MODULE HANDBOOK

Module Name	School Curriculum Analysis
Module level	Bachelor
Abbreviation, if applicable	8420403270
Sub-heading, if applicable	-
Course included in the module, if applicable	-
Semester/term	3rd / Second Year
Module coordinator(s)	Dr. Achmad Lutfi, M.Pd.
Lecturer(s)	Dr. Ismono, M.S.
Language	Indonesian
Classification within the curriculum	Compulsory Course
Teaching format/class hours per week during the semester:	3 hours lecturers (50 min per hours)
Workload:	1 CU for bachelor degree equals to 3 workhours per week or 170 minutes (50' face to face learning, 60' structured learning, and 60' independent learning). In one semester, courses are conducted in 14 weeks (excluding mid and end-term exam). Thus, 1 CU equals to 39.67 workhours per semester. One CU equals to 1.59 ECTS.
Credit points:	3 CU = 3 x 1.59 = 4.77 ECTS
Prerequisite course(s):	-
Targeted learning outcomes:	CLO1. Have the ability to utilize ICT-based learning resources and learning media in studying the curriculum. CLO 2. Have knowledge about the development of the school curriculum, the principles of curriculum analysis and master the concepts of Mathematics and Natural Sciences and their learning including misconceptions and learning strategies. CLO 3. Have the skills to perform curriculum analysis to determine competency indicators, select materials including breadth and depth. CLO 4. Have the ability to set goals and competencies to accommodate inclusive education. CLO 5. Have the ability to adapt the latest curriculum to the implementation of the curriculum in schools. CLO 6. Have an attitude of responsibility which is reflected in the results of a critical and thorough curriculum review.
Content:	1. Definition, function, and role of the school curriculum.

	2. The foundation of curriculum development, curriculum development components, and curriculum development principles. 3. Development of the Mathematics and Natural Sciences curriculum in schools 4. Curriculum analysis. 5. Standard 2013 curriculum content. 6. Compilation of competency indicators. 7. Determine misconceptions and solutions. 8. Chemical study materials in Senior High School (SMA) and Vocational School (SMK). 9. Planning chemistry lessons.
Study / exam achievements:	Students are considered to be competent and pass if at least get 55 Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) & 30% final exam (UAS) Table index of graduation • A = 4 ($85 \leq - \geq 100$) • A- = 3,75 ($80 \leq - < 85$) • B+ = 3,5 ($75 \leq - < 80$) • B = 3 ($70 \leq - < 75$) • B- = 2,75 ($65 \leq - < 75$) • C+ = 2,5 ($60 \leq - < 65$) • C = 2 ($55 \leq - < 60$) • D = 1 ($40 \leq - < 55$) • E = 0 ($0 \leq - < 40$)
Media:	Computer, LCD, White board
Learning Methods	Individuals assignment, group assignment, discussion, presentation, and practicum