Year 10, students initiate and sustain Indonesian language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Indonesian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Indonesian to create texts.

Students apply features of the Indonesian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Indonesian, to discuss how this learning influences their ideas and ways of communicating.

Years 9-10: Communicating meaning in Indonesian:

Sub strand	Content descriptor	How can EP support this?	Recommended EP lessons
Interacting in Indonesian	<p>AC9LIN10EC01</p> <p>Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world</p>	<ul style="list-style-type: none"> • Each EP Languages unit is designed to support students to be able to interact with others to exchange information in familiar and some unfamiliar contexts about their own and others' personal world. • Each unit begins with an introduction lesson to introduce key language and sentence patterns and this is followed by listening and reading comprehension lessons which model written and spoken interactions and provide students with comprehensible input. These are followed by writing and speaking lessons which support students to be able to interact in written and spoken language. • Each Education Perfect languages unit contains a speaking lesson where students listen to questions and record answers, listen to answers and record questions and conversation tasks with a partner to help build their interaction skills in familiar contexts. • Each Education Perfect Languages unit also contains an authentic task, some of which require the students to interact in spoken or written language. • The Beginner level units focus on their own personal world and the intermediate units focus on their own and others' 	<p>Beginner Indonesian:</p> <p>Unit 1: Greetings and Introductions Listening Reading Writing Speaking</p> <p>Unit 2: Family and Pets Listening Reading Writing Speaking</p> <p>Unit 3: The Classroom Listening Reading Writing Speaking</p> <p>Unit 4: Dates and Birthdays Listening Reading Writing Speaking</p> <p>Unit 5: Countries and Nationalities Listening Reading Writing</p>

		<p>personal world.</p> <ul style="list-style-type: none"> See the hyperlinked lessons in each unit in the content maps below. 	<p>Speaking</p> <p>Unit 6: Talking about food Listening Reading Writing Speaking</p> <p>Unit 7: Describing People Listening Reading Writing Speaking</p> <p>Unit 8: School Subjects Listening Reading Writing Speaking</p> <p>Unit 9: Leisure Activities Listening Reading Writing Speaking</p> <p>Unit 10: My House Listening Reading Writing Speaking</p> <p>Intermediate Indonesian</p> <p>Unit 1: Ayo beli pakaian</p>
	<p>AC9LIN10EC02</p> <p>Use Indonesian language in exchanges to question, offer opinions and compare and discuss ideas</p>	<ul style="list-style-type: none"> EP Languages units are designed to help students develop the necessary language in order to question, offer opinions and compare and discuss ideas. Students are exposed to the relevant language and expressions in the introduction lesson to offer opinions and compare and discuss ideas. The reading and listening lessons model written and spoken language which gives examples of this language. Students then practise these skills in the writing and speaking lessons. 	
	<p>AC9LIN10EC03</p> <p>Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</p>	<ul style="list-style-type: none"> In each of the reading and listening lessons in the EP Languages units, students are exposed to lots of written and spoken input where exchange of information is modelled on the topic of discussing plans, events and experiences with peers. In the writing and speaking lessons, students are provided with lots of activities to help students develop confidence to engage in written and verbal exchanges of information 	
<p>Mediating meaning in and</p>	<p>AC9LIN10EC04</p>	<ul style="list-style-type: none"> In each Education Perfect Languages unit, there is a listening and reading lesson where students are presented 	

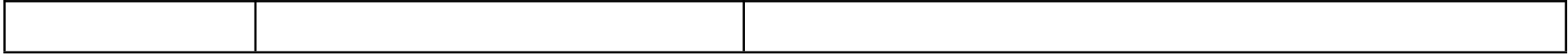
<p>between languages</p>	<p>Interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>AC9LIN10EC05</p> <p>Apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	<p>with a number of different spoken, written and multimodal texts in authentic contexts and they are required to locate and process information and respond in different ways.</p> <ul style="list-style-type: none"> • There is also a large bank of authentic video lessons accompanied by a wide variety of activities that require students to interpret information, ideas and perspectives in a range of contexts. • The Intermediate units cover familiar and some unfamiliar topics. These tasks require students to develop strategies to interpret and translate. • Cultural information is embedded into the listening and reading texts and students often are required to compare to their own culture. 	<p>Listening Reading Writing Speaking</p> <p>Unit 2: Ayo Makan-makan Listening Reading Writing Speaking</p> <p>Unit 4: Sakit Listening Reading Writing Speaking</p> <p>Unit 05: Hiburan Listening Reading Writing Speaking</p>
<p>Creating text in Indonesian</p>	<p>AC9LIN10EC06</p> <p>Create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar</p>	<ul style="list-style-type: none"> • In the speaking, writing and authentic tasks lessons within each unit, students are required to create different types of spoken and written texts using the language they have learned from a particular unit. • The production tasks require students to select vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes. • The authentic video lessons also provide 	<p>Unit 6: Pesta, Perayaan dan Upacara Listening Reading Writing Speaking</p> <p>Unit 7: Kota dan Desa Listening Reading Writing Speaking</p> <p>Unit 08: Lingkungan kita!</p>

	contexts and purposes, to engage different audiences	tasks which require students to create written and recorded texts.	Listening Reading Writing Speaking Unit 9: Bekerja Listening Reading Writing Speaking Unit 10: Pertukaran Siswa Listening Reading Writing Speaking
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Years 9-10: Understanding Language and Culture:

Sub strand	Content descriptor	How can EP support this?
Understanding systems of language	<p>AC9LIN10EU01</p> <p>Apply features of the Indonesian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts</p>	<ul style="list-style-type: none"> • In the EP Languages units, each unit has a listening comprehension section with 8-10 listening comprehension texts, recorded by native speakers. In these activities, students are exposed to features of the Indonesian sound system including pitch, rhythm, stress and intonation in familiar and some unfamiliar contexts at Intermediate level. • There is also a speaking section for each unit where students are required to complete a variety of speaking tasks. These tasks allow students to listen back to what they have recorded and moderate their own pronunciation.

		<ul style="list-style-type: none"> The speaking lessons contain exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Indonesian sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation.
	<p>AC9LIN10EU02</p> <p>Select and use structures and features of the Indonesian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts</p>	<ul style="list-style-type: none"> In each of the EP Languages units, there is a grammar section which introduces relevant grammar points for each unit. In each of these grammar lessons there is an introduction which explains the grammar point in detail, then there are extensive activities to practise the grammar point, starting with recognition and moving towards free production. Students use this grammar knowledge to understand written and spoken text and to create their own spoken, written and multimodal texts.
	<p>AC9LIN10EU03</p> <p>Reflect on and evaluate Indonesian texts, using metalanguage to discuss language structures and features</p>	<ul style="list-style-type: none"> Within the EP grammar lessons, in-depth explanations are provided of each grammar point. The explanations help students to understand similarities and differences between Indonesian and English grammar.
<p>Understanding the interrelationship of language and culture</p>	<p>AC9LIN10EU04</p> <p>Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating</p>	<ul style="list-style-type: none"> Cultural references are embedded throughout the EP Languages units and activities and questions have been designed to help students understand the relationship between language and culture. Teachers are encouraged to use the EP units as a springboard for further discussion about the relationship between language and culture.



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