Document Code



# Universitas Negeri Surabaya Faculty of Education, Bachelor of Primary School Teacher Education Study Program

# **SEMESTER LEARNING PLAN**

Courses		CODE Course Family			Cred	it Wei	ight	SEMESTER	Compilation Date
Basic Concep School Socia	ots of Elementary I Sciences	8620603195	Compulsory Study Pr Subjects	ogram	T=3	P=0	ECTS=4.77	1	July 24, 2023
AUTHORIZAT	ION	SP Developer	P Developer Course Cluster Coordinator Study Program					Study Program Co	ordinator
		Ganes Gunansyah, M.Pd	Ganes Gunansyah, M.Pd			Ganes Gunansyah, M.Pd			dyanti, S.Pd., M.Pd.
Learning model	Project Based Learning								
Program	PLO study program that is charged to the course								
Learning Outcomes	PLO-5 A	Analyzing the application of basic education science by prioritizing inclusive education based on technology and local wisdom.							
(PLO)		-8 Apply the concept of basic skills knowledge and demonstrate integration in basic knowledge of study fields (mathematics, language, science, social studies, civics, arts, sports).							
	Program Objectives (PO)								
	PO-1 Al	Able to understand the meaning of concepts, characteristics of concepts, and the relationship between facts and concepts							
	PO - 2 Al	Able to analyze concept formation procedures							
	PO - 3 Ai	Able to analyze the scope and essential concepts of sociology							
	PO - 4 Al	Able to analyze the scope and essential concepts of economics							
	PO - 5 Ai	Able to analyze the scope and essential concepts of history							
	PO - 6 Al	Able to analyze the scope and essential concepts of geography							
	PO - 7 Al	Able to analyze the scope and essential concepts of anthropology							
	PO - 8 Ai	Able to explain Indonesian human activities in the dynamics of interaction with the natural, social, cultural and economic environment as well as their participation in overcoming environmental problems							
	PO - 9 Al	ole to explain cultural, economic ocial, cultural and economic envir	c, political institutions in ronment	n society as	well a	s the	forms and na	ature of dynamic inte	eractions with the natural
	PO - 10 Al ec	ole to explain activities and cha conomic, educational and cultura	anges in human life in Il life within the national	space, con scope	nectivi	ty bet	ween spaces	and time as well a	as sustainability in social
		plain the causes and effects of olitical, national and state life	ain the causes and effects of changes in Indonesian society from the period of the independence movement to the beginning of reforms in ical, national and state life						
	PO - 12 ex	xplain the preservation of the physical, cultural and valuable heritage of society							
	PO - 13 Ex	Explains changes in economic, cultural and political geographical aspects							
	PLO-PO Matrix								

P.O	PLO-5	PLO-8
PO-1		
PO-2		
PO-3		
PO-4		
PO-5		
PO-6		
PO-7		
PO-8		
PO-9		
PO-10		
PO-11		
PO-12		
PO-13		

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																
PO-2																
PO-3																
PO-4																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																
PO-11																
PO-12																
PO-13																

#### Short Course Description

This Elementary Social Sciences Basic Concepts course is a course that provides PGSD students with an understanding of the basic concepts of Social Sciences as a basis for study whose material comes from human life in society, whose aspects include geography, sociology, anthropology, economics, history, politics, skills. and values. This course covers the substance of the field of social studies studies, understanding the essence of concepts and the process of their formation, coverage of basic concepts in geography, sociology, anthropology, economics, history. This course is designed through activity-based learning, produces products and is able to develop thinking skills through inquiry activits, group investigations, focused discussions, oriented towards solving social problems in society. After attending this lecture, students are expected to have knowledge, attitudes and skills about the essential concepts of social science disciplines to be developed in the social studies curriculum and learning at the Basic Education (SD/MI) level.

### References

## Main:

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- Bank, James A. (1990). TeachingStrategies for The Social Studies-Inquiry, Valuing, and Decision Making . Longman New York and London
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- 11.. The definition was officially adopted by National Council for the Social Studies (NCSS) in 1992. See National Council for the Social Studies, Expectations of Excellence: Curriculum Standards for Social Studies (Washington, D.C.: NCSS, 1994):
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## Supporters:

# Supporting

Ganes Gunansyah, S.Pd., M.Pd. Putri Rachmadyanti, S.Pd., M.Pd.

	Week- Final abilities of each learning stage (Sub-PO)		Eva	luation	Learning Student As	earning, methods, ssignments, tted time]	Learning materials [ References ]	Assessment Weight (%)
			Indicator	Criteria & Form	Offline ( offline )	Online ( online )		
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Able to understand	1 Funda : 45	Criteria:	- explore initial	Synchronous:	Material: Identifying the	5%
	Able to diffestant the meaning of concepts, characteristics of concepts, and the relationship between facts and concepts	1. Explain the meaning of the concept 2. Identify the characteristics of the concept 3. Formulate the relationship between facts and concepts	1 Cognitive Aspect: Understanding concepts (accuracy of answers) 2 Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3 Psychomotor Aspect: Thinking skills Form of Assessment : Participatory Activities, Tests	- expiore initial knowledge/experience and relate it to the material to be studied - convey facts and social realities that are relevant, authentic and contextual - List examples of concepts in daily life which often become misconceptions - Organize students (divide students in various ways, either in pairs or groups) - Identifying the characteristics of facts and concepts - Comparing (finding similarities and differences between facts and concepts) - Analyzing the relationship between facts and concepts - Contextualizing learning experiences gained in everyday life - Drawing conclusions about the role and position of facts and concepts in social studies learning in SD - Strengthening and enriching Providing structured and independent assignments through 3 X 50 information literacy	synchronous: presenting information, brainstorming, dialogue and discussion as well as assignments Asynchronous: searching for information from various online sources in the form of news containing facts and social realities)	Material: Identifying the characteristics of facts and concepts References: . Skeel, Dorothy J. (1995). Elementary Social Studies-Challenges for Tomorrow's World. Harcourt Brace College Publishers	370
2	Able to analyze concept formation procedures	1. Explain the procedure for forming concepts 2. Analyze the stages of concept formation 3. Organizing all stages of concept formation	Criteria: 1 Cognitive Aspect: Understanding concepts (accuracy of answers) 2 Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3 Psychomotor Aspect: Thinking skills Form of Assessment : Participatory Activities, Tests	- explore initial knowledge/experience and relate it to the material to be studied - convey the procedures/stages of concept formation - organize students in pairs - apply the stages of concept formation - compare two concepts (find similarities and differences) - contextualize learning experiences gained in everyday life - day - Drawing conclusions about the procedures for forming concepts and their contribution in understanding facts and social reality - Strengthening and enriching - Providing structured and independent assignments through information literacy 3 X 50	Synchronous: presenting information, brainstorming, dialogue and discussion and assignments Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena	Material: Concept formation procedure (Hilda Taba Model) References: . Skeel, Dorothy J. (1995). Elementary Social Studies-Challenges for Tomorrow's World. Harcourt Brace College Publishers	5%
3	Able to analyze the structure, concepts and procedures for forming essential concepts of sociology	1. Explain the perspective of sociological studies     2. List the essential concepts of sociology     3. Identify abstract concepts and concrete concepts of sociology	Criteria:  1 Cognitive Aspect: Understanding concepts (accuracy of answers) 2 Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility) 3 Psychomotor Aspect: Thinking skills  Form of Assessment : Participatory Activities, Tests	- explore initial knowledge/experience and relate it to the material to be studied - convey essential material and concepts of sociology - present relevant problem orientation - organize students in groups - guide investigations - present findings - discuss findings - draw conclusions - strengthen and enrich - provide Independent assignments through information literacy 3 X 50	Synchronous: presentation of information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena (sociology)	Material: Basic concepts of sociology References: . Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.  Material: Structure and concepts of sociology References: . Udin. S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing Center.	5%

structure, crincepts of studies perspective of studies of the business of the studies of	4	Able to analyze the structure, concepts and procedures for forming essential economic concepts	1. Explain the perspective of sociological studies 2. List the essential concepts of sociology 3. Identify abstract concepts and concrete concepts of sociology 4. Analyze economic problems 5.  Reconstructing the relationship between facts and essential economic concepts	Criteria:  1 Cognitive Aspect: Understanding economic concepts (accuracy of answers)  2 Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility)  3 Psychomotor Aspect: Thinking skills  Form of Assessment : Participatory Activities, Tests	- explore initial knowledge/experience and relate it to the material to be studied - convey essential economic material and concepts - Present relevant problem orientation - Organize students in groups - guide investigations - present findings - discuss findings - Draw conclusions - Strengthen and enrich - Provide Independent assignments through information literacy 3 X 50	Synchronous: presentation of information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena (sociology)	Material: Basic economic concepts References: . Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.  Material: basic economic concepts References: . Udin.S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing Center.	5%
structure, concepts and procedures for forming essential geographic cancepts of history 3. Identify abstract concepts and concrete historical concepts and concep	5	structure, concepts and procedures for forming essential	perspective of historical studies 2. List the essential concepts of history 3. Identify abstract concepts and concrete historical concepts 4. Reconstructing the relationship between facts and essential economic	1 Cognitive     Aspect:     Understanding historical concepts (accuracy of answers)      2 Affective aspect: students' attitudes when discussing (cooperation, tolerance, responsibility)      3 Psychomotor     Aspect: Thinking skills  Form of Assessment : Participatory Activities,	knowledge/experience and relate it to the material to be studied - convey essential historical material and concepts - Present relevant problem orientation - Organize students in groups - guide investigations - present findings - discuss findings - Draw conclusions - Strengthen and enrich - Provide Independent assignments through information literacy	presenting information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena	history References: . Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.  Material: Basic concepts of history References: . Udin.S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing	5%
structure, cóńcepts and procedures for forming essential anthropological concepts  2. List the essential concepts of history 3. Identify abstract concepts and concrete historical concepts  4. Reconstructing the relationship between facts and essential economic concepts  4. Reconstructing the relationship between facts and essential economic concepts  4. Reconomic concepts  5. Conced so destance in to the material to be studied concepts and relate it to the material to be studied concepts (accuracy of accuracy of accuracy of sanswers)  2. Affective aspect: Students in attitudes when discussing (cooperation, tolerance, responsibility)  3. Psychomotor Aspect: Thinking skills  Form of Assessment; Provide Independent assignments through information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment  Asynchronous: searching for information brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment  Asynchronous: searching for information from various online sources, video analysis of social soursonding environment  Asynchronous: searching for information in the advance in groups  2. Affective aspect: Sumaatamadja, Nusrice and relate it to the material to be studied  - convey essential and concepts  - Present relevant proups  - discussing (cooperation, tolerance, responsibility)  3. Psychomotor  Aspect: Thinking skills  - Provide Independent assignments through information branch and relate it to the material to be studied  - convey essential and concepts  - Present relevant proups  - Provide Independent assignments through information br	6	structure, concepts and procedures for forming essential geographic	perspective of historical studies 2. List the essential concepts of history 3. Identify abstract concepts and concrete historical concepts 4. Reconstructing the relationship between facts and essential economic	1 Cognitive     Aspect:     Understanding     geographic     concepts     (accuracy of     answers)     2 Affective aspect:     students'     attitudes when     discussing     (cooperation,     tolerance,     responsibility)     3 Psychomotor     Aspect: Thinking     skills  Form of Assessment     :     Participatory Activities,	knowledge/experience and relate it to the material to be studied - convey essential geographic material and concepts - Present relevant problem orientation - Organize students in groups - guide investigations - present findings - discuss findings - Draw conclusions - Strengthen and enrich - Provide Independent assignments through information literacy	presenting information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena	geography References: . Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.  Material: Basic concepts of geography References: . Udin.S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing	5%
9 1175	7	structure, concepts and procedures for forming essential anthropological	perspective of historical studies 2. List the essential concepts of history 3. Identify abstract concepts and concrete historical concepts 4. Reconstructing the relationship between facts and essential economic	1 Cognitive     Aspect:     Understanding     geographic     concepts     (accuracy of     answers)      2 Affective aspect:     students'     attitudes when     discussing     (cooperation,     tolerance,     responsibility)      3 Psychomotor     Aspect: Thinking     skills  Form of Assessment     :     Participatory Activities,	knowledge/experience and relate it to the material to be studied - convey essential anthropological material and concepts - Present relevant problem orientation - Organize students in groups - guide investigations - present findings - discuss findings - Draw conclusions - Strengthen and enrich - Provide Independent assignments through information literacy	presenting information, brainstorming, dialogue and discussion as well as assignments in the form of observing the surrounding environment Asynchronous: searching for information from various online sources, video analysis of social symptoms/phenomena	anthropology Reference: Sumaatmadja, Nursid. (2005). Basic Concepts of Social Sciences. Jakarta: Open University Publishing Center.  Material: Basic concepts of anthropology Reference: Udin.S. Winataputra. (2002). Elementary School Social Sciences Learning Materials. Open University Publishing	5%
3 X 50	8	UTS		. 30.0	3 X 50			0%

9	Able to explain Indonesian human activities in the dynamics of interaction with the natural, social, cultural and economic environment as well as their participation in overcoming environmental problems	1. Explain the meaning of the dynamics of human activity interaction 2. Analyze human interactions with the natural, social, cultural and economic environment 3. Identify forms of participation in overcoming environmental problems	Criteria: 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products Form of Assessment : Participatory Activities	- present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in	Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration Asynchronous: information literacy from various media platforms relevant to learning activities	Material: Themes in social studies References: . The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/	5%
				everyday life - using the cases discussed in other cases (abstraction and generalization of cases) 3 X 50			501
10	Able to explain cultural, economic, political institutions in society as well as the forms and nature of dynamic interactions with the natural, social, cultural and economic environment	1. Explain the meaning of cultural, economic, political institutions 2. Identify the dynamic forms of interaction between the natural, social, cultural and economic environments 3. Identifying the dynamic nature of interactions between the natural, social, cultural and economic environments	Criteria: 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products Form of Assessment : Participatory Activities, Tests	- present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) 3 X 50	Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration Asynchronous: information literacy from various media platforms relevant to learning activities	Material: Themes in social studies References: . The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/	5%
11	Able to explain activities and changes in human life in space, connectivity between spaces and time as well as sustainability in social, economic, educational and cultural life within the national scope	1. Explain the meaning of cultural, economic, political institutions 2. Identify the dynamic forms of interaction between the natural, social, cultural and economic environments 3. Identifying the dynamic nature of interactions between the natural, social, cultural and economic environments	Criteria: 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products Form of Assessment : Participatory Activities, Tests	- present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) 3 × 50	Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration Asynchronous: information literacy from various media platforms relevant to learning activities	Material: Themes in social studies References: . The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/	5%

12	Able to explain time with all its changes and figures during the colonial period and the national movement as well as the behavior of love for the homeland in national and state life as an embodiment of a sense of nationalism	1.defines the concept of time and all its changes 2.ldentify figures from the colonial period and the national movement 3.ldentifying the dynamic nature of interactions between the natural, social, cultural and economic environments	Criteria: 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products Form of Assessment : Participatory Activities, Tests	- present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of	Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration Asynchronous: information literacy from various media platforms relevant to learning activities	Material: Themes in social studies References: . The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/	5%
13	explain the causes and effects of changes in Indonesian society from the period of the independence movement to the beginning of reforms in political, national and state life	1.Identifying the causes and effects of changes in society during the movement 2.Identifying the causes and effects of changes in society during the early days of reform	Criteria: 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products Form of Assessment: Participatory Activities, Tests	cases) 3 × 50  - present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) 3 × 50	Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration Asynchronous: information literacy from various media platforms relevant to learning activities	Material: Themes in social studies References: . The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/	5%
14	explain the preservation of the physical, cultural and valuable heritage of society	1.Explain examples of forms of physical environmental conservation 2.Explain examples of forms of cultural environmental preservation 3.Explain examples of environmental preservation of valuable community heritage	Criteria: 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products Form of Assessment: Participatory Activities, Tests	- present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) 3 × 50	Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration Asynchronous: information literacy from various media platforms relevant to learning activities	Material: Themes in social studies References: . The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/	5%

15	Explains changes in economic, cultural and political geographical aspects	1.Identify examples of changes in geographic aspects 2.Identify examples of changes in economic aspects 3.Identify examples of changes in cultural aspects 4.Identify examples of changes in cultural aspects 4.Identify examples of changes in political aspects	Criteria: 1.cognitive: application of the substance of basic concepts 2.affective: cooperation, responsibility 3.psychomotor: presentation skills and paper products Form of Assessment Participatory Activities, Tests	- present the orientation of the problem (case) that is relevant to the discussion of the material - analyze the case using a number of perspectives and basic concepts of social studies - discuss and exchange perspectives in reviewing the case presented - involve students in elaborating the case from various points of view - reflect on the role and contribution in understanding facts and social realities in everyday life - using the cases discussed in other cases (abstraction and generalization of cases) 3 x 50	Synchronous: webmeeting, clarification, confirmation, exploration, case elaboration Asynchronous: information literacy from various media platforms relevant to learning activities	Material: Themes in social studies References: . The College, Career, and Civic Life (C3)Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013). http://www.socialstudies.org/	5%
16							0%

### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Test	32.5%
		70%

## 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.
- 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.
- Indicators for assessing abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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,
- 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%.
- ${\bf 12.\ TM}\hbox{-}{\sf Face\ to\ face,\ PT}\hbox{-}{\sf Structured\ assignments,\ BM}\hbox{-}{\sf Independent\ study}.}$