

Universitas Negeri Surabaya Faculty of Social and Political Sciences, Social Sciences Education Masters Study Program

Document Code

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Courses			CODE			C	Cours	e Fan	nily		Cre	dit We	eight		SEMES	TER	Compilation Date
		of the Social Ication Curricul	871200204	2		C	Compu	ulsory	Cours	ses	T=2	P=0	ECTS=	4.48	2		January 2, 2023
AUTHOR	RIZAT	TON	SP Develo	per						Cours	e Clu	ster C	oordina	tor	Study F	rogran	n Coordinator
			Drs. Nasuti Kusnul Kho					n.D. ; I	Dr.	Drs. N Ph.D.	asutio	n, M.ŀ	Hum., M.I	Ed.,	Dr. Aç	gus Sup	orijono, M.Si.
Learning model	l	Project Based	Learning							•					•		
Program Learning		PLO study pro	ogram that is ch	arged	to th	e co	ourse										
Outcom (PLO)		PLO-3	Develop logical, of accordance with										specific	work i	in their fie	eld of ex	pertise and in
, ,		PLO-5		e to develop logical, critical, systematic and creative thinking in social studies learning through interdisciplinary c ltidisciplinary research and scientific publications e to develop social science knowledge and technology through interdisciplinary or multidisciplinary research and entific publications								disciplinary or					
		PLO-7										research and					
		Program Obje	ectives (PO)														
		PO - 1	Able to understa						currio	culum d	evelop	ment	, curricul	um d	levelopm	ent mo	dels, planning
		PLO-PO Matri	X														
			P.O		PL	O-3		F	PLO-5		PL	O-7					
			PO-1														
		DO Matrice at t	h				(Cl.	DO)									
		PO Matrix at t	he end of each l	earnir	ig sta	age (-auc)	PO)									
			P.O								W	eek					
				1	2	3	4	5	6	7 8		10) 11	12	13	14	15 16
			PO-1														
Short Course Descript	tion	activities which	examines the b include stating o urriculum, and imp	bjectiv	es, s	electi	ing m	ateria	ıls, se	lecting i	metho						
Referen	ces	Main :															
		1. Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. 2. The Social Studies (Journal) ISSN-0037-7996 3. NCSS. (1994). Expectation of exellence: curricullum standards for social studies. Washington. 4. The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.															
		Supporters:															
Support lecturer			tion, M.Hum., M.Ed imah, S.Pd., M.Pd		D.	_											
Week-	eac		E	valuat	tion				Leari Studer		Help Learning, Learning methods, Student Assignments, [Estimated time]		Leari mate [Refer	rials	Assessment Weight (%)		
	(Su	b-PO)	Indicator	C	Criteri	a & I	Form			line (line)	C	nline	(online)]		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Able to explain the basic concepts and principles of social studies curriculum development.	Can define social studies, social studies learning objectives. Can define the concept of curriculum development.	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment: Project Results Assessment / Product Assessment	Lectures, discussions, presentations. 2 X 50	Lectures, discussions, presentations. 2 X 50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum Standards for social studies. Washington. Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum Standards for social studies. Washington. Material: School Based Curriculum Development Library: The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/	7%
2	Able to analyze the school-based curriculum development framework.	Able to compare the development of School-Based Curriculum in Australia. Able to identify characteristics, implementation and response to School-Based Curriculum Development.	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, exercises, presentations. 2 X 50	Lectures, discussions, exercises, presentations. 2 X 50	March 2013. Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.	14%

3	Able to identify the need for situation analysis in developing the curriculum.	Able to identify the need for situation analysis in developing curriculum.	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, exercises, presentations. 2 X 50	Lectures, discussions, exercises, presentations. 2 X 50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.	7%
						Material: School Based Curriculum Development Library: The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.	

4	Able to explain	Able to explain	Criteria:	Lectures,	Lectures, discussions,	Material:	7%
4	Able to explain the contribution of scientific disciplines in curriculum development.	Able to explain the contribution of scientific disciplines in curriculum development.	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment: Participatory Activities, Project Results Assessment / Product Assessment	Lectures, discussions, presentations. 2 X 50	Lectures, discussions, exercises, presentations. 2 X 50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum Standards for social studies. Washington. Material: School Based Curriculum Standards for social studies. Washington.	7%

5	Understand curriculum	Able to understand	Criteria: Full marks are	Lectures, discussions,	Lectures, discussions, exercises,	Material: School Based	7%
	development models.	curriculum	obtained if you do all	presentations.	presentations.	Curriculum	
	models.	development models	the questions correctly	2 X 50	2 X 50	Development	
			Forms of Assessment			Bibliography: Laurie Brady,	
			:			Curriculum	
			Participatory Activities,			Development	
			Project Results Assessment / Product			(Third	
			Assessment, Tests			Edition). Australia:	
			,			Prentice Hall.	
						1990.	
						Material:	
						School Based Curriculum	
						Development	
						Library: The	
						Social Studies	
						(Journal)	
						ISSN-0037- 7996	
						7330	
						Material:	
						School Based	
						Curriculum	
						Development Library:	
						NCSS.	
						(1994).	
						Expectation of	
						excellence: curriculum	
						standards for	
						social studies.	
						Washington.	
						Nana-vial-	
						Material: School Based	
						Curriculum	
						Development	
						Library: The	
						Journal of Social Studies	
						Education Vo.	
						1/March 2012.	
						& Vol. 2/	
						March 2013.	

	objectives.	how to state learning objectives, students can create learning objectives that include conditions, audience, behavior and degree.	1.Score 4 if, The presentation is carried out coherently with appropriate intonation and emphasis, but lacks some conceptual understanding, with the help of ppt media according to media criteria, the answer from the questioner is generally correct, able to formulate suggestions for improvement 2.Score 3 if, Presentation is done coherently with appropriate intonation and emphasis, shows good understanding of the concept, assisted by ppt media according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Score 2 if, the presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4.Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media, the answer from the questioner was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement. Form of Assessment: Practice / Performance	and discussion 2 X 50	discussion 2 X 50	Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum Development Library: The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.	
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7	Understand the criteria for selecting subject matter.	After reading, listening and discussing the criteria for determining learning materials, students can determine how to choose learning materials that match the criteria discussed in the topic.	Criteria: 1. Score 4 if, The presentation is carried out coherently with appropriate intonation and emphasis, but lacks some conceptual understanding, with the help of ppt media according to media criteria, the answer from the questioner is generally correct, able to formulate suggestions for improvement 2. Score 3 if, Presentation is done coherently with appropriate intonation and emphasis, shows good understanding of the concept, assisted by ppt media according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Score 2 if, the presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4. Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was assisted by ppt media, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 5. Score 2 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, understanding of many concepts, was not assisted by ppt media, the answer from the questioner was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner w	Presentation and discussion 2 X 50	Presentation and discussion 2 x 50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum Standards for social studies. Washington. Material: School Based Curriculum Development Library: The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.	7%

	determining methods	listening and discussing the criteria for determining learning methods, students can determine how to choose learning methods that are in accordance with the criteria discussed in the topic.	1.Score 4 if, The presentation is carried out coherently with appropriate intonation and emphasis, but lacks some conceptual understanding, with the help of ppt media according to media criteria, the answer from the questioner is generally correct, able to formulate suggestions for improvement 2.Score 3 if, Presentation is done coherently with appropriate intonation and emphasis, shows good understanding of the concept, assisted by ppt media according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Score 2 if, the presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4.Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement. Form of Assessment: Practice/Performance, Test	and discussion 2 X 50	discussion 2 X 50	School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum School Based Curriculum School Based Curriculum Development Library: The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.	
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9	UTS	Learning indicators for meetings 1 to 8	Criteria: Full marks are obtained if you do all the questions correctly. Form of Assessment: Project Results Assessment / Product Assessment	Written Test 1X 50	Written Test 1X50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum Standards for social studies. Washington. Material: School Based Curriculum Standards for social studies. Washington.	7%

Understand the procedures for selecting student evaluations.	After reading, listening and discussing the criteria for determining learning evaluations, students can determine how to choose learning evaluations that are in accordance with the criteria discussed in the topic.	Criteria: 1.Score 4 if, The presentation is carried out coherently with appropriate intonation and emphasis, but lacks some conceptual understanding, with the help of ppt media according to media criteria, the answer from the questioner is generally correct, able to formulate suggestions for improvement 2.Score 3 if, Presentation is done coherently with appropriate intonation and emphasis, shows good understanding of the concept, assisted by ppt media according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Score 2 if, the presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4.Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was assisted by ppt media, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4.Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement. Form of Assessment: Assessment of Project Results / Product Assessment, Practices / Project Results / Project Result	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum Standards for Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.	7%
		Performance				

11 Understand several main things in curriculum developmer	n listening and discussing curriculum	Criteria: 1. Score 4 if, The presentation is carried out coherently with appropriate intonation and emphasis, but lacks some conceptual understanding, with the help of ppt media according to media criteria, the answer from the questioner is generally correct, able to formulate suggestions for improvement 2. Score 3 if, Presentation is done coherently with appropriate intonation and emphasis, shows good understanding of the concept, assisted by ppt media according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Score 2 if, the presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4. Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was assisted by ppt media, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 5. Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement. Form of Assessment: Assessment of Project Resessment of Project Reservent Project Reservent Research R	Presentation and discussion 2 X 50	Presentation and discussion 2 x 50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum standards for social studies. Washington. Material: School Based Curriculum Standards for social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.	7%
		Performance				

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12	Able to master curriculum evaluation models	After reading, listening and discussing cursiulum evaluation models, students can explain curriculum evaluation evaluation evaluation that are in accordance with the criteria discussed in the topic.	Criteria: 1.Score 4 if, The presentation is carried out coherently with appropriate intonation and emphasis, but lacks some conceptual understanding, with the help of ppt media according to media criteria, the answer from the questioner is generally correct, able to formulate suggestions for improvement 2.Score 3 if, Presentation is done coherently with appropriate intonation and emphasis, shows good understanding of the concept, assisted by ppt media according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Score 2 if, the presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4.Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4.Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement. Form of Assessment: Assessment: Assessment roduct Assessment roduct Assessment roduct Assessment roduct Assessment: Assessment: Assessment: Assessment: Assessment: Assessment: Assessment: Assessment: Assessment: Assessment:	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition), Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum Standards for social studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.	7%

13	Able to develop curriculum programs	After reading, listening and discussing curriculum program development, students can develop a curriculum program that is in accordance with the criteria discussed in the topic.	Criteria: 1. Score 4 if, The presentation is carried out coherently with appropriate intonation and emphasis, but lacks some conceptual understanding, with the help of ppt media according to media criteria, the answer from the questioner is generally correct, able to formulate suggestions for improvement 2. Score 3 if, Presentation is done coherently with appropriate intonation and emphasis, shows good understanding of the concept, assisted by ppt media according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3. Score 2 if, the presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4. Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4. Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement. Form of Assessment: Form of Assessment: Assessment of Project Results / Project / Project Results / Project	Presentations and discussions. 2 X 50	Presentations and discussions. 2 X 50	Material: School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037- 7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum Development Library: The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.	7%
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	curriculum program	listening and discussing the detailed format of the curriculum development program, students can analyze the details of the curriculum development program in accordance with the criteria discussed in the topic.	1.Score 4 if, The presentation is carried out coherently with appropriate intonation and emphasis, but lacks some conceptual understanding, with the help of ppt media according to media criteria, the answer from the questioner is generally correct, able to formulate suggestions for improvement 2.Score 3 if, Presentation is done coherently with appropriate intonation and emphasis, shows good understanding of the concept, assisted by ppt media according to media criteria, answers to the questioner are correct, able to formulate suggestions for improvement 3.Score 2 if, the presentation was carried out, was not coherent and/or showed a lack of understanding of several concepts, was assisted by ppt media but did not meet the media criteria, the answer from the questioner was generally incorrect, able to formulate suggestions for improvement. 4.Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was assisted by ppt media, the answer from the questioner was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement. 4.Score 1 if, the presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was incorrect, unable to formulate suggestions for improvement. Form of Assessment: Assessment of Project Results Product Casses Product Ca	and discussion 2 X 50	discussion 2 X 50	School Based Curriculum Development Bibliography: Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990. Material: School Based Curriculum Development Library: The Social Studies (Journal) ISSN-0037-7996 Material: School Based Curriculum Development Library: NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington. Material: School Based Curriculum Development Library: The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/March 2013.	
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After reading, believe the content of the Development (ESD) juarning approach. Alter reading, but learning that is a condition or with the 2013 curriculum. Alter reading, but learning that is a condition or with the 2013 curriculum. Alter reading, but learning that is a condition or with the 2013 curriculum. Alter reading, but learning that is a condition or with the 2013 curriculum. Alter reading, but learning that is a condition or with the 2013 curriculum. Alter reading, but learning that is a condition or with the 2013 curriculum. Alter reading, but learning that is a condition or with the 2013 curriculum. Alter reading, but learning that is a condition or with the 2013 curriculum. Alter reading, but learning that is a condition or with the 2013 curriculum or conceptual understanding of media according to media accordina to the media accordina	Г	1	ı	1	ı		1	
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16	UAS	Meeting indicators 1 to 15.	Criteria: Full marks are	Written test 1 X 50	Written test 1X50	Material: School Based	1%
		15.	obtained if you do all the questions correctly			Curriculum Development	
			Form of Assessment :			Bibliography:	
			Practice/Performance,			Laurie Brady, Curriculum	
			Test			Development	
						(Third Edition).	
						Australia:	
						Prentice Hall, 1990.	
						1990.	
						Material: School Based	
						Curriculum	
						Development	
						Library: The Social Studies	
						(Journal)	
						ISSN-0037- 7996	
						Material:	
						School Based Curriculum	
						Development	
						Library: NCSS.	
						(1994).	
						Expectation of excellence:	
						curriculum	
						standards for social studies.	
						Washington.	
						Material:	
						School Based	
						Curriculum	
						Development Library: The	
						Journal of	
						Social Studies Education Vo.	
						1/March 2012.	
						& Vol. 2/	
						March 2013.	

Evaluation Percentage Recap: Project Based Learning

	Evaluation i ordentage recoupi i reject Bacou Ecanning					
No	Evaluation	Percentage				
1.	Participatory Activities	16.33%				
2.	Project Results Assessment / Product Assessment	51.33%				
3.	Practice / Performance	29%				
4.	Test	3.33%				
		99.99%				

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
- 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.

 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.
- Forms of assessment: test and non-test.
- 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.
- 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.

- 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%.
 TM=Face to face, PT=Structured assignments, BM=Independent study.