



1	Understand the meaning, function and role of the school curriculum. :	Explain the meaning, function and role of the school curriculum based on the current or previously applicable curriculum	<b>Criteria:</b> 0 - 5	Collaborative approach (discussion and expository) 2 X 50		0%
2	Understand the foundations, components and principles of curriculum development	Explain the foundations of curriculum development. Explain the components of curriculum development. Explain the principles of curriculum development. (CP 1.1)	<b>Criteria:</b> 0 - 5	Collaborative approach (discussion and expository) 2 X 50		0%
3	: Understanding the development of the school Mathematics and Natural Sciences curriculum : : :	Able to use IT to obtain information to explain developments in the school's MIPA curriculum. (CP 1.1, 1.2 and 3)	<b>Criteria:</b> 0 - 5	Collaborative approach (discussion and expository) 2 X 50		0%
4	Able to follow developments in the school curriculum.	Able to analyze curriculum developments in Indonesia. Develop competency indicators.	<b>Criteria:</b> 0- 5	2 X 50		0%
5	Analyze the chemistry curriculum content standards for SMA and SMK that are currently in effect/used.		<b>Criteria:</b> 0 -5	2 X 50		0%
6	Analyze the chemistry curriculum content standards for SMA and SMK that are currently in effect/used.	1. Explain the standard content of the chemistry curriculum in vocational schools. 2. Analyze the content of the chemistry curriculum in vocational schools.	<b>Criteria:</b> 0 -5	2 X 50		0%
7	Analyze the chemistry curriculum content standards for SMA and SMK that are currently in effect/used.	Compiling a chemistry concept map in high school. Compile a chemistry concept map in vocational school.	<b>Criteria:</b> 0 - 5	2 X 50		0%
8	UTS		<b>Criteria:</b> 0 - 5	2 X 50		0%
9	Determining essential concepts, indicators of chemistry material competency in SMA/MA and SMK.	Determine the essential concepts of chemistry in high school. Determine competency indicators.	<b>Criteria:</b> 0 - 5	2 X 50		0%
10						0%
11						0%
12						0%

13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**Notes**

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.