 Scope and sequence – Stage 4 Indonesian

This scope and sequence is an example only. Teachers modify according to student needs and school context.

All outcomes referred to in this scope and sequence come from the [Indonesian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/indonesian-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

| Term | Unit | Themes, vocabulary and grammar | Focus outcomes |
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| Term 1 Week 1-5 | All about me!  Learning goal – greet others and introduce yourself, understand and exchange personal information.  Final task – in pairs, imagine you are FaceTiming with an Indonesian student who is coming to stay with you. Record your dialogue as you introduce yourselves.  LIN4-1C, LIN4-5U | * Greetings, for example *selamat pagi/siang* * How are you? – *Apa kabar?* * Introducing yourself – *Hai, nama saya…* * Numbers 0-20 * Indonesian alphabet and pronunciation * Saying your age | LIN4-1C, LIN4-2C, LIN4-5U, LIN4-6U |
| Term 1 Week 6-10 | Welcome to Indonesia  Learning goal – recognise aspects of geography and culture of Indonesia and understand where people are from.  Final task – create an ABC book about Indonesian culture for primary school students to help promote Indonesian language learning and develop an awareness of Indonesian language and culture. Include a short self-introduction, as the author of the book.  LIN4-4C, LIN4-6U, LIN4-7U, LIN4-8U | * Giving names of islands and famous places/people * Describing places, for example *Tempat ini indah/istimewa* * Recognising cultural aspects of Indonesian-speaking communities * Nationality and culture/language – *Saya dari…, Saya berbahasa…* * What defines my intracultural identity? – *Saya beragama…, Saya orang…* * Numbers 20-100 * Questions – *Siapa?, Apa?* | LIN4-1C, LIN4-2C, LIN4-6U, LIN4-7U, LIN4-8U |
| Term 2 Week 1-10 | Who is important in my life?  Learning goal – talk about yourself, your family and your friends.  Final task – you have received an email from your Indonesian host parent, who would like to know more about you. Answer their questions about your family, pets, friends, sports and things that you like to do.  LIN4-1C, LIN4-6U | * Family members and pets * Friends – *teman sekolah, teman baik* * Characteristics, for example *baik hati, lucu, nakal* * Hobbies and sports * Simple sentences – *Hobi saya…* * Likes/dislikes – *Saya suka/kurang suka…* | LIN4-1C, LIN4-2C, LIN4-3C, LIN4-4C, LIN4-5U, LIN4-6U, LIN4-8U |
| Term 3 Week 1-5 | Where should we go?  Learning goal – make plans and accept/decline invitations. Learn about different types of transport and transport challenges, for example getting to school in the city and in rural areas.  Final task – you have received a text message from your friend who wants to do something fun this weekend. The message includes their likes and dislikes, including what transport they don’t like. Read the [Top 10 trips article](https://sites.google.com/education.nsw.gov.au/top10-indonesia/home) (note to teacher – this is a sample only) and reply to your friend with 3 suggestions, including where you could go and how you could get there.  LIN4-3C, LIN4-6U | * Types of transport * Places * Simple sentences – [person] *naik* [transport] *ke* [place]*, Kamu naik apa ke…?* * Prepositions – *di* * Inviting and refusing – *Mau ikut?; Tidak bisa; Maaf, saya tidak bisa* | LIN4-1C, LIN4-2C, LIN4-3C, LIN4-4C, LIN4-5U, LIN4-6U, LIN4-7U, LIN4-8U |
| Term 3 Week 6-10 | **At the Indonesian marketplace**  Learning goal – numbers 100-1,000,000, Indonesian fruits, vegetables, staple foods, and bargaining in the marketplace.  Final task – your Indonesian host mother has sent you to the market to buy the groceries. You have a budget of Rp.150,000. Role play how you bargain with the stall owners (played by your teacher).  LIN4-1C, LIN4-5U, LIN4-6U, LIN4-8U | * Numbers 100-1,000,000 * Indonesian currency * Indonesian fruits and vegetables * Staple foods, for example *nasi, daging, telur, ikan* * Bargaining as a cultural/social exchange * Bargaining phrases – *Bisa kurang?, Saya rugi* | LIN4-1C, LIN4-2C, LIN4-3C, LIN4-4C, LIN4-5U, LIN4-6U, LIN4-7U, LIN4-8U |
| Term 4 Weeks 1-10 | **Dining with Indonesian friends** (This unit is available on the [Indonesian Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/indonesian).)  Learning goal – different foods, eating out, tastes and smells of foods, different types of food outlets, dinner table etiquette.  Final task – create a 2-minute virtual tour introducing a favourite restaurant OR a local supermarket. The tour should encourage people to go there, include food and drinks available and describe the food and drinks including prices. (Note: This assessment task, with marking guidelines, is available on the [Indonesian Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/indonesian).)  LIN4-4C, LIN4-5U, LIN4-6U | * Food and drinks * Describing taste – *Rasanya…* * Describing smell – *Baunya*… * Eateries in Indonesia and Australia * Dinner table etiquette, for example use of right hand, spoon and fork * Indonesian menus, for example *Halal* symbol * Giving opinions and expressing preferences | LIN4-1C, LIN42C, LIN4-3C, LIN4-4C, LIN4-5U, LIN4-6U, LIN4-8U |