

Short Course Description	This course contains a study of thematic learning in Elementary School Advanced Classes and implementing it in designing, implementing and assessing learning, by accommodating literacy skills, Higher Order Thinking Skills (HOTS), and Critical thinking, Communication, Collaboration, Creativity, Computational Digital, Compassion (6C) as well as learning innovations that develop in accordance with current characteristics.						
References	Main :						
	<ol style="list-style-type: none"> Anderson, Lorin W & Krathwohl, David R. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. A Bridged Addition. New York: Addison Wesley Longman Arends, Richard I. (2012). Learning To Teach sixth Edition. New York: McGraw-Hill Book Company. Buku Guru dan Buku Siswa sesuai kurikulum yang berlaku Lawson, A. E. 1994. Science Teaching and the Development of Thinking. California: Wadsworth Publishing Company. Suryanti, Mintohari, Julianto, dan Farida Istianah. 2020. Pendidikan IPA di SD. Surabaya: Unesa Unipress 						
	Supporters:		<ol style="list-style-type: none"> Hungerford, H. R., & Tomera, A. N. (1985). Science Teaching Methods for the Elementary School: A Worktext. Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820. 				
Supporting lecturer	Dra. Asri Susetyo Rukmi, M.Pd. Drs. H. Budiyo, S.Pd., M.Pd. Prof. Dr. Wahyu Sukartiningsih, M.Pd. Drs. Mintohari, M.Pd. Dr. Hendratno, M.Hum. Ulhaq Zuhdi, S.Pd., M.Pd. Ricky Setiawan, S.Pd.SD., M.Ed. Dr. Dian Permatasari Kusuma Dayu, M.Pd. Dr. Nurul Istiq'faroh, M.Pd. Nadia Lutfi Choirunnisa, S.Pd., M.Pd. Vivi Astuti Nurlaili, M.Pd. Ivo Yuliana, M.Pd. Zulfin Rachma Mufidah, 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 analyze curriculum concepts oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and thematic learning assessments in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education. (C2, A3)	Students are able to explain curriculum concepts oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and assessment of Indonesian language learning in elementary schools in realizing 21st century competencies accompanied by strengthening literacy and character education.	Form of Assessment : Participatory Activities	Offline: lectures, presentations, live discussions. Online: lectures, online presentations, synchronous discussions. 4 X 50		Material: curriculum concept oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and thematic learning assessment in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education. References: 1. Anderson, Lorin W & Krathwohl, David R. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. A Bridged Addition. New York: Addison Wesley Longman	2%

2	<p>Able to analyze curriculum concepts oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and thematic learning assessments in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education. (C2, A3)</p>	<p>Students are able to explain curriculum concepts oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and assessment of Indonesian language learning in elementary schools in realizing 21st century competencies accompanied by strengthening literacy and character education.</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Offline: lectures, presentations, live discussions. Online: lectures, online presentations, synchronous discussions. 4 X 50</p>	<p>Material: curriculum concept oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and thematic learning assessment in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education. References: 1. Anderson, Lorin W & Krathwohl, David R. 2001. <i>A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. A Bridged Addition.</i> New York: Addison Wesley Longman</p>	2%
3	<p>Able to analyze curriculum concepts oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and thematic learning assessments in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education. (C2, A3)</p>	<p>Students are able to explain curriculum concepts oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and assessment of Indonesian language learning in elementary schools in realizing 21st century competencies accompanied by strengthening literacy and character education.</p>	<p>Criteria: according to the answer key Form of Assessment : Participatory Activities</p>	<p>Offline: lectures, presentations, live discussions. Online: lectures, online presentations, synchronous discussions. 4 X 50</p>	<p>Material: curriculum concept oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and thematic learning assessment in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education. References: 1. Anderson, Lorin W & Krathwohl, David R. 2001. <i>A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. A Bridged Addition.</i> New York: Addison Wesley Longman</p>	2%

4	<p>Able to analyze curriculum concepts oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and thematic learning assessments in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education. (C2, A3)</p>	<p>Students are able to explain curriculum concepts oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and assessment of Indonesian language learning in elementary schools in realizing 21st century competencies accompanied by strengthening literacy and character education.</p>	<p>Criteria: according to the answer key</p> <p>Form of Assessment : Participatory Activities</p>	<p>Offline: lectures, presentations, live discussions. Online: lectures, online presentations, synchronous discussions. 4 X 50</p>	<p>Material: curriculum concept oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and thematic learning assessment in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education.</p> <p>References: 1. <i>Anderson, Lorin W & Krathwohl, David R. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. A Bridged Addition. New York: Addison Wesley Longman</i></p>	2%
5	<p>Able to design thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)</p>	<p>Students are able to design thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education.</p>	<p>Criteria: according to the answer key</p> <p>Form of Assessment : Participatory Activities</p>	<p>Offline: consultative, live discussion presentation. Online: consultative, presentation, synchronous discussion, 4 X 50</p>	<p>Material: curriculum concept oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and assessment of Indonesian language learning in elementary schools in realizing 21st century competencies accompanied by strengthening literacy and character education.</p> <p>Library: 4. <i>Lawson, AE 1994. Science Teaching and the Development of Thinking. California: Wadsworth Publishing Company.</i></p>	2%

6	Able to design thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)	Students are able to design thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education.	Criteria: 5 Form of Assessment : Participatory Activities	Offline: consultative, live discussion presentation. Online: consultative, presentation, synchronous discussion, 4 X 50		Material: curriculum concept oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and assessment of Indonesian language learning in elementary schools in realizing 21st century competencies accompanied by strengthening literacy and character education. Library: 4. Lawson, AE 1994. <i>Science Teaching and the Development of Thinking</i> . California: Wadsworth Publishing Company.	2%
7	Able to design thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)	Students are able to design thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education.	Criteria: according to the answer key Form of Assessment : Participatory Activities	Offline: consultative, live discussion presentation. Online: consultative, presentation, synchronous discussion, 4 X 50		Material: curriculum concept oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, and assessment of Indonesian language learning in elementary schools in realizing 21st century competencies accompanied by strengthening literacy and character education. Library: 4. Lawson, AE 1994. <i>Science Teaching and the Development of Thinking</i> . California: Wadsworth Publishing Company.	2%
8	UTS	Students are able to answer test questions accurately and correctly	Form of Assessment : Test	4 X 50 test			20%

9	<p>Able to design thematic learning assessments in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)</p>	<p>Students are able to design thematic learning assessments in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education.</p>	<p>Form of Assessment : Participatory Activities</p>	<p>Offline: consultative, live discussion presentation. Online: consultative, presentation, synchronous discussion, 4 X 50</p>		<p>Material: designing thematic learning assessments in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. References: 5. <i>Suryanti, MintoHari, Julianto, and Farida Istianah. 2020. Science education in elementary school. Surabaya: Unesa Unipress</i></p>	2%
10	<p>Able to design thematic learning assessments in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)</p>	<p>Students are able to design thematic learning assessments in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education.</p>	<p>Criteria: according to the answer key Form of Assessment : Participatory Activities</p>	<p>Offline: consultative, live discussion presentation. Online: consultative, presentation, synchronous discussion, 4 X 50</p>		<p>Material: designing thematic learning assessments in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. References: 5. <i>Suryanti, MintoHari, Julianto, and Farida Istianah. 2020. Science education in elementary school. Surabaya: Unesa Unipress</i></p>	2%

11	Able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)	Students are able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, learning resources, print and digital, in realizing 21st century competencies accompanied by strengthening literacy and character education	Form of Assessment : Participatory Activities	Offline: consultative, live discussion presentation. Online: consultative, presentation, synchronous discussion, 4 X 50		Material: assessment of thematic learning in advanced elementary school classes in realizing 21st century competencies accompanied by strengthening literacy and character education References: 2. <i>Arends, Richard I. (2012). Learning To Teach sixth Edition. New York: McGraw-Hill Book Company.</i> Material: Science Teaching Method for the Elementary School References: <i>Hungerford, HR, & Tomera, AN (1985). Science Teaching Methods for the Elementary School: A Worktext. Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820.</i>	2%
12	Able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)	Students are able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, learning resources, print and digital, in realizing 21st century competencies accompanied by strengthening literacy and character education	Form of Assessment : Practice / Performance	Offline: simulates 4 X 50		Material: Science Teaching Method for the Elementary School References: <i>Hungerford, HR, & Tomera, AN (1985). Science Teaching Methods for the Elementary School: A Worktext. Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820.</i>	5%
13	Able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)	Students are able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, learning resources, print and digital, in realizing 21st century competencies accompanied by strengthening literacy and character education	Criteria: according to the assessment rubric Form of Assessment : Practice / Performance	Offline: simulates 4 X 50		Material: Science Teaching Method for the Elementary School References: <i>Hungerford, HR, & Tomera, AN (1985). Science Teaching Methods for the Elementary School: A Worktext. Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820.</i>	5%

14	Able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)	Students are able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, learning resources, print and digital, in realizing 21st century competencies accompanied by strengthening literacy and character education	Criteria: according to the assessment rubric Form of Assessment : Practice / Performance	Offline: simulates 4 X 50		Material: Science Teaching Method for the Elementary School References: Hungerford, HR, & Tomera, AN (1985). <i>Science Teaching Methods for the Elementary School: A Worktext</i> . Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820.	10%
15	Able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, print and digital learning resources, in realizing 21st century competencies accompanied by strengthening literacy and character education. (C6, A3, P4)	Students are able to simulate thematic learning tools in advanced elementary school classes using a curriculum oriented towards innovative approaches, strategies, models, methods, techniques, teaching materials, media/multimedia, learning resources, print and digital, in realizing 21st century competencies accompanied by strengthening literacy and character education	Criteria: according to the assessment rubric Form of Assessment : Practice / Performance	Offline: simulates 4 X 50		Material: Science Teaching Methods For the Elementary School References: Hungerford, HR, & Tomera, AN (1985). <i>Science Teaching Methods for the Elementary School: A Worktext</i> . Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820.	5%
16		Students are able to develop learning videos	Criteria: according to the assessment rubric Form of Assessment : Project Results Assessment / Product Assessment		Online: develop learning videos and upload them to YouTube		35%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	20%
2.	Project Results Assessment / Product Assessment	35%
3.	Practice / Performance	25%
4.	Test	20%
		100%

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.

9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.