# Stage 5 Indonesian – sample scope and sequence

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 [Indonesian K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/wcm/connect/3f4e8074-1bf8-4880-ab31-36040d26cc13/indonesian-K-10-syllabus-2018.pdf?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

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| Term | Unit | Concepts | Outcomes |
| Term 1 Weeks 1-10 | *Tentang harisaya* – let me talk to you about my dayLearning goal – talk about a typical week in the life of a student, including daily routines, school and free time activities.**Final task** – you have been nominated by your teacher to be the spokesperson during a visit to your sister school in Indonesia. Prepare a talk on your daily routine and school life in Australia to present to the Indonesian students. LIN5-4C, LIN5-5U, LIN5-8U | Days of the week and telling the time, for example *Saya ke sekolah dari hari Senin sampai hari Jumat*; *Sekolah mulai pada jam sembilan dan selesai pada jam tiga*Getting up and going to bedMeal times, for example *Ketika saya pulang saya makan makanan ringan*Subjects, for example *Saya suka hari Senin karena saya ada sejarah*Classroom rules (imperative)Superlatives, for example *paling menarik, paling pandai**Upacara* versus assembly Leisure activities, for example *Pada akhir minggu saya berolahraga; Sesudah sekolah pada hari Selasa saya bermain piano* | LIN5-1C, LIN5-2C, LIN5-3C, LIN5-4C, LIN5-5U, LIN5-6U, LIN5-7U, LIN5-8U |
| Term 2Weeks 1-5 | *Rumahsaya istanasaya* – home sweet home(This unit, with final assessment of learning task, 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** – describe the home and the cultural concept of home for Indonesians. Explore cultural etiquette when entering Indonesian homes. **Final task** – you are doing work experience ina real estate agency and you hear a conversation between the realtor and a prospective buyer. To assist the realtor, you read 3 house advertisements and select the most suitable for the buyer. Write a note explaining your choice. LIN5-2C, LIN5-3C, LIN5-4C(Note – teacher to provide the 3 house advertisements.) | Rooms of the house, for example *kamar pembantu*Household chores and servantsDescribing house or apartmentAdjectives, for example *besar, kecil, luas*Traditional housingCultural significance of housing Cultural etiquette, for example *buka sepatu* | LIN5-1C, LIN5-2C, LIN5-3C, LIN5-4C, LIN5-5U, LIN5-6U, LIN5-7U, LIN5-8U |
| Term 2Weeks 6-10 | *Ada apa di lingkungan saya?* – What’s around my home? Learning goal – describing your neighbourhood, including houses, neighbours, local facilities and transport.Final task – your family will be hosting an Indonesian student. Write an email describing your area and what you can do together around the neighbourhood so s/he has an idea of what to expect. LIN5-4C LIN5-6U, LIN5-7U | Facilities in the areaTransportationDescribing a neighbourhood, for example atmosphere, neighbours, types of houses and streetsCity versus country | LIN5-1C, LIN5-2C, LIN5-3C, LIN5-4C, LIN5-5U, LIN5-6U, LIN5-7U, LIN5-8U |
| Term 3 Week 1-10 | *Apa yang harus saya pakai?* – What should I wear? **Learning goal** – discuss clothing and what to wear according to the seasons in Indonesia, preferences, culturally-appropriate dress and bargaining. **Final task –** you are planning a trip to Indonesia with your friend and need to buy clothes for your trip. Record the conversation between you and a friend as you shop online for clothes, discussing you may/may not want to buy and the reasons why/why not. LIN5-1C, LIN5-5U, LIN5-8U | Weather and seasons, for example *musim hujan, cuaca panas dan lembab*Items of clothing and accessoriesDescribing size, colours such as *ukuran 34*Dress codes in IndonesiaLarge numbers, for example *empat ratus ribu*Asking about and understanding pricesBargaining versus fixed price | LIN5-1C, LIN5-2C, LIN5-3C, LIN5-4C, LIN5-5U, LIN5-6U, LIN5-7U, LIN5-8U |
| Term 4 Week 1-10 | *Ayo berlibur!* – Let’s go on holidays!**Learning goal** – express information and justify opinions on holidays, including sightseeing/experiences, places to eat, accommodation, activities and ideal holidays.**Final task** – you have been on your ideal holiday for a week and want to share your moments with your friends via social media. Create a ‘[Fakebook](https://www.classtools.net/FB/home-page)’ account and make 5 entries, updating everyone on your experiences so far. LIN5-4C, LIN5-6U, LIN5-8U | Sightseeing, for example going to the mountainsExperiences, for example surfing in KutaBest places to eatTypes of accommodation, for example *hotel, rumah kos, losmen**Me-kan* as adjective, for example *menyenangkan, melelahkan, membosankan*Booking holidays/accommodation for example *tiket pesawat*Discuss ideal holidays and justifying, for example *Liburan ideal saya bepergian ke…dengan…karena…*  | LIN5-1C, LIN5-2C, LIN5-3C, LIN5-4C, LIN5-5U, LIN5-6U, LIN5-7U, LIN5-8U |