	UNIVERSITAS NEGERI SURABAYA FACULTY OF LANGUAGES AND ART ENGLISH LANGUAGE EDUCATION STUDY PROGRAM	Document Code	
	LESSON PLAN		

Course		Course Code	Course Cluster	Credit (sks)		Semester	Compilation Date
School Curriculum		8820303220		2		2	
AUTHORIZATION		**Lesson Plan Developer**		**Course Cluster Coordinator**		**Head of Study Programme**	
		Arik Susanti, S.Pd, M.Pd		Ririn Pusparini, S.Pd, M.Pd		Dr. Himmawan Adi Nugroho, M.Pd	

Learning Outcomes (CP)	**Programme Learning Outcomes (PLO)-Study Programme imposed on courses**	
	PLO 1	Internalize academic values, norms and ethics as well as show responsibility in analysing of principles of ELT curriculum in Indonesia
	PLO 2	Able to apply logical, critical, systematic and innovative thinking in the context of the development or the implementation of science and technology and also make decisions appropriately towards the problems based on the expertise and the results of data analysis
	PLO 3	Able to master the science of education and English learning methodology covering developing curriculum; apply critical and analytical thinking skills to solve problems related to TEFL; and demonstrate the awareness on issues related to academic learning
	PLO 4	Able to implement the concepts of applied linguistics in EFL Learning and also produce the concrete and abstract products related to language
	Course Learning Outcomes (CLO)	
	CLO 2	Master the concepts of principle of curriculum, historical and development English curriculum in national and global perspectives.
	CLO 4	Plan, carry out and evaluate need, situational analysis, goals and course design effectively and creatively.
	CLO 7	Apply critical thinking and analytical skills in solving problems related to historical of English curriculum in Indonesia.
	CLO 10	Demonstrate many types of English text collaboratively
	Lesson Learning Outcomes (LLO)	
	LLO 1	Being able to analyse the principles of curriculum development and syllabus design
	LLO 2	Being able to evaluate need analysis, situational analysis, goals and course design
	LLO 3	Being able to analyse the historical Indonesia curriculum
	LLO 5	Being able to analyse 2013 curriculum, emergency curriculum, and independent curriculum
	LLO 6	Being able to demonstrate text types of English in Indonesia curriculum
	LLO	Being able to produce reflective and analytical notes on the concept of Indonesia curriculum

Brief description of the course	This subject introduces the kinds of curriculum, the historical background of curriculum development, the principles of curriculum development, and the government policy of 2013 curriculum and independent curriculum. Then, the curriculum are analysed based on the competency (core competence and basic competence) or learning outcomes, kinds of syllabus or flow of learning objectives, the indicators of receptive and productive skills, and kinds of texts. The teaching and learning activity is conducted through problem based learning, discussion, and presentation.
Study Materials: Learning Materials	1. The origin of language curriculum development 2. From syllabus design to curriculum development 3. Need and Situational Analysis 4. Planning goals and learning outcomes 5. Course planning and syllabus design 6. 2013 curriculum 7. Emergency curriculum 8. Independent curriculum 9. Text types in curriculum
References	**Main reference:** 1. Jack C. Richard. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press. 2. Piedad Ferna´ndez Toledo. 2005. *Genre analysis and reading of English as a foreign language: Genre schemata beyond text typologies* 3. Depdiknas. (2013). *Kurikulum 2013: Kurikukum 2013 Mata Pelajaran Bahasa Inggris SMA, dan MA, SMP dan MTS*. Jakarta: Depdiknas 4. Permendikbud no 20 tahun 2016 tentang standard kompetensi lulusan dan jenis-jenis pengetahuan 5. Permendikbud no 21 tahun 2016 tentang standard isi 6. Permendikbud no 22 tahun 2016 tentang standard proses 7. Permendikbud no 23 tahun 2016 tentang standard penilaian pendidikan 8. Permendikbud no 24 tentang 2016 tentang kompetensi dasar setiap mata pelajaran 9. Keputusan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 719/P/2o2o Tentang Pedoman Pelaksanaan Kurikulum Pada Satuan Pendidikan Dalam Kondisi Khusus 10. Permendikbudristek no 5 Tahun 2022 tentang standar komptensi Lulusan pada Pendidikan Anak usia dini, jenjang Pendidikan dasar dan Pendidikan menengah 11. Permendikbudristek no 7 Tahun 2022 tentang standar isi pada Pendidikan Anak usia dini, jenjang Pendidikan dasar dan Pendidikan menengah 12. Permendikbudristek no 16 Tahun 2022 tentang standar proses pada Pendidikan Anak usia dini, jenjang Pendidikan dasar dan Pendidikan menengah 13. Permendikbudristek no 21 Tahun 2022 tentang standar penilaian pada Pendidikan Anak usia dini, jenjang Pendidikan dasar dan Pendidikan menengah 14. Kepmendikbudristek no 56 tahun 2022 tentang pedoman penerapan kurikulum dalam rangka pemulihan pembelajaran
	Supplementary reading:

	1. Yudi, Bambang and Utami, Sri. (2016). *History of Indonesian Curriculum*. Malang. Malang University Press.
	2. https://www.literacyideas.com/different-text-types. Accessed on September 2020.
	3. Tom Hutchinson and Eunice Torres. 2016 The textbook as agent of change. Cambridge; Cambridge University press
Lecturer (s)	Ririn Pusparini, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd.
Course requirements	-

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	To analyse the origin of language curriculum development	Explain the definition of curriculum Explain the principles of curriculum development Analyse kinds of curriculum	Observing students' activities in offline learning	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials.	Reading materials in LMS VINESA Summmarizing the the concept of curriculum, principles of curriculum and kinds of curriculum	Kinds of curriculum, the historical background of curriculum development, the principles of curriculum development [1]	2%
2	To analyse syllabus design to curriculum development	Explain the changing needs for foreign language in Europe Explain the concept of	Observing students' activities in offline learning	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials.	Reading materials in LMS VINESA Summmarizing the the concept of curriculum, principles of curriculum and kinds of curriculum	The changing needs for foreign language in Europe The concept of English for Specific purposes [1]	2%

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		English for Specific purposes Analyse need analysis in ESP and communicative language method				Need analysis in ESP and communicative language method. [1]	
3	To analyse need analysis	Explain the concept of need analysis and the purposes of need analysis Explain some strategies to have need analysis	Observing students' activities in offline learning	Presenting the result of summarizing using PPT. Asking and questioning about their presentation. Giving reinforcement about that materials.	Reading materials in LMS VINESA Summmarizing the the concept of need analysis and kinds of need analysis	Concept of need and kinds of need analysis. [1]	2%
4	To analyse situation analysis	Explain the concept of situation analysis and the purposes of need analysis Explain some strategies to have situation analysis	Observing students' activities in offline learning	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials.	Reading materials in LMS VINESA Summmarizing the the concept of situation analysis and kinds of situation analysis	Situation analysis Kinds of situation analysis The importance of situation analysis [1]	2%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
5-6	To analyse planning goals, learning outcomes, course planning and syllabus design	Planning goals, leaning outcomes, course planning and syllabus design	Observing students' activities in offline learning when they present their work Observing students' collaboration in FORUM in VINESA LMS	Presenting their work based on the PPT that they have created Giving comments or feedback when other group present Writing reflective journal about the concept of curriculum	Learning activities was carried in VINESA (asynchronous learning) by using FORUM based on the following steps: 1. Giving orientation for problem to students about a certain case about ESP. Aftar that ask students do solve the problem based on the case 2. Organizing students Dividing the class into several group Helping students how to solve problem based on the case in group collaboratively 3. Guiding students to conduct a research Providing students works sheet and many literature or theory to solve that problem	Planning goals, leaning outcomes, course planning and syllabus design [1]	3%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
					Decising the solution 4. Developing and presenting Cretaing PPT and upload in VINESA 5. Analyzing and Evaluating Revising their work based on their friends' feedback and comments Publish their work in wall galery Write their relection the teaching of learning process today		
7	To analyse the historical curriculum in Indonesia	Explain the concept of historical curriculum in Indonesia	Observing students' activities in offline learning	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials.	Reading materials in LMS VINESA Summmarizing the the concept of histrical curriculum in Indonesia starting from 1945 up to now	History of English curriculum in Indonesia [3];[4]; [5]; [6]; [7]; [8]	2%
8	Mid Test						20%
9-10	To explain 2013 curriculum	Explain the concept of 2013 curriculum in Indonesia	Observing students' activities in offline learning	Presenting the result of summarizing of reason and purposes of 2013 curriculum	Reading materials in LMS VINESA Summmarizing the the concept of 2013	Explain the concept of 2013 curriculum in Indonesia, English basic competence,	2%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				Presnting the English basic cometences, assessment, and learning process based on 2013 curriculum Asking and questioning about their presentation Giving reinforcement about that materials.	curriculum in Indonesia, English basic competence, graduate competence, basic competence, learning process and assessment	graduate competence, basic competence, learning process and assessment [3];[4]; [5]; [6]; [7]; [8]	
11	To explain emergency curriculum	Explain the concept of emergency curriculum in Indonesia	Observing students' activities in offline learning	Presenting the result of summarizing about emergency curriculum Asking and questioning about their presentation Giving reinforcement about that materials.	Reading materials in LMS VINESA Summmarizing the the concept of emergency curriculum	Emergency curriculum in Indonesia [9];[14]	2%
12-13	To explain independent curriculum	Explain the concept of independent curriculum in Indonesia, English basic competence, graduate competence, basic competence,	Observing students' activities in offline learning	Presenting the result of summarizing Asking and questioning about their presentation Giving reinforcement about that materials. Writing their reflection the teaching of learning process.	Reading materials in LMS VINESA Classifying the concept of independent curriculum Summmarizing the the concept of independent curriculum in Indonesia, English basic competence, graduate competence,	Independent curriculum in Indonesia, English basic competence, graduate competence, basic competence, learning process and assessment [2];[10];[11]; [12]; [13];	2%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		learning process and assessment			basic competence, learning process and assessment using PPT		
14-15	To analyse interpersonal and transactional texts, short functional texts, and long functional texts	Mention kinds of interpersonal and transactional texts, short functional texts, and long functional texts Analyse parts of text types Evaluating learning materials based on text types	Observing students' activities in offline learning when they are presenting or discussing and VINESA in FORUM Doing exercises about text types in curriculum	Presenting their work based on the PPT that they have created Giving comments or feedback when other group present Writing note when their lecturer provides some comment or feedback.	Learning activities was carried in VINESA (asynchronous learning) by using Case study model that can be observed in FORUM based on the following steps: 1. Giving orientation for problem to students about many types of English text and give assignment about text types and analyzing learning materials based on text types 2. Organizing students by dividing the class into several group and helping students how to explain the materials 3. Guiding students to conduct a research by providing scafolding or students' worksheet to	Interpersonal and transactional texts, short functional texts, and long functional texts [2]; [10];[11]; [12]; [13]	3%

| Meeting | LLO | Assessment | | Learning Mode, Learning Method, Assignment, (Time Allotment) | | Learning materials (References) | Assessment weight (%) |
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
					solve case study related to text types 4. Developing PPT that will be presented in offline class 5. Analyzing and Evaluating After students present their work, they revise their work in group collaboratively 6. Every students write their reflection the teaching of learning process		
16	Final test						30%

➢ **Assessment Blue-print**

Mid-Term

Indicators	Assessment		Rubric/ scoring	Weight (%)
	Forms	**Items**		
To analyse the origin of language curriculum development, syllabus design, need analysis and situational analysis	Written test	Miss Dian is an English teacher in one of private school in Surabaya. There are some factories and companies established by foregin investors. It was aroud 400 companies has been built and it was required human resources who can speak and communicate English written and orally. However, many native people and teenagers cannot speak English so they get difficulty to communicate with foriegners and they cannot apply to fill certain position in those company. Therefore, Miss Dian will establish English course in that area. Based on the problem above, answer the folowwing questions: a. What kinds of curriculum does Miss Dian design? b. What are the differences between syllabus design and curriculum development? c. Does Ms Dian require to conduct need analysis and situation analyiss? Explain the function of need analysis and situational analyisis! d. There are many types of syllabus design. Please mention and explain 4 types of syllabus design e. If you were Miss Dian and will establish an English course what types of syllabus design you choose and provide your reasons and give an example of		60%

Indicators	Assessment			Rubric/ scoring	Weight (%)
	Forms	**Items**			
To explain the Indonesia historical curriculum	Written test	Please explain the process of English curriculum in Indonesia based on the following guidance! a. What is the goal of Indonesia curriculum? b. Why did Indonesia government change its curriculum?			40%

Final-Term

Indicators	Assessment			Rubric/ scoring	Weight (%)
	Forms	**Items**			
To compare between 2013 curriculum and independent curriculum	Written test	Please explain the differences between 2013 curriculum and independent curriculum? You can compare based on the following aspects			20%

No	Aspects	2013 curriculum	Independent curriculum
1	Purposes		
2	Content Standard		
3	Graduated Standard		

| Indicators | Assessment | | | Rubric/ scoring | Weight (%) |
	Forms	Items			
		4	Process standard		
		5	Assessment		

To compare types of texts	Written test	Compare three kinds of texts taught in SMP and SMA students, such as:
		
		   a. Transactional and interpersonal texts
		   b. Short functional texts
		   c. Long functional texts
		Explain each of them and mentions and give examples of each text
					20%

To explain assessment implementing in 2013 curriculum	Written test	Mrs. Sarah is English teacher in Junior high school. Now she is teaching narrative text, but she does not know about the concept of descriptive text. Please explain about:
		
		   a. the social function of narrative text
		
		   b. the generic structure of narrative text
		
		   c. language feature/focus of narrative text
		
		   d. example of narrative text and create questions based on generic structure
					30%

| Indicators | Assessment | | Rubric/ scoring | Weight (%) |
	Forms	Items		
Create assessment based on Bloom Taxonomy using provided text!	Written test	Mr. Miki is an English teacher in one of private school in Surabaya. He is teachin English with this text. Do you know why houses in Japan are made of waxed paper and wood? This is because Japan often experiences earthquakes and volcanic eruptions. As such, not only do the houses protect the occupants from rain and sun, they also do not crush the people residing in them when an earthquake happens. Houses are built to protect the people living in them. Only then will the occupants feel comfortable, cosy and safe in the house. Houses are built in different ways in different countries. They must suit the climate in which they are built. In large cities like Hongkong and Singapore, houses are built with bricks and cement. However, in Alaska, some houses are built using blocks of snow. These igloos are sturdy but cosy and keep the snow out. Some Eskimos stay in them during the winter period. In Africa where the grasslands are hot and dry, the houses are made of mud and grass to keep them cool. In some areas in America, one may be able to find earth-sheltered houses. These houses are either dug into the earth or surrounded by earth. This offers protection against strong winds, storms, and natural disasters such as tornadoes and hurricanes. In hot weather, the earth can absorb extra heat from the house. In cold weather, the earth helps to maintain warmth. a. Please decide the text type above! b. Mention the generic structure, language focus and social function. d. Create questions based on generic structure, language focus and social function (minimum 6 questions)		30%

➢ **Rubric**

The criteria of mid-term and End-term tests in this course are:

Descriptions	Raw Scores
The answer is correct; the explanation is comprehensive; an accurate example of the concept is provided.	4
The answer is almost correct; the explanation is sufficient but some aspects are not discussed; a quite good example of the concept is provided.	3
The answer is a little bit correct; the explanation only includes a few aspects of the concept; the example is not relevant to the concept.	2
The answer is incorrect; the explanation is inaccurate; no example is provided.	1

Mengetahui
Ketua Prodi   Pengembang RPS
Pendidikan Bahasa Inggris

Dr. Himmawan Adi Nugroho, M.Pd   Arik Susanti, S.Pd, M.Pd
NIP 197511172003121001   NIP 197802052005012001