



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of the Social Sciences Education Curriculum	8712002042	Compulsory Courses	T=2	P=0	ECTS=4.48	2	January 2, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Drs. Nasution, M.Hum., M.Ed., Ph.D. ; Dr. Kusnul Khotimah, S.Pd., M.Pd.		Drs. Nasution, M.Hum., M.Ed., Ph.D.			Dr. Agus Suprijono, M.Si.	

Learning model	Project Based Learning																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																
PLO-5	Able to develop logical, critical, systematic and creative thinking in social studies learning through interdisciplinary or multidisciplinary research and scientific publications																
PLO-7	Able to develop social science knowledge and technology through interdisciplinary or multidisciplinary research and scientific publications																
Program Objectives (PO)																	
PO - 1	Able to understand the basic concepts of curriculum development, curriculum development models, planning learning activities, and curriculum evaluation.																
PLO-PO Matrix																	
		P.O	PLO-3	PLO-5	PLO-7												
	PO-1																
PO Matrix at the end of each learning stage (Sub-PO)																	
	P.O	Week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	PO-1																

Short Course Description This curriculum examines the basic concepts of Curriculum development, Curriculum development models, planning learning activities which include stating objectives, selecting materials, selecting methods, and selecting student evaluation procedures, evaluating the curriculum, and implementing curriculum development programs.

References

Main :

- Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.
- The Social Studies (Journal) ISSN-0037-7996
- NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.
- The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.

Supporters:

Supporting lecturer Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.
 Dr. Kusnul Khotimah, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (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.	<p>Criteria: Full marks are obtained if you do all the questions correctly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lectures, discussions, presentations. 2 X 50	Lectures, discussions, presentations. 2 X 50	<p>Material: School Based Curriculum Development</p> <p>Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	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.	<p>Criteria: Full marks are obtained if you do all the questions correctly</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, exercises, presentations. 2 X 50	Lectures, discussions, exercises, presentations. 2 X 50	<p>Material: School Based Curriculum Development</p> <p>Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p>	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.	<p>Criteria: Full marks are obtained if you do all the questions correctly</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, exercises, presentations. 2 X 50	Lectures, discussions, exercises, presentations. 2 X 50	<p>Material: School Based Curriculum Development</p> <p>Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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4	Able to explain the contribution of scientific disciplines in curriculum development.	Able to explain the contribution of scientific disciplines in curriculum development.	<p>Criteria: Full marks are obtained if you do all the questions correctly</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Lectures, discussions, presentations. 2 X 50	Lectures, discussions, exercises, presentations. 2 X 50	<p>Material: School Based Curriculum Development</p> <p>Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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5	Understand curriculum development models.	Able to understand curriculum development models	<p>Criteria: Full marks are obtained if you do all the questions correctly</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests</p>	Lectures, discussions, presentations. 2 X 50	Lectures, discussions, exercises, presentations. 2 X 50	<p>Material: School Based Curriculum Development</p> <p>Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development</p> <p>Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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6	Understand how to create learning objectives.	After reading and discussing how to state learning objectives, students can create learning objectives that include conditions, audience, behavior and degree.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 incorrect, unable to formulate suggestions for improvement. <p>Form of Assessment : Practice / Performance</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: NCSS. (1994). <i>Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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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.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 incorrect, unable to formulate suggestions for improvement. <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition).</i> Australia: Prentice Hall, 1990.</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal)</i> ISSN-0037-7996</p> <p>Material: School Based Curriculum Development Library: NCSS. (1994). <i>Expectation of excellence: curriculum standards for social studies.</i> Washington.</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education</i> Vo. 1/March 2012. & Vol. 2/ March 2013.</p>	7%
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8	Understand the criteria for determining methods	After reading, 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.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 incorrect, unable to formulate suggestions for improvement. <p>Form of Assessment : Practice/Performance, Test</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	1%
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9	UTS	Learning indicators for meetings 1 to 8	<p>Criteria: Full marks are obtained if you do all the questions correctly.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Written Test 1X 50	Written Test 1X50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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10	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.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 incorrect, unable to formulate suggestions for improvement. <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: NCSS. (1994). <i>Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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11	Understand several main things in curriculum development.	After reading, listening and discussing curriculum evaluation, students can evaluate the curriculum in accordance with the criteria discussed in the topic.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 incorrect, unable to formulate suggestions for improvement. <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: NCSS. (1994). <i>Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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12	Able to master curriculum evaluation models	After reading, listening and discussing curriculum evaluation models, students can explain curriculum evaluation models that are in accordance with the criteria discussed in the topic.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 incorrect, unable to formulate suggestions for improvement. <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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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.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 incorrect, unable to formulate suggestions for improvement. <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Presentations and discussions. 2 X 50	Presentations and discussions. 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: NCSS. (1994). <i>Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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14	Understand the details of the curriculum program	After reading, 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.	<p>Criteria:</p> <ol style="list-style-type: none"> 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 incorrect, unable to formulate suggestions for improvement. <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <hr/> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <hr/> <p>Material: School Based Curriculum Development Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <hr/> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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15	Understand the Education for Sustainable Development (ESD) learning approach.	After reading, listening and discussing the ESD approach, students can develop ESD learning that is in accordance with the 2013 Curriculum.	<p>Criteria:</p> <p>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</p> <p>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</p> <p>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.</p> <p>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.</p>	Presentation and discussion 2 X 50	Presentation and discussion 2 X 50	<p>Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i></p> <p>-----</p> <p>Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i></p>	7%
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16	UAS	Meeting indicators 1 to 15.	Criteria: Full marks are obtained if you do all the questions correctly Form of Assessment : Practice/Performance, Test	Written test 1 X 50	Written test 1X50	Material: School Based Curriculum Development Bibliography: <i>Laurie Brady, Curriculum Development (Third Edition). Australia: Prentice Hall, 1990.</i> ----- Material: School Based Curriculum Development Library: <i>The Social Studies (Journal) ISSN-0037-7996</i> ----- Material: School Based Curriculum Development Library: <i>NCSS. (1994). Expectation of excellence: curriculum standards for social studies. Washington.</i> ----- Material: School Based Curriculum Development Library: <i>The Journal of Social Studies Education Vo. 1/March 2012. & Vol. 2/ March 2013.</i>	1%
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Evaluation Percentage Recap: Project Based Learning

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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.