

## Language Acquisition-Indonesian Subject Group Overview Putu Mustiari, Dewi Prabayanthi and Sri Mahendrani

### Grade 6 - Year 1

#### Unit 1

Unit title, Phase, Amount of week:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Perkenalan</a> <a href="#">1/2</a> (9 weeks)	Communication	Structure, Word Choice	Identities and Relationship	Communicating with each other is often started by Introducing ourselves and this can build relationships and shape identities.	A: i, ii, iii B: i, ii, iii C: i, ii, iii,iv D: i, ii, iii	Communication, self-management	Students will learn about: <ul style="list-style-type: none"> <li>• how to greet someone</li> <li>• introducing yourself or a friend</li> <li>• describing your family and people asking someone their name and giving your name</li> <li>• saying how you are and asking a friend how they are</li> <li>• saying what you like and dislike</li> <li>• saying what you want</li> <li>• asking someone else if they want something</li> <li>• calling someone on the phone</li> <li>• saying some expressions</li> <li>• counting numbers to 1000</li> </ul>
Pendidikan 3/4 (9 weeks)	Communication	Purpose Point of view	Identities and relationship	The purpose of education is to broaden people's point of view	A: i, ii, iii B: i, ii, iii C: i, ii, iii,iv D: i, ii, iii	Communication skills, self-management skills	Students will learn about: <ul style="list-style-type: none"> <li>• different types of school in Indonesia,</li> <li>• the educational system in Indonesia,</li> <li>• the difference between national and international curriculum,</li> <li>• the school routines, and the role of education for people</li> </ul>

### Grade 6 - Year 1

#### Unit 2

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Keluarga</a> <a href="#">1/2</a>	Identity	Meaning	Identities and relationships	Families and relationships shape	C: i, ii, iii,iv	Thinking skills, social skills	<ul style="list-style-type: none"> <li>• greeting,</li> </ul>

(9 weeks)				personal and social identities	D: i, ii, iii		<ul style="list-style-type: none"> <li>● introducing yourself and your family</li> <li>● describing hobbies, like and dislike, occupation</li> <li>● physical appearance, hair/eyes colors</li> <li>● personality &amp; characteristics</li> <li>● way to ask and answer questions</li> <li>● compare families in Indonesian and other countries,</li> <li>● birth order in Indonesian families,</li> <li>● ordinal numbers (pertama, kedua, etc).</li> </ul>
Berbagai Peristiwa Alam 3/4 (9 weeks)	Communication	Function Audience	Scientific and technical innovation	People create functional communication to inform others of the impacts natural disasters may have on humans and the environment	C: i,ii, iii, iv D: i, ii, iii	Thinking skills, social skills	Students will learn about: <ul style="list-style-type: none"> <li>● how to describe the weather,</li> <li>● enquire about seasons, read basic weather forecasts,</li> <li>● comparison of seasons in Indonesia with other countries,</li> <li>● the main Indonesian islands,</li> <li>● natural phenomenon and disasters frequently happen in Indonesia,</li> <li>● informative brochure to manage natural disasters</li> </ul>

**Grade 6 - Year 1  
Unit 3**

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Ayo Berlibur</a> 1/2 (10 weeks)	Communication	Purpose	Orientation Space and Time	Communicating with others on holiday experiences can make future holiday plans much better	A: i, ii, iii B: i, ii, iii C: i, ii, iii,iv D: i, ii, iii	Communication, self-management	Students will learn about: <ul style="list-style-type: none"> <li>● Types of holiday that most people like and when do people usually like to go on holiday</li> <li>● The reason why do we need holiday and to be responsible tourists and how</li> <li>● Talk about your own holiday plans</li> <li>● Say and ask how long you will stay somewhere</li> </ul>

							<ul style="list-style-type: none"> <li>• Make bookings and reservations</li> <li>• Type of holiday you like and kind of activities that interesting to do for holiday in Bali</li> <li>• To be able to promote a holiday destination</li> <li>• To count in millions</li> <li>• Transportation options for holiday</li> <li>• To gain more informations about good places in Bali to spend your holiday</li> </ul>
Pariwisata Negeriku 3/4 (10 weeks)	Communication	Word choice Function	Orientation in space and time	Appropriate word choice helps to create functional communication in promoting tourism	A: i, ii, iii B: i, ii, iii C: i, ii, iii,iv D: i, ii, iii	Communication skills, self-management skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• geography and culture of Indonesia and how the tourism industry in Indonesia,</li> <li>• Indonesian proverbs and figure of speech (</li> <li>• the beauty of one tourist attraction through</li> <li>• public announcements in the context of tr</li> <li>• customs regulations and transportation sy</li> <li>• Indonesian family culture and lifestyle,</li> <li>• the values and beliefs on some ethnic grou</li> </ul> <p>Anak Dalam, Suku Dayak, Suku Bali Aga/Tr Indonesia</p>

**Grade 6 - Year 1  
Unit 4**

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Melihat-lihat Kota Jakarta</a> 1/2 (10 weeks)	Communication	Purpose, Structure	Orientation in Space and Time	Structure in a language plays an important role when interacting with people during travel	C: i, ii, iii,iv D: i, ii, iii	Communication, self-management	<p>Learning Activity Outcome:</p> <ul style="list-style-type: none"> <li>• The importance and role of the national identity card (KTP)</li> <li>• To show the primary points of the compass</li> <li>• To ask/ offer for help</li> <li>• To ask whether somebody knows something/somebody</li> <li>• To ask 'which one'</li> <li>• To ask/ give directions</li> <li>• To use, correctly, the preposition sampai</li> <li>• To ask somebody to repeat something</li> </ul>

							<ul style="list-style-type: none"> <li>To ask for an address &amp; give an address</li> <li>To make reports concerning loss/theft/pick-pocketing</li> </ul>
Remaja dan Pendidikan Karakter 3/4 (10 weeks)	Culture	Empathy Message	Identities and relationships	Character building is important for teenagers as a foundation to develop their cultural values, identities and relationships	C: i, ii, iii, iv D: i, ii, iii	Thinking skills, social skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>teenagers' life and culture in Indonesia,</li> <li>characters to cope with the global world,</li> <li>relevance IB learner profiles with character building,</li> <li>juvenile delinquency and youth empowerment</li> </ul>

**Grade 7 & 8 - Year 1  
Unit 1**

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Olahraga dan Permainan</a> 1/2 (9 weeks)	Connections	Purpose Audience Community	Fairness and development	Language is used to express people's ideas and capability in relation to sports and games and its connection to the community	A: i,ii,iii B: i,iii,iii C: i,ii,iii,iv D: i.ii.iii.	Research Thinking Skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>knowledge of how to give instruction</li> <li>popular sports in certain community</li> <li>sport equipment</li> <li>types of sports competition (PON, Sea Games, Asian Games, Olympiad)</li> <li>Playing games</li> <li>Commentating on sport (Sport commentary and sport report)</li> <li>sport news and advertisement</li> <li>how to say what games or sports you prefer to play and</li> </ul>

							<p>with who you are going to play</p> <ul style="list-style-type: none"> <li>● Persuading someone to try a new sport</li> <li>● Explaining the main skills of a game</li> <li>● Describing a sequence of events</li> </ul>
<p>Peristiwa di Sekitar Kita 3/4 (9 weeks)</p>	Connections	Message Purpose	Orientation in space and time	A sequence of life-changing events can happen for a reason and this can encourage better connections and may give a message to the people who experience it	A: i,ii, iii B: i, ii, iii	Research skills, Thinking skills	<p>Students will learn about</p> <ul style="list-style-type: none"> <li>● events in the past, now and in the future related to human and nature relationships and also give significant influences to the community,</li> <li>● how to identify dan create exemplum text</li> </ul>
<p>Fenomena Alam 5/6 (9 weeks)</p>	Relationship	Purpose Audience	Globalization and sustainability	Any change in the natural world brings consequences for both humans and nature	A: i,ii, iii B: i, ii, iii	Research skills, Thinking skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>● events in the past, now and in the future related to natural phenomenon and also how they affect human lives,</li> <li>● how to compose and summarize exemplum text</li> </ul>

**Grade 7 & 8 - Year 1**

**Unit 2**

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<p><a href="#">Berbelanja di Pasar Buah</a> 1/2 (9 weeks)</p>	communication	context, function, purpose	personal and cultural expression	Using correct language when communicating at the market may reduce the price of the items.	C: i,ii,iii,iv D: i,ii,iii	communication, self-management research	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>● How to shop at the market (Ask, indicate, offer and agree on a praise, bargain)</li> <li>● Gaining knowledge of the cultural etiquette of bargaining in Indonesian context</li> </ul>

							<ul style="list-style-type: none"> <li>● Becoming familiar with Indonesian currency</li> <li>● Gaining knowledge of the role of markets in Indonesian society</li> <li>● Identifying various fruits (tropical fruits common in Indonesia)</li> <li>● Asking what someone wants to buy</li> <li>● Asking for specific quantities / weigh out quantities</li> <li>● Praising the quality of something</li> <li>● Saying that something is the cheapest, best. Etc. (superlative form of adjectives)</li> </ul>
Upacara dan Perayaan 3/4 (9 weeks)	Culture	Purpose, message	Identities and relationships	The message perceived through ceremonies and celebrations reflects relationships among people based on the purpose and setting of those cultural events	C: i, ii, iii, iv D:i, ii, iii	Communication skill Social skills Self-management skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>● types of ceremonies and celebrations in Indonesia,</li> <li>● different ways of conducting religious ceremonies and celebrations in different regions in Indonesia,</li> <li>● offer and respond appropriate congratulations on special occasions,</li> <li>● the details of people and places in Indonesia</li> </ul>
Agama dan Tradisi 5/6 (9 weeks)	Culture	Point of view, purpose	Personal and cultural expression	Communities express culture, shared beliefs and values in varied and purposeful ways	C: i, ii, iii, iv D:i, ii, iii	Communication skill Social skills Self-management skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>● the diversity of Indonesian culture, religions and traditions,</li> <li>● the significances of certain religious ceremonies and traditions,</li> </ul>

- varied ways of conducting ceremonies in different parts of Indonesia

Grade 7 & 8 - Year 1  
Unit 3

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Pakaian dan Cuaca</a> 1/2 (10 weeks)	Culture	Function, meaning, purpose	Personal and cultural expression	The type of clothes and the way people wear them can reflect their identity and culture which will have its own meaning and function	A: i,ii,iii B: i,iii,iii C: i,ii,iii,iv D: i.ii.iii.	communication self-management research	Students will learn about: <ul style="list-style-type: none"> <li>• Gaining knowledge of weather forecast (Asking for and giving the Temperature and a simple weather forecast)</li> <li>• Learning about climate</li> <li>• Identifying a variety of clothing</li> <li>• Asking and giving opinion on items of clothing</li> <li>• Suggesting suitable clothing in relation to the weather or different occasions</li> <li>• Saying whether an article of clothing fits/suits someone</li> <li>• Asking and saying what season it is</li> <li>• Paying someone a compliment about what they are wearing</li> <li>• Learning about ethnic groups and traditional clothing in Sumatra</li> </ul>
Media Massa dan Remaja 3/4 (10 weeks)	Communication	Audience, point of view	Personal and cultural expression	Persuasive language used in mass media aims to suit the purpose of influencing the audience's point of view	A: i, ii, iii B: i, ii, iii	Social skills Research skills Thinking skills	Students will learn about: <ul style="list-style-type: none"> <li>• the development of mass media in Indonesia,</li> <li>• the importance of mass media in delivering reliable and accountable information to the teenagers,</li> </ul>

							<ul style="list-style-type: none"> <li>the variety of mass media and how media coverage affects the perspective of the teenagers,</li> <li>certain persuasive languages used in mass media,</li> <li>articles about news that bring massive influence to the teenager's point of view nowadays</li> </ul>
Peran Media Massa 5/6  (10 weeks)	Communication	Bias, point of view	Fairness and development	Bias messages used in mass media can influence people's point of view	A: i, ii, iii B: i, ii, iii C: i, ii, iii,iv D: i, ii, iii	Social skills Research skills Thinking skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>the development of mass media in Indonesia,</li> <li>the importance of mass media in delivering reliable and accountable information to the society,</li> <li>the variety of mass media and how media coverage affects the perspective of the society,</li> <li>certain persuasive languages used in mass media,</li> <li>the analysis of news that bring massive influence to the society's point of view nowadays</li> </ul>

**Grade 7 & 8 - Year 1  
Unit 4**

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Hobi</a> <a href="#">1/2</a> (10 weeks)	identity	meaning, purpose	Identities and relationship	Our hobby defines who we are and helps us to release stress	C: i,ii,iii,iv D: i,ii,iii	research	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>how to Identify hobbies</li> <li>how to express excitement</li> <li>how to tell reasons</li> </ul>



							<ul style="list-style-type: none"> <li>● routines</li> <li>● the concepts of jam karet, and the more casual attitude towards time, which is common in Indonesia</li> <li>● how to tell the time</li> </ul>
Pengaruh Barat 3/4 (10 weeks)	Culture	Audience, purpose	Identities and relationships	Foreign culture can gradually influence the process of shaping identities of a community	C: i, ii, iii, iv D: i, ii, iii	Communication skills Self-management skills Thinking skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>● the effect of western culture to community's development in tourism area,</li> <li>● how to write a diary and argumentative paragraph,</li> <li>● how to compose a magazine advertisement,</li> <li>● how to present researched information about the influence of western culture towards Indonesian culture in digital report/slides</li> </ul>
Pengaruh Budaya Asing 5/6 (10 weeks)	Culture	Point of view, audience	Globalization and sustainability	Foreign culture can influence local culture through the gradual process of shaping the community's point of view	C: i, ii, iii, iv D: i, ii, iii	Communication skills Self-management skills Thinking skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>● the effect of western culture to community's development in tourism area,</li> <li>● the effect of tourism in Bali, how to write a diary and argumentative paragraph,</li> <li>● magazine advertisements, how to compose an advice column letters,</li> <li>● how to present researched information about the influence of western culture towards Indonesian culture in digital report/slides</li> </ul>

**Grade 9 & 10 - Year 1**

**Unit 1**

<b>Unit title:</b>	<b>Key concept:</b>	<b>Related concept(s):</b>	<b>Global context and exploration:</b>	<b>Statement of inquiry:</b>	<b>Objectives:</b>	<b>ATL Skills:</b>	<b>Content:</b>
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<p><a href="#">Kegiatan di Akhir Minggu</a> 1/2 (9 weeks)</p>	<p>connections</p>	<p>context, word choices</p>	<p>identities and relationship</p>	<p>Work-life balance creates a healthy and productive life through weekend activities</p>	<p>A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii</p>	<p>communication, self-management</p>	<p>The students will learn about:</p> <ul style="list-style-type: none"> <li>• types of youth entertainment available in Indonesia (recreational places)</li> <li>• ideas on types of weekend activities</li> <li>• transportation</li> <li>• directions</li> <li>• how to suggest activities, and collecting information about a recent trip.</li> <li>• adjective (feelings)</li> <li>• recent past and future</li> <li>• formal and informal language.</li> </ul>
<p><a href="#">Aktivitas Akhir Pekan</a> 3/4 (9 weeks)</p>	<p>Time, place and space</p>	<p>purpose Point of view</p>	<p>Identities and relationship</p>	<p>A person should have a purpose and different point of view on how, when and where they will spend their weekend</p>	<p>A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv D: i, ii, iii</p>	<p>self-management</p>	<p>The students will learn about:</p> <ul style="list-style-type: none"> <li>• ideas on types of weekend activities</li> <li>• Jobs will influence the weekend activities</li> <li>• Prohibition in spending weekends</li> <li>• promotional advertisement to spend the weekend</li> <li>• transportation</li> <li>• directions</li> <li>• how to suggest activities, and collecting information about a recent trip.</li> <li>• adjective (feelings)</li> <li>• recent past and future</li> <li>• formal and informal language.</li> </ul>
<p>Problematik Ekologi Nasional</p>	<p>Relationship</p>	<p>Argument Empathy</p>	<p>Globalizations and sustainability</p>	<p>Ecological issues are detrimental to environmental</p>	<p>A: i, ii, iii B: i, ii, iii C: i, ii, iii, iv</p>	<p>Research skills, communication skills</p>	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• varied ecological issues happening in Indonesia,</li> </ul>

5/6 (9 weeks)				sustainability as it disturbs the relationship between human and nature	D: i, ii, iii		<ul style="list-style-type: none"> <li>• how to identify and create exposition text</li> <li>• the language and structure of an exposition text</li> </ul>
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**Grade 9 & 10 - Year 1  
Unit 2**

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Persahabatan</a> <a href="#">1/2</a> (9 weeks)	connections	audience, meaning, message	identities and relationships	Friendship happens because of the similarities in personality and interests.	C: i,ii,iii,iv D: i,ii,iii	Research	students will learn about: <ul style="list-style-type: none"> <li>• characters of people</li> <li>• how to use adjectives in the correct position</li> <li>• interjections</li> <li>• prepositions</li> <li>• cohesive devices</li> <li>• WHQ</li> </ul>
<a href="#">Teman Terbaikku</a> <a href="#">3/4</a> (9 weeks)	Connections	Point of view Function	identities and relationships	The function and the criteria of friends may often depend on each person's point of view.	C: i,ii,iii,iv D: i,ii,iii	Research, Social	students will learn about: <ul style="list-style-type: none"> <li>• The differences between friend and best friend</li> <li>• Adjectives for expressing wonderment</li> <li>• Complex sentences - Time relation (ketika, waktu, sebelum, sesudah, tatkala)</li> <li>• Indonesian story about best friends and friendship.</li> <li>• Criteria of a best friend</li> <li>• The function of having a best friend</li> <li>• Multicultural relationships ; relation with different cultures, religion and background.</li> <li>• Tips on how to make a friend in Indonesian culture.</li> </ul>

Meneladan Keutamaan Hidup 5/6 (9 weeks)	Communication	Stylistic choice Purpose	Personal and cultural expressions	The stylistic choice of language is used to express the purpose of writing a saga	C: i, ii, iii, iv D: i, ii, iii	Thinking skills, self-management skills, social skills	Students will learn about: <ul style="list-style-type: none"> <li>the characteristics of a saga,</li> <li>types of exemplary values presented in a saga,</li> <li>intrinsic and extrinsic elements of a literary work,</li> <li>the difference between saga and short story</li> </ul>
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**Grade 9 & 10 - Year 1  
Unit 3**

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Memory Masa lalu</a> 1/2 (10 weeks)	Time, place, Space	context, word choice	orientation in space and time	The context of past experiences can be expressed differently based on the setting of time and place.	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii	Thinking and Research	students will: <ul style="list-style-type: none"> <li>Gain an understanding of the meaning of memory</li> <li>Gain an understanding of how to ask and discuss about a good and bad memory</li> <li>Gain an understanding of the reason people move from one place to another place</li> <li>Gain an understanding of when and where people born</li> <li>Researching the reason why people still remember or forget something?</li> <li>Researching about diseases related to memory (amnesia, Alzheimer, hyperthymesia)</li> </ul> <b>Grammar:</b> <ul style="list-style-type: none"> <li>Personal pronoun.</li> <li>Past tense : “kemarin, dua hari lalu, minggu lalu, tahun lalu, dulu, waktu itu, jauh sebelum</li> </ul>

							<p>itu, saat itu, etc. -nya to change</p> <ul style="list-style-type: none"> <li>• Prefiks ber-</li> </ul>
<p><u><a href="#">Kenangan Tempat Tinggal</a></u> 3/4 (10 weeks)</p>	connections	purpose, meaning	orientation ins pace and time	The movement of people from one place to another place	<p>A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii</p>	self-management	<p>students will:</p> <ul style="list-style-type: none"> <li>• Gain an understanding of the reason why people move from one place to another place</li> <li>• Gain an understanding of when and where people born</li> <li>• Gain knowledge about “transmigrasi”</li> <li>• learn how to ask “Do you remember?”</li> <li>• learn how to ask “Could you tell me about?”</li> <li>• learn how to say where people were brought up</li> <li>• Gain information about the historical place of famous people (artist’s / president’s house)</li> </ul>
<p>Berprestasi dan Berkarakter Unggul 5/6 (10 weeks)</p>	Connections	Theme, purpose	Identities and relationships	Theme connects the purpose of text with the audience to understand why the text is created	<p>A: i, ii, iii B: i, ii, iii C: i, ii, iii,iv D: i, ii, iii</p>	Research skills, communication skills	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>• what excellent and exemplary traits are,</li> <li>• Indonesian prominent figures and their roles in varied sectors,</li> <li>• biography texts and the structure in detail,</li> <li>• how to differentiate and compose exposition texts based on the topic,</li> <li>• the prominent figures worldwide and their influences</li> </ul>

Grade 9 & 10 - Year 1  
Unit 4

Unit title:	Key concept:	Related concept(s):	Global context and exploration:	Statement of inquiry:	Objectives:	ATL Skills:	Content:
<a href="#">Keadaan Sekitar Rumahku</a> 1/2 (10 weeks)	culture	Audience, Meaning, Message	identities and relationships	Cultural identity is reflected through the relationship among people in the same neighborhood	A: i,ii,iii B: i,ii,iii C: i,ii,iii,iv D: i,ii,iii	communication self-management	Students will learn about: <ul style="list-style-type: none"> <li>Name of things in the neighborhood</li> <li>The security system in many residences</li> <li>street seller</li> <li>Public facility</li> <li>How to adapt to an unfamiliar environment</li> <li>Preposition di, ke</li> <li>Compass point</li> <li>The culture that exists in the Balinese environment</li> <li>How to build a good relationship with neighbor</li> </ul>
<a href="#">Jalan Kami</a> 3/4 (10 weeks)	culture	message, empathy, point of view	identities and relationships	People's belief in a particular group creates social stereotypes and social classes	C: i,ii,iii,iv D: i,ii,iii	Research skills, self-management	Students will learn about: <ul style="list-style-type: none"> <li>Side street traders' role</li> <li>neighborhood</li> <li>Public places</li> <li>Occupations.</li> <li>Stereotypes in Indonesia</li> <li>Adverb of frequency</li> <li>Affiliation</li> <li>Conjunction</li> <li>How to make a journal</li> </ul>
Berpendapat melalui Debat 5/6 (10 weeks)	Communication	Argument, point of view	Personal and cultural expression	Expressing yourself in an argument is a way to communicate one's point of view of a certain topic	C: i, ii, iii, iv D: i, ii, iii	Thinking skills, self-management skills, social skills	Students will learn about: <ul style="list-style-type: none"> <li>how to develop issues from varied point of view completed by argument,</li> <li>how to connect issues, point of view, argument and conclusion of a debate,</li> </ul>

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|  |  |  |  |  |  |  | <ul style="list-style-type: none"><li>• how to identify elements and structure of debate,</li><li>• how to compose an argument and present a debate,</li><li>• analysis of language of instructions in a debate</li></ul> |
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**(Grade 7&8) Year 2/3 Key concepts**

<b>Identity</b>	<b>1</b>	<b>Communication</b>	<b>3</b>	<b>Culture</b>	<b>6</b>	<b>connections</b>	<b>3</b>	<b>relationships</b>	<b>1</b>
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**(Grade 7&8) Year 2/3 Related concepts**

<b>Accent</b>	-	<b>Audience</b>	<b>5</b>	<b>Context</b>	<b>1</b>	<b>Conventions</b>	-
<b>Form</b>	-	<b>Function</b>	<b>2</b>	<b>Meaning</b>	<b>2</b>	<b>Message</b>	<b>2</b>
<b>Patterns</b>	-	<b>Purpose</b>	<b>9</b>	<b>Structure</b>	-	<b>Word choice</b>	-
<b>Point of view</b>	<b>4</b>	<b>Empathy</b>	-	<b>Idiom</b>	-	<b>community</b>	<b>1</b>
						<b>bias</b>	<b>1</b>

**(Grade 9&10) Year 4/5 Key concepts**

<b>culture</b>	<b>2</b>	<b>communication</b>	<b>2</b>	<b>connections</b>	<b>5</b>	<b>relationships</b>	<b>1</b>	<b>time, place and space</b>	<b>2</b>
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**Year 4/5 Related concepts**

<b>Accent</b>	-	<b>Audience</b>	<b>2</b>	<b>Context</b>	<b>2</b>	<b>Conventions</b>	-
<b>Form</b>	-	<b>Function</b>	<b>1</b>	<b>Meaning</b>	<b>3</b>	<b>Message</b>	<b>3</b>
<b>Patterns</b>	-	<b>Purpose</b>	<b>4</b>	<b>Structure</b>	-	<b>Word choice</b>	<b>2</b>
<b>Point of view</b>	<b>4</b>	<b>Empathy</b>	<b>2</b>	<b>Idiom</b>	-	<b>stylistic choice</b>	<b>1</b>
<b>argument</b>	<b>2</b>	<b>theme</b>	<b>1</b>				

**Year 1-5 Key concepts (Total)**

<b>Identity</b>	<b>2</b>	<b>Communication</b>	<b>10</b>	<b>Culture</b>	<b>8</b>	<b>Connections</b>	<b>8</b>	<b>Time, place, space</b>	<b>2</b>
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		<b>Relationship</b>	<b>2</b>					
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<b>Year 1-5 Related concepts (total)</b>							
<b>Accent</b>	<b>0</b>	<b>Audience</b>	<b>8</b>	<b>Context</b>	<b>3</b>	<b>Conventions</b>	<b>0</b>
<b>Form</b>	<b>0</b>	<b>Function</b>	<b>5</b>	<b>Meaning</b>	<b>6</b>	<b>Message</b>	<b>6</b>
<b>Patterns</b>	<b>0</b>	<b>Purpose</b>	<b>16</b>	<b>Structure</b>	<b>2</b>	<b>Word choice</b>	<b>4</b>
<b>Point of view</b>	<b>9</b>	<b>Empathy</b>	<b>3</b>	<b>Idiom</b>	<b>0</b>	<b>stylistic choice</b>	<b>1</b>
<b>argument</b>	<b>2</b>	<b>theme</b>	<b>1</b>				