

UNIT I

Curriculum Analysis

Unit I

Curriculum Analysis



Introduction

This unit provides the opportunity to participants to take an in-depth look at the Competency Standards and Basic Competencies that are found in the National Curriculum through a process known as ‘Competency Mapping/Scanning’. Through this process, all the participants are expected to obtain an overall picture of existing competencies and look for a way to organize them properly. This activity is also expected to assist participants to prepare a more systematic, efficient and contextual medium-term teaching program (syllabus).

The process of competency mapping starts with the collation of competencies that have “similarity” in certain aspects. These similarities are then arranged into themes/contexts/texts/units. These themes/contexts/texts/units are the framework for the development of more meaningful and contextual lessons.

In this session, the organization of competency standards and basic competencies will be done for each subject separately in accordance with their respective and unique characteristics. Nevertheless, the organization of competency standards and basic competencies across subjects is also possible.



Objectives

On completion of this training, participants are expected to be able to:

- make a competency map for a semester/year,
- produce a context/theme/text/unit that is interesting and relevant,
- develop ideas for lesson activities based on this context/theme/text/unit, and
- develop a medium-term teaching program based on the outcome of the competency mapping.



Key Questions

- How to organize competencies that have “similarities” in the context/theme/texts/unit that are relevant to students’ needs.
- How to develop ideas for lesson activities that can assist in developing the syllabus (medium-term plan).
- How to prepare a medium-term teaching program (syllabus) that is more systematic, efficient and contextual.



General Guidance

- Participants are split up according to their subject group.
- Each participant works on a competency map for the current semester/year for grade VII or VIII.
- Before undertaking the mapping activity, participants should carefully read the Basic Competencies and Competency Standards in the National Curriculum.
- Participants are expected to attempt to understand the purpose of these basic competencies and the characteristics of each subject.
- The mapping activity should be conducted step by step, by providing sufficient time for participants to complete each step. The facilitator needs to introduce the process at each stage, mentor the participants and monitor progress when they have completed each step (see the guide to basic competency mapping for each subject in Handout 1.1a-e).
- Determine the context/theme/text/unit that will be the reference point for the development of ideas on lesson activities (Handout 1.2.) and the material that assists in the preparation of the syllabus (medium-term teaching program) and lesson plans.



Materials and Resources

- Competency mapping presentation
- Stationery, display paper, scissors, glue, markers
- Printed copy of National Curriculum for junior high schools for five subjects (Indonesian, English, science, mathematics, and social studies)
- Participant Handouts 1.1a–e: Guide to Organizing Competencies into Contexts/Themes/ Texts/Units for five subjects

- Figure/scheme of Competency Mapping
- Participant Handout 1.2: Ideas for Lesson Activities
- Participant Handout 1.3a–e: Example: Ideas for Lesson Activities



Time

This session will take 180 minutes. Details of the time allocation can be found in each stage of this session.



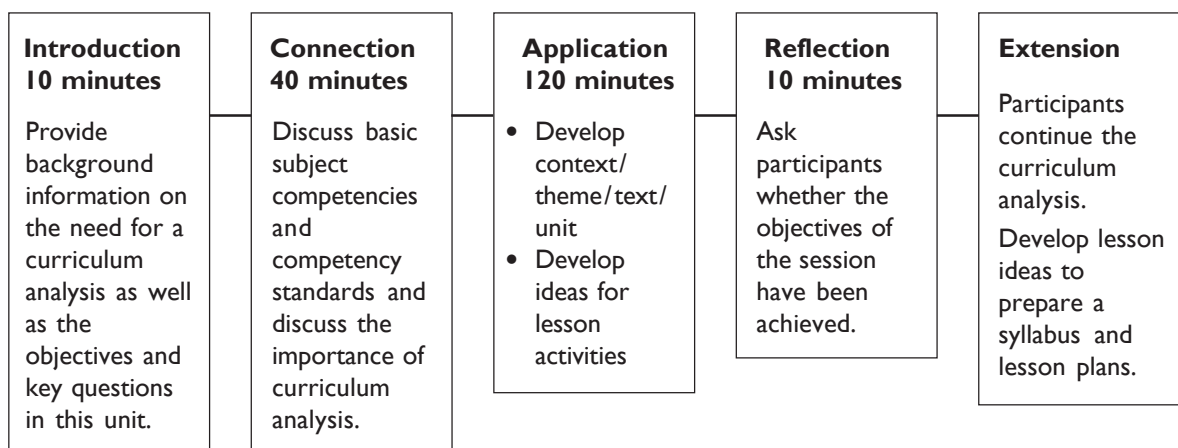
ICT

The following ICT equipment should be provided, however, if it is not provided at the training venue, the facilitator can replace it with an OHP or flipchart.

- LCD projector
- Desktop computer or laptop
- LCD projector screen



Summary of Activities





Detailed Description of Activities



Introduction (10 minutes)

- (1) Provide background information on the need for a curriculum analysis.
- (2) Explain the objectives and the outcomes to be achieved during this session.
- (3) Ask the key questions that have to be answered after this session is completed.
- (4) Group participants according to their subject groups.



Connection (40 minutes)

- (1) The facilitator distributes the National Curriculum to participants to read.
- (2) The facilitator provides guided questions to participants and invites them to present ideas on why and for what purpose they are doing this competency mapping. The answers are written on flipchart paper.
- (3) The facilitator asks the participants to discuss their answers in groups.
- (4) The facilitator asks the participants to exchange the outcome of the discussion with other groups and comment on it. The facilitator can add alternative answers from the Facilitator Notes.
- (5) The facilitator explains the next task – to undertake the competency mapping.



Notes for Facilitator :

Questions:

1. Why are we doing the competency mapping?
2. What is the purpose of doing the competency mapping?

Why competency mapping → ask what is the reason we need to do the competency mapping. Then ask about the current status of the competencies in the national curriculum.

What is the purpose of the competency mapping → ask after the mapping – then, for what and what is the benefit.

Alternative answers for the brainstorm questions in Connection:

- I. Reasons for doing the competency mapping:
 - a. It is a curriculum requirement (science and social studies).
 - b. Because the basic competencies in the National Curriculum have not been drawn up in an integrated way.

- c. The competency map is compatible with the thinking pattern of students that tends to be holistic.
 2. The mapping of basic competencies and competency standards assists teachers to:
 - a) understand the basic meaning of each competency statement,
 - b) obtain a picture of the relationship between basic competencies and competency standards,
 - c) obtain an overall picture of the competencies that will be achieved during a semester,
 - d) recognize the characteristics of each subject,
 - e) organize competencies into discussion units to facilitate the achievement of the lesson objective,
 - f) produce a context/theme/text/unit that provides an umbrella or framework for competency units,
 - g) make a draft to prepare the syllabus, and
 - h) produce systematic lesson planning.
 3. The outcome of the curriculum mapping can be used as the reference point for the allocation of time to prepare the syllabus and semester program.
- *) If the competency mapping is done across subjects, the subject teacher will have a mutual understanding and will cooperate in using learning resources, will provide richer learning experiences and lessons will be more effective and efficient.



Application (120')

Activity I (60')

- (1) The facilitator distributes the competency map to each pair or small group, and explains the task that now has to be completed.
- (2) The facilitator distributes Handout I.1 (**according to each subject**), and provides the opportunity to read it at leisure and then discuss.
- (3) The facilitator asks the participants to cut out and stick the basic competencies and competency standards accompanying the context/theme/text/unit on display paper so one competency map is produced.
- (4) The facilitator asks the participants to display their work on the wall and informs them that this output will be used to develop ideas on lesson activities.

Activity 2 (60')

- (1) The facilitator asks the participants to read and consider the sample ideas on lesson activities in Handout 1.3 a–e.
- (2) The facilitator asks the participants individually to team up in pairs to develop ideas for lesson activities, *not teaching steps*, from one chosen context/theme/text/unit (Handout 1.2).
- (3) The facilitator asks each group to exchange visits between small groups (pairs) within the subject group. Each group is required to explain their work to the visiting group and the latter group is given the opportunity to question and provide input to the work of the other groups.



Reflection (10')

- (1) The facilitator asks the participants whether the completed activity has been able to achieve the set objectives.
- (2) The facilitator provides the opportunity for the participants to write up what they have learned.



Extension

- (1) The facilitator encourages all the participants to follow up all the activities that were done in the Curriculum Analysis unit in their respective schools by analyzing competencies in other contexts/themes/texts/units during the current semester and other semesters.
- (2) The facilitator encourages participants to develop ideas for lesson activities in other contexts/themes/texts/units to facilitate the preparation of the syllabus and lesson plans.



Key Message

This training will be more beneficial if participants follow up by undertaking a complete competency map during the current semester/year and at other levels or in other grades in their schools. To facilitate the preparation of the lesson plan, it is desirable to have further discussions between subject groups to develop ideas for lesson activities.



Participant Handout 1.1a

Guide to Organizing Basic Competencies in Context/ Themes/Texts/Units

I. Indonesian Language

A number of basic competencies can be incorporated into one lesson:

1. Certain basic competencies can provide the material for other basic competency activities
Example: *Writing creative poetry concerned with natural beauty*, this basic competency can be used to develop the basic competency: *Reading poetry using rhythm, voice, facial expressions and gestures that are appropriate to the content*
2. Certain basic competencies can form a learning resource for other basic competencies in learning
Example: *Reading poetry by using rhythm, voice, facial expressions and gestures that are appropriate to the content* forms a learning resource for the basic competency: *Consider the meaning of a poem read*.
3. Basic competencies can be combined into the context of a particular moment
Example: A moment around the commemoration of the proclamation of independence.
The basic competencies that can be taught in the context of this event:
 - a. Writing an official letter related to a school activity using correct standard language
 - b. Writing a report using correct and appropriate language
 - c. Delivering an oral report using correct and appropriate language
 - d. Discussing the content of a report



Participant Handout 1.1b

Guide to Organizing Basic Competencies in Context/ Themes/Texts/Units

2. Mathematics

1. The context of a mathematics lesson does not have to depart (or rarely departs) from the basic competency map, because a lot of mathematics material is hierarchical in nature. One aspect of the material has to be mastered first, before moving on to others. For that reason, the context in mathematics may be determined first without analyzing the basic competency.
2. It is better if this context is compatible with the local school context. For that reason, the context as it is being interpreted in other subjects should be taken into account. In this way, the local context will be analyzed in various subjects and the child's understanding of the contextual environment will be more comprehensive.
3. After the context is determined, an analysis of the basic competencies can probably be studied through the context. The ability to analyze the context very much determines the ability to group basic competencies in one context. Note: a basic competency can arise in several contexts.
4. Basic mathematics competencies that are procedural in nature, such as algebra, may be separated from the context and taught in isolation.
5. Attempt to cover at least four contexts during one semester.



Participant Handout 1.1c

Guide to Organizing Basic Competencies in Context/ Themes/Texts/Units

3. English

The basic competencies in the school syllabus (KTSP) for English should not be taught one by one. One basic competency can be integrated with other basic competencies in a lesson unit. The organization/integration of basic competencies in language lessons should take account of the following issues:

- a. **The type of text that is taught is the same.** The recount text lesson for grade VIII, for example, is found in several basic competencies (2.2, 4.2, 5.3, 6.2 and so forth). These basic competencies can be integrated into the lesson in accordance with the objective of the lesson.
- b. **There are several basic competencies where the lesson should be integrated with other basic competency lessons.** For example, there is a close relationship between language skills, so the lessons can be integrated. Listening lessons can be integrated with speaking and reading with writing. In another example, reading aloud and the lesson should be integrated with reading comprehension (responding to meaning).
- c. **There are several basic competencies where the lesson can be done separately.** There are basic competencies that contain more than one type of text competency. For Class VII, for example, in Basic Competency 10.2, the text competency that needs to be taught is the competency in descriptive and procedural text. This basic competency can be isolated as Basic Competency 10.2A (the descriptive text lesson), and Basic Competency 10.2 B (the procedural text lesson).
- d. **There are various forms in one type of text where the lesson should be broken down into sections.** One example is the short functional text. Short functional texts consist of instructions, announcements, invitations, advertisements and brochures. The teacher should not teach all of these forms simultaneously. The teacher can plan the lesson according to the form of text being taught.
- e. **Communication activities should be undertaken in a context or theme that is relevant to the student.** Themes can be set by the teacher him/herself. Several examples of themes from the 2004 curriculum that could be used include myself, school life, my family, professions, shopping, friendship, health, recreation, nature, mass media, technology etc.



Participant Handout 1.1d

Guide to Organizing Basic Competencies By Context/ Theme/Text/Unit

4. Integrated Science

- a. Themes can be formed by developing a network of 2 or 3 basic competencies and/or determining the theme first and then looking for a basic competency that can be integrated into the theme.
- b. Select basic competencies that are found in one semester and then develop them into basic competencies for one teaching year.
- c. If a theme can be formed from a network of basic competencies across class levels, then the theme can be presented at different class levels.
- d. If not all basic competencies can be integrated in one theme, then miss out these competencies but make a note of them for future reference.
- e. Attempt to integrate the basic competencies that can not be integrated into the theme with other similar basic competencies.
- f. If the basic competency or its component can not seriously be integrated with other basic competencies, then integrate it with scientific work.



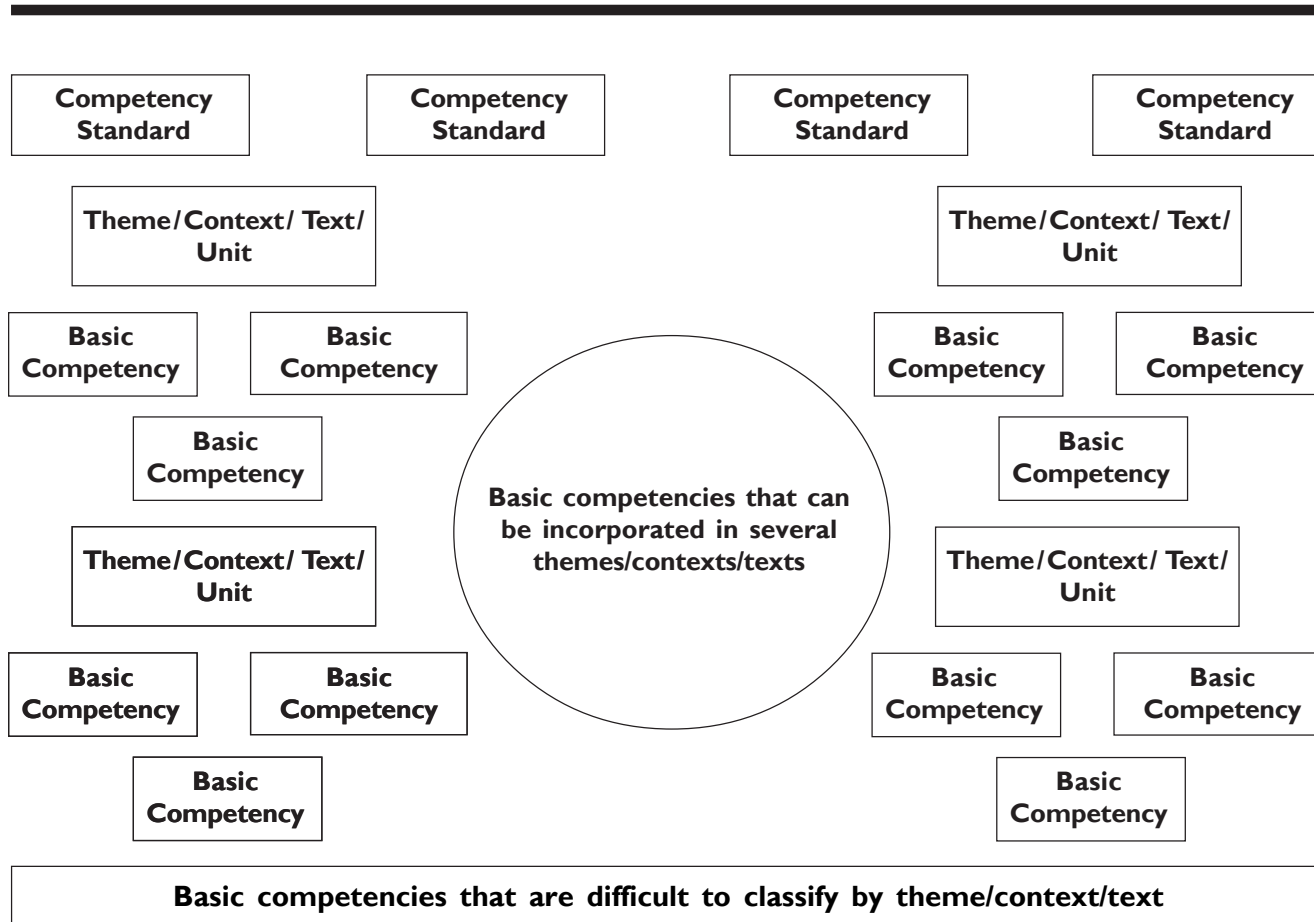
Participant Handout 1.1e

Guide to Organizing Basic Competencies By Context/ Theme/Text/Unit

5. Integrated Social Studies

- a. A theme/context is developed from several basic competencies that are drawn from the structure of geographical knowledge, history, economics, law and politics, sociology and from various social problems and is formulated using an interdisciplinary and multidisciplinary approach.
- b. The theme/context can take the form of an event/change in the life of the community with the principle of cause and effect, geography, environmental management and adaptation, as well as social problems, structures and processes for survival – such as fulfilling needs, power, justice and social security.
- c. The basic competencies that are combined in the lesson theme/context have to take into account the dimensions of space, time and values/norms that make it possible for students, both individually and collectively to find concepts and principles holistically and authentically.
- d. Social studies competencies can be combined into one context/theme from a moment/issue/event and the question developed. For example, Earth Day, cooperatives, a study visit. The basic competencies can be taught by theme/context of the event.
- e. Questions can be developed that can be examined and analyzed from various disciplines or perspectives, for example floods, decrepit housing, tourist potential, science and technology, social dynamics and modernization in an inter-disciplinary manner.
- f. The outcome of the themes/contexts is set out in the lesson activity, so students get direct experience which strengthens their ability to understand and retain what they have learnt. Students are trained to discover for themselves the various concepts which are learnt holistically, meaningfully, authentically and actively.

COMPETENCY MAP





Participant Handout 1.2

Ideas for Lesson Activities

Subject :
Competency Standard :
Context/Theme/Text :

BASIC COMPETENCY (completed in unit 1)	IDEAS FOR LESSON ACTIVITIES (completed in unit 1)	WORK SHEET/TASK (completed in unit 2a)	MEDIA (completed in unit 2b)	ASSESSMENT (completed in unit 2c)



Participant Handout I.3a

Ideas for Lesson Activities

Subject : Bahasa Indonesia

Competency Standard : Giving expression to the beauty of nature and experience through a creative poetry-writing activity

Context/Theme/Text : Natural Beauty

BASIC COMPETENCY (completed in Unit 1)	IDEAS FOR LESSON ACTIVITIES (completed in Unit 1)	WORK SHEET/TASK (completed in Unit 2a)	MEDIA (completed in Unit 2b)	ASSESSMENT (completed in Unit 2c)
16.1. Writing creative poetry on the beauty of nature	1. Writing poetry based on a photo/ picture of nature's beauty. 2. Writing poetry based on a report connected to nature's beauty. 3. Writing poetry based on an analysis of several pieces of poetry with a theme of nature's beauty. 4. Writing poetry based on an analysis of several songs with a theme of nature's beauty.	<ul style="list-style-type: none"> ▶ Provide a photo/ picture of nature's beauty. ▶ Discuss ideas that can be developed. ▶ Collect words related to the photo/picture. ▶ Prepare and develop the words into a line of poetry. ▶ Edit. 	Photo/picture of nature's beauty.	Assessment of the outcome using criteria; creating ideas and developing language.



Participant Handout 1.3b

Examples of Ideas for Lesson Activities

Subject : Mathematics
Competency Standard :
Context/Theme/Text : Building Renovation

BASIC COMPETENCY (completed in unit 1)	IDEAS FOR LESSON ACTIVITIES (completed in unit 1)	WORK SHEET/TASK (completed in Unit 2a)	MEDIA (completed in Unit 2b)	ASSESSMENT (completed in Unit 2c)
<p>I. Determining the area or circumference of a shape</p>	<ul style="list-style-type: none"> • Developing a proposal to cost painting • Renovation of a class room • Ordering goods in a shop/super market. 	<p>Provide the price of various paint brands and colors. In groups, prepare a costing proposal for the painting of Room X to produce a nice room with costs listed between a and b</p>	<p>List of prices of paint of various brands and factories complete with prices for each color</p>	<p>Work assessment: Accuracy of the calculation in the proposal</p> <p>Performance assessment: Ability to explain and respond to the question related to the proposal's contents</p>



Participant Handout 1.3c

Examples of Ideas for Lesson Activities

Subject : English
Competency Standard : Understanding and expressing meaning in a functional oral text and very simple short monologue in the form of a procedure to interact with the nearest environment
Context/Theme/Text/Unit : Procedural text with the theme *Fun Activities*

BASIC COMPETENCY	IDEAS	WORK SHEET	MEDIA	ASSESSMENT
8.2 Responding to the meaning found in a very simple monologue using a range of oral language accurately, appropriately and fluently in interacting with the immediate environment in a procedural text.	<ul style="list-style-type: none"> • Making origami in accordance with directions. • Following a cookbook recipe to make a dish by putting the pictures in the correct order. 	<ul style="list-style-type: none"> • Pictures of the steps involved in making origami. • Random pictures of the steps involved in cooking. 	Pictures	<ul style="list-style-type: none"> • Accuracy in responding to the procedural text. • Language clarity and accuracy and correct rhetorical steps in preparing a guide to doing something.
10.2 Expressing meaning found in a very simple monologue by using a range of oral language accurately, appropriately and fluently in interacting with the immediate environment in a procedural text.	<ul style="list-style-type: none"> • Explain while demonstrating the way to make another form of origami. • Explain while simulating the way to prepare a food dish. 	<ul style="list-style-type: none"> • Key words for making an origami guide. • Key words to make a cookbook. 	Folded paper	



Participant Handout 1.3d

Examples of Ideas for Lesson Activities

Subject : Science
Competency Standard :
Context/Theme/Text : Water

BASIC COMPETENCY (completed in Unit 1)	IDEAS FOR LESSON ACTIVITIES (completed in Unit 1)	WORK SHEET/TASK (completed in Unit 2a)	MEDIA (completed in Unit 2b)	ASSESSMENT (completed in Unit 2c)
<ul style="list-style-type: none"> • Basic competency 1.3: Measuring ... in daily life • Basic competency 2.1: Classifying acids, alkalines and salts • Basic competency 4.2: Separating and mixing ... 	<ul style="list-style-type: none"> • Determining the mass of a type of liquid. • Measuring the temperature of water. • Classifying the acidity of various liquids. • Making a filtering device. • Comparing the effectiveness of filtering tools. 	<ul style="list-style-type: none"> • Comparing the mass for various types of water found around the house. • Classifying acids, alkalines, salts for various types of water. • Comparing the quality of various filtering tools. 	<ul style="list-style-type: none"> • Various water samples around the house, measuring glass, spring balance. 	Performance assessment: Product assessment:



Participant Handout I.3e

Examples of Ideas for Lesson Activities

Subject : Social Studies
Competency Standard: Understanding the area of human life
Context/Theme/Text : Natural Phenomena and Economic Life

BASIC COMPETENCY (completed in Unit 1)	IDEAS FOR LESSON ACTIVITIES (completed in Unit 1)	WORK SHEET/TASK (completed in Unit 2a)	MEDIA (completed in Unit 2b)	ASSESSMENT (completed in Unit 2c)
<p>1.1 Describing the diversity of the Earth's surface, the process of formation, and its effect on life.</p> <p>3.2 Identifying economic actions based on economic principles and motives in various daily activities.</p>	<p>1.1. Planning the alleviation of natural disasters.</p> <p>1.2. Utilizing land with crop diversification.</p> <p>1.3. Developing the potential of tourist sites.</p>	<p>1.1 Provide news/articles and pictures of natural disasters</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What causes natural disasters? 2. What damage is caused by natural disasters? 3. What preparations do we need to undertake to prevent natural disasters? 4. Why is the evacuation process often delayed and impeded? 5. Try to prepare a plan on how to alleviate a disaster to reduce the number of victims and material losses. 	<ul style="list-style-type: none"> • Articles/news about natural disasters • Photos of natural disasters • List of victims and material losses and damaged buildings 	<p>Performance assessment:</p> <p>The ability to explain and respond to questions related to the work/task sheet.</p> <p>Product assessment:</p> <p>Completeness and accuracy in providing answers and creativity in planning disaster alleviation.</p>

Presentation for Unit I



I Introduction - 10'

- For an in-depth analysis of competency standards/basic competencies in the national curriculum for each subject, we need to undertake a competency mapping process.
- The mapping and organization of competency standards/basic competencies can assist in the systematic preparation of a syllabus and RPP and connects the basic competencies so the lesson is more effective.
- The results of the curriculum analysis are useful in developing ideas for lesson activities and can assist students to gain a more in-depth understanding of subject concepts.

Objectives

After completing this session, participants are expected to be able to:

- Organize a competency map for one semester/year.
- Produce a relevant context/theme/text/unit.
- Develop a plan in several relevant contexts/themes/texts/units.
- Develop ideas for lesson activities.

Activity Steps

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graph LR
    A[10' INTRODUCTION] --> B[40' CONNECTION]
    B --> C[120' APPLICATION]
    C --> D[10' REFLECTION]
    D --> E[EXTENSION]
  
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120' APPLICATION

Activity 1 (60')
Developing a plan of the context/ theme/ text

Activity 2 (60')
Developing ideas for lesson activities

C Connection - 40'

- Participants sit in subject groups.
- Take 5 minutes to read the National Curriculum for each subject.
- Why, and for what purpose, are we doing the competency mapping?
- Work individually for 5 minutes and discuss in groups for 15 minutes.
- Exchange the results of the work between the same subject groups (provide comments/notes and ask questions) for 5 minutes.
- Provide a presentation to other subject groups and seek responses for 10 minutes.

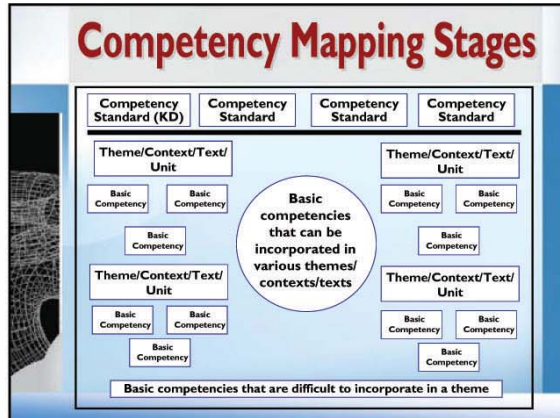
A Application - 120'

Activity 1: Competency Mapping (60')

To be undertaken in subject group:

- Distribute the picture/scheme and Handout 1.1.
- Re-read the basic competencies for Class VII and VIII.
- Organize the relevant basic competencies for the current semester/year in phases. Cut out the competency standards and place at the top as a reminder/resource.
- Analyze each basic competency and put them together if they are similar and connected in everyday life.
- Identify at least 4 contexts/themes/texts/units that can be an umbrella or a vehicle for several basic competencies over the period of a semester.
- For science and social studies participants may analyze the basic competencies for a whole year, but produce a plan for just one semester.

- If the group agrees with the organization of the basic competencies under the umbrella of the context/theme/text/unit, cut out and display.
- If there are basic competencies which can be included in several contexts/themes/texts/units show this with arrows or repeat them.
- If there are basic competencies which cannot be included in a context/theme/text/unit, place it at the bottom.
- Display the results of the work for each subject on the wall. This will be used to develop ideas for lesson activities.



- ## A Application – 120'
- ### Activity 2: Developing Ideas for Lesson Activities (60')
1. Each participant develops ideas for lesson activities by taking one context/ theme/ text/ unit selected by the group (Participant Handout 1.2 is to be completed only with the column for lesson activity ideas).
 2. Discuss in small groups and then in subject groups and write up the lesson ideas that were agreed in the group.
 3. Plenary discussion (distribute Handout 1.3 on Sample Ideas for Lesson Activities) to develop other lesson ideas.

- ## R Reflection – 5'
- Ask participants whether the activity just completed has met the set objectives.

- ## E Extension
- All participants follow up the Curriculum Analysis unit in their own schools by analyzing the basic competency in other contexts/ themes/ texts/ units during other semesters/years.
 - Develop other ideas for lesson activities in other contexts/ themes/ texts/ units to assist in the preparation of a syllabus and lesson plans.