



CURRICULUM GUIDE

2025 - 2026

GRADE 6

MEF IS Motto

Building bridges between countries and cultures

MEF IS Mission

We inspire, nurture and challenge our learners to realise their unique potential.

MEF IS Vision

To be an open-minded community striving for creativity, innovation and excellence

MEF IS Learning Definition

Learning is the ongoing process of constructing new understandings of the world through experiences and interactions. It consists of making connections, reflecting, and expanding on current knowledge through motivation, curiosity, exploration, experimentation, and natural consequences resulting in change in the way we think and perform.

MEF IS Definition for Internationalism / Interculturalism

A dynamic discourse that fosters: knowledge and respect; the search for commonalities and a celebration of differences; international mindedness and a peaceful, ethical and progressive society.

MEF IS Guiding Principles

The MEF International School Community;

- promotes and cultivates global mindedness, developing an appreciation for individuals, groups, cultures and societies
- is empathetic, striving to understand and learn from the perspective of others
- uses reflective practice, striving for continuous improvement

Where learning...

- involves making connections, and extending the learner's understanding that results in action and change
- is experiential, fun, authentic, and collaborative
- engages learners in critical, analytical and creative thinking

Where teaching...

- depends on the positive relationship between teachers and learners
- supports individual learners, providing challenge and rigor
- allows for learner voice, choice and ownership
- fosters curiosity, exploration and experimentation
- integrates technology to enhance learning
- is innovative and creative, informed by research concerning educational practice

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The Roles of Learners and Teachers

These roles reflect the MEFIS learning definition and are based on self-awareness and an understanding of the dynamic, transformative and life-long processes of learning and teaching. Both learners and teachers aim for impacts not just the assessment outcomes. Teachers and learners collaborate in a secure environment in order to develop their thinking, research, self-management, social and communication skills and become responsible and productive members of local, national and global communities.

| Learners are | Teachers are |
|--|---|
| Confident and knowledgeable in working with information and ideas using a variety of sources by analyzing and reflecting on visuals and multimedia. | Confident, knowledgeable and visionary in teaching their subject and engaging each student in learning. |
| Responsible and principled for their own learning, making informed choices, and being responsive to and respectful of others both in and out of the classroom. | Responsible and principled for themselves being responsive to and respectful of all learners by supporting individual needs and providing challenge and rigor, both in and out of the classroom. |
| Reflective inquirers who realize that people learn in different ways, discovering how they learn best and developing strategies to be successful throughout the learning process. | Reflective inquirers as learners themselves, developing their practice and fostering curiosity, exploration and experimentation. |
| Innovative , resourceful and resilient thinkers and risk-takers who take initiative in applying prior knowledge to solve present and future challenges. | Innovative risk-takers equipped for present and future challenges, who integrate 21st century skills to enhance and transform learning and are informed by action research. |
| Engaged, balanced and open-minded intellectually and socially and ready to make a positive difference in local, national and global communities. | Engaged, balanced thinkers intellectually, professionally and socially, ready to make a positive difference in local, national and global communities. |
| Communicative and caring in understanding constructive feedback and expressing ideas creatively and collaboratively in more than one language and in many ways. | Communicative and caring allowing for student voice, choice and ownership by promoting positive relationships and providing learners with constructive, timely feedback and strategic opportunities for using their mother tongue for developing understandings. |

Teaching and Learning

Teachers use a variety of methods to develop student knowledge, skills, understanding and dispositions. It is the responsibility of the student to be engaged, participate and follow instructions. The teacher should be notified if additional support is needed. Technology is used to support and enhance teaching and learning when appropriate. Students should bring fully charged iPads to lessons.

Google Classroom

Each course has a Google Classroom where students can see announcements, homework and deadlines and electronically submit assignments. Students will be invited to join a classroom by their teacher and are expected to check it regularly. Parents can keep track of their child's classroom progress through daily or weekly email summaries. Email summaries include updates on missing work and upcoming work. As a guardian, before you can receive email summaries, you must receive and accept an invitation from your student's teacher or school. If you have any questions, please contact the subject teacher via email.

Assessment

Assessment is used to inform both teachers and students in their teaching and learning. Teachers provide varied opportunities for students to participate in, and reflect on, the assessment of their work.

ManageBac is used to communicate formative and summative assessment outcomes for every student.

Each subject is reported on at the end of the two semesters.

Formative Assessment

Regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. Formative assessment provides feedback to support learning. A variety of methods are used, including verbal, written, and peer feedback, and self-assessment.

Summative Assessment

Summative assessment happens at the end of the teaching and learning process, is planned for in advance, and allows students to demonstrate their understanding, knowledge and skills in a variety of formats, including projects, quizzes, and examinations.

Assessment Scale

Assessment of student learning is based on the objectives and assessment criteria specific to each subject. Assessments across the Secondary School will be as follows:

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| Summative Assessments (at least 2) per semester | 50% |
| Performance Grade 1: Projects (including Performance Tasks) / Essay / Labs | 40% |
| Performance Grade 2: Classwork / Homework / Quizzes | 10% |

Performance grade 1 are longer formative and summative assessments.

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| Performance Grade 1: Projects / Performance tasks / Essay / Labs | 40% of total grade |
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Performance grade 2 are shorter formative assessments. There should be a minimum of three graded assignments.

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| Performance Grade 2: Classwork / Homework / Quizzes | 10% of total grade |
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Approaches to Learning (ATLs) do not make up a portion of grades. However, teachers indicate on report cards whether or not each student is meeting the individual Approaches to Learning.

| Criteria | Description | Achievement level |
|------------------------|---|-------------------|
| Thinking Skills | Critical, creative, and transfer skills | (Score: 1-7) |
| Research Skills | Media literacy and Information Literacy | (Score: 1-7) |
| Communication Skills | Thoughts, messages, and information | (Score: 1-7) |
| Self-Management Skills | Affective, reflection, and organization | (Score: 1-7) |
| Social Skills | Collaboration | (Score: 1-7) |

Homework

Homework is an integral part of the learning experience. It is used to reinforce knowledge and skills acquired in school and to promote the development of good independent study habits and effective time management. Homework will be assigned by the teacher and students have the responsibility to record the details. Homework will consist of a balance of all subject areas. Time spent completing homework may take up to 30 minutes per course per evening depending on individual learning pace and language level. Students may need to work longer during project work and examination weeks.

Student Support

Learning support, additional English support and counseling is available to all students in need. Students needing support from individual subjects should discuss this with their teachers and attend after school academic support lessons.

Attendance

Consistent and punctual attendance is important for all students' learning. If students know they plan to miss school, they must complete the anticipated absence form before they leave. Students returning from missing school have the responsibility to catch up on this missed work themselves. Students missing exams are only eligible to take these other dates with Deputy Principal's permission. This is granted if the student can provide a doctor's note or other official documentation.

Exam dates:

Exam 1: Dec 8 - 12, 2025

GRADE 6 OVERVIEW

Course of study

The Grade 6 course of study is part of the comprehensive middle school curriculum designed to link the knowledge, skills, understanding and dispositions brought with the students from the primary PYP course and prepare them for the IGCSE and IB Diploma Programme courses in high school. Our teachers strive to create authentic learning opportunities to help our students develop their communication, collaboration, creativity, self-management and critical thinking skills.

Our curriculum allows students to develop their unique potential, to explore their own learning preferences, to take appropriate risks, and to reflect on and develop a strong sense of personal identity. Students follow the Cambridge Lower Secondary Programme, a syllabus-based curricula detailing international learning objectives over a three year period from Cambridge Assessment International Education. It covers all major areas of learning required in the first years of an international secondary education in English, Mathematics and Science. [Cambridge Lower Secondary Checkpoint](#)

The Cambridge Checkpoint Examination is the exit assessment offered to our students in Grade 8 upon the completion of the third year. Students are assessed through externally standardized benchmark tests that provide detailed subject-specific feedback on a student's strengths and areas to focus improvement in English, English as a Second Language, Mathematics and Science.

Alongside the Cambridge curriculum, MEF IS teachers and administrators have drawn upon best practice and international experience to build upon student learning and develop their talents through the medium of Humanities; French, Spanish or English Support; Sport; Visual Arts; Performing Arts (Music and Drama) and Computer Science. All students take part in PSHE (Personal Social and Health Education) and a SOAR skills development class.

Cambridge Learner Attributes

The Cambridge curriculum is designed to help students develop attitudes and life skills throughout their education, as well as academic skills, in order to be successful at university and in employment.

The attributes of Cambridge learners are:

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsive to and respectful of others
- **Reflective** as learners, developing their ability to learn
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference

This curriculum guide has been produced in collaboration with all teachers. Please note that there may be changes to the details as students learn at different rates. It may be necessary to take longer on a unit, or go through a unit faster than anticipated.

ENGLISH

Teacher(s): Christian Mu

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Course Description:

English A course focuses on developing English language skills while studying texts from different periods and genres. Students get a chance to develop all four skills while reading assignments, classwork, homework and assessment also help refine other important areas such as grammar, spelling and punctuation. Some of the topics that will be covered are folklore, right and wrong, the concept of belonging, differences, emotions and appearances vs. reality.

Texts and authors that will be covered in Grade 6 can be found below.

Fairy tales, legends and folklore

The Breadwinner by Deborah Ellis

The Lightning Thief by Rick Riordan

A Midsummer Night's Dream No Fear Shakespeare by W. Shakespeare

Course Aims & Objectives:

By the end of the academic year, students will;

- understand aspects of narrative such as structure, point of view, theme etc.
- learn to use evidence from the text to support an opinion
- compare and contrast the literary text with other adaptations (movie, video etc)
- study a variety of texts, periods, genres and styles
- produce different types of writing aligned with Cambridge
- learn to spell and write accurately

Enduring understandings:

- Students will understand that cultures shape their stories and morals.
- Students will understand that conflicts faced by fictional characters are often magnified beyond what is reasonable, but at their core reflect common experiences faced by many readers.
- Students will understand that facing up to or overcoming problems and barriers increase possibilities in our lives.
- Students will understand that when we act on universal values, we improve the quality of life for those in our world.
- Students will understand that even the smallest opportunity to contribute to the well-being of others is important.
- Students will understand that we have a moral obligation to act on our beliefs if we want to have integrity.
- Students will understand that because our culture impacts our perceptions, we can only develop sound judgment if we consider multiple perspectives.
- Students will understand that friendships leave lasting memories and can change our views of people.
- Students will understand that our sense of self, and that of others, is continually developing through our different interactions on how we exist in the world.
- Students will understand that each of us is in charge of the actions we choose.
- Students will understand through the quote "The course of true love ne'er did run smooth" that

love is difficult, particularly when parents don't approve.

- Students will understand that our morals and values are influenced by those we have relationships with.
- Students will understand that Shakespeare's fairyland/dreams are a metaphor for things we can't explain.

Transdisciplinary links:

- Unit 1: HCS - the historic origins of fairy tales and how they shape cultural perspectives
- Unit 2: Science - the science behind natural phenomena attributed to Greek Gods
- Unit 3: Humanities - researching Afghanistan, Taliban and women's rights.
- Unit 4: History - study of Elizabethan-era England and the effects of the Renaissance.

| UNIT 1: FAIRY TALES, FOLKLORE and LEGEND - ELEMENTS OF A STORY | |
|--|--|
| Timeframe | 9 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text. • Understand the different ways texts can reflect the social, cultural and historical contexts, in which they were written. • Understand how stories can help us communicate across borders. • Outline the way in which cultures shape stories and their morals. • Identify the elements of a story and create literary plot charts. • Retell classic stories with a modern perspective. • Understand the elements of both formal and informal letter writing. • Identify literary allusions and references in adaptations. |
| Assessments: | Letter & E-mail Writing Greek God Research Project Book Club Project #1 Test 1 |

| UNIT 2: <i>THE LIGHTNING THIEF</i> by RICK RIORDAN - NARRATIVE ANALYSIS & CREATION | |
|--|---|
| Timeframe | 10 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Identify the four conflict types and begin character analysis. • Analyze the Hero's Journey plot structure and conventions. • Define and identify symbolism, foreshadowing, and allusion within the text. • Recognize emerging themes and characterization throughout a novel. • Create narratives written from a character's perspective with dialogue. • Analyze adaptations of Greek Mythology in a modern context. • Compare ancient myths with modern storytelling techniques. • Write journal entries on a wide variety of personal topics. • Use quotes as evidence to support claims using MLA format. • Use descriptive writing techniques to create vivid settings and characters. |
| Assessments: | Narrative Writing Hero's Journey Research Project Book Club Project #2 Exam 1 |

| UNIT 3: <i>THE BREADWINNER</i> by DEBORAH ELLIS - TEXTS AS LENS TO VIEW OUR WORLD | |
|---|---|
| Timeframe | 9 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Identify and understand the similarities and differences between fiction, non-fiction, historical fiction and realistic fiction. • Identify and describe genre, author, setting, theme and history. • Practice speaking fluently and clearly at an appropriate pace and volume. • Use context clues to define difficult vocabulary. • Make text to self, texts, and world references. • Write journal entries from a character's perspective. • Understand the conventions of standard English and how to use them consistently in specific genres of writing (journal/letter). • Practice increasing awareness towards diversity and multiculturalism (for students who are not familiar with the Afghanistan war and the Taliban). |
| Assessments: | World Issues Research Project Journal Writing Report Writing Book Report Project #3 Test 2 |

| UNIT 4: <i>A MIDSUMMER NIGHT'S DREAM</i> by WILLIAM SHAKESPEARE - HISTORY OF ENGLISH | |
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| Timeframe | 10 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Explore Shakespeare's life to better understand language and dramatic features. • Understand scene circumstances with text to self/world/text references • Identify and describe characters and their purpose. • Represent understanding of scenes through dramatic reading and acting. • Clarify relationships between setting, characters, themes, plot etc. • Outline the biography format and purpose to effectively write one for various audiences. • Understand and produce instructional writing. • Practice speaking fluently and clearly at an appropriate pace and volume. |
| Assessments: | Shakespeare Biography Project Dialogue & Review Writing Book Report Project #4 Exam 2 |

ELL ENGLISH (ENGLISH LANGUAGE LEARNING)

Teacher(s): Burcu Bahar Yucesan

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Course Description:

This course is designed for students whose first language is not English. Its primary aim is to develop students' reading, writing, listening, and speaking skills, as well as their understanding and application of English grammar and vocabulary. The course is aligned with the Common European Framework of Reference for Languages (CEFR) and aims to support students in reaching at least low B1 level in all skills by the end of Grade 6.

The course is organized into 9 thematic units, each combining language learning with cultural, social, and academic contexts. Students will engage with a wide variety of fiction and non-fiction texts, including contemporary stories, poems, articles, and multimedia resources, to enhance comprehension, critical thinking, and communication skills. The main textbook for the course is Global English 7 – Cambridge, which provides structured language content, vocabulary, and exercises aligned with the 9 units.

The course encourages students to explore personal identity, community, culture, the environment, urban life, outdoor activities, sports, success, and media, providing authentic and meaningful contexts for language learning. Students will engage in performance tasks, projects, presentations, and writing activities that reflect real-life language use and prepare them for further academic study in English.

Texts and authors that will be covered in Grade 6 can be found below:

Students will primarily use Global English 7 – Cambridge throughout the course. In addition, supplementary texts will be used to support each thematic unit. These include:

- Contemporary fiction and non-fiction short stories
- Selected poems and articles from authentic sources
- Works by authors such as:
 - R.J. Palacio (*Wonder*)
 - Jeff Kinney (*Diary of a Wimpy Kid* excerpts)
 - Roald Dahl (short stories)

Course Aims & Objectives:

By the end of the academic year, students will be able to:

- Develop reading comprehension skills through exposure to a wide variety of texts, genres, and styles.
- Analyze narrative elements, including structure, point of view, theme, and conflict, and understand how authors convey meaning.
- Apply a variety of grammatical structures in writing and speaking, including tense, aspect, compound and complex sentences, spelling, and punctuation.

- Expand vocabulary and use context clues to interpret unfamiliar words and phrases.
- Communicate effectively in oral contexts, understanding register, tone, and audience.
- Write coherent, structured paragraphs with topic sentences, supporting details, and transitions.
- Produce different types of writing, including summaries, narratives, letters, web posts, descriptions, and reports, using textual evidence to support opinions and arguments.
- Engage critically with texts and media, identifying bias, perspective, and reliability.
- Apply English skills in authentic tasks such as presentations, projects, debates, and performance tasks.

Enduring understandings:

Students will understand that:

- **Language and context are interconnected**, and choosing the right register and style depends on purpose and audience.
- **Cultural perspectives influence language and enrich understanding**, fostering empathy and intercultural awareness.
- **Language has the power to guide, influence, or manipulate thought**, and critical literacy skills are essential.
Cultural and linguistic similarities exist across communities, which can promote global understanding.
- **Learning additional languages provides personal, social, and professional advantages**, including enhanced communication, academic success, and career opportunities.

Transdisciplinary links:

- Unit 1: Remember – Humanities / Social Studies: Exploring personal identity, family structures, and cultural perspectives.
- Unit 2: Making Connections – Humanities / Social Studies: Discussing social customs, family and community relationships.
- Unit 3: Time to Celebrate – Humanities / Arts: Understanding cultural events, traditions, and celebrations.
- Unit 4: What We Wear, What We Waste – Science / Environmental Studies: Examining sustainability, recycling, and environmental impact.
- Unit 5: From A to B – Geography / Social Studies: Evaluating urban life, transport systems, and city planning.
- Unit 6: The Great Outdoors – Physical Education / Science: Outdoor activities, health, adventure, and environmental awareness.
- Unit 7: Sports and Games – Physical Education / Social Studies: Studying sports, teamwork, fairness, and competitions.
- Unit 8: Success – Humanities / Careers Education: Exploring achievements, careers, and personal development.
- Unit 9: In the News – Media Studies / Social Studies: Analyzing news, media literacy, and critical thinking about sources.

| UNIT 1: REMEMBER | |
|------------------|---|
| Timeframe | 5 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Meet and greet in different social situations with confidence. • Introduce themselves and ask/answer questions about personal information. • Write about personal experiences using the Past Simple (regular and irregular verbs). • Trace and describe family history, including relationships and key events. • Use apostrophes for possession correctly in written work. • Expand vocabulary related to family, personal experiences, and everyday activities. • Develop basic storytelling skills by narrating past events in chronological order. • Read and comprehend short texts about personal histories and family stories. • Engage in short oral presentations about themselves or family members. • Demonstrate understanding of basic grammar structures (Past Simple) in both speaking and writing. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: Family Tree Project & Biography</i> – Students create a simple family tree and write a short biography (100–150 words) of a family member using the past simple and apostrophes for possession. • Projects, Essay, Lab work. • Classwork, Homework, Quizzes. |

| UNIT 2: MAKING CONNECTIONS | |
|----------------------------|--|
| Timeframe | 4 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Describe family members and personal relationships accurately. • Write profiles of people, including their traits, habits, and relationships. Understand and explain social customs and traditions. • Use Present Perfect Simple correctly in speaking and writing. • Use defining relative clauses (which, that, whose) accurately to give more information about people or objects. • Expand vocabulary related to family, relationships, and social interactions. • Read and comprehend texts about social connections and cultural practices. • Engage in oral discussions about personal and cultural connections. • Develop skills in structuring paragraphs and writing short descriptive texts. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: Person Profile Project</i> – Students create a written and/or oral profile of a family member or friend using Present Perfect Simple and defining relative clauses. • Projects, Essay, Lab work. • Classwork, Homework, Quizzes. |

| UNIT 3: TIME TO CELEBRATE | |
|---------------------------|---|
| Timeframe | 4 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Discuss and describe festivals, traditions, and cultural events from different countries. • Write about cultural events and celebrations using clear structure and vocabulary. • Explore and create short poetry related to celebrations and personal experiences. • Use compound adjectives (e.g., well-known, full-time) accurately in writing and speaking. • Use participle adjectives (-ed, -ing) to describe feelings and qualities in texts. • Expand vocabulary related to celebrations, festivals, and cultural activities. • Read and comprehend texts about different traditions and cultural events. • Present oral descriptions of festivals or events, demonstrating understanding of cultural context. • Develop skills in comparing and contrasting different cultural practices. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: Cultural Event Presentation & Poem</i> – Students research a festival or tradition, create a short oral or written presentation, and write a short poem reflecting on it. • Projects, Essay, Lab work. • Classwork, Homework, Quizzes. |

| UNIT 4: WHAT WE WEAR WHAT WE WASTE | |
|------------------------------------|--|
| Timeframe | 5 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Discuss environmental issues, recycling, and sustainability. • Write argumentative texts expressing opinions on environmental topics. • Understand and use modal verbs (should, could, need to) to give advice or suggestions. • Use phrasal verbs (turn off, throw away) accurately in speaking and writing. • Expand vocabulary related to environmental protection, waste management, and sustainability. • Read and comprehend articles and texts about environmental problems and solutions. • Participate in debates or discussions about eco-friendly practices. Develop critical thinking skills by evaluating different viewpoints on environmental issues. • Plan and structure written arguments with supporting evidence. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: Sustainability Campaign Project</i> – Students create a campaign (poster, presentation, or essay) promoting recycling, sustainable habits, or reducing waste. • Projects, Essay, Lab work. • Classwork, Homework, Quizzes. • Exam 1 |

| UNIT 5: <i>FROM A TO B</i> | |
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| Timeframe | 5 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Discuss transport systems and urban mobility in different cities. • Write about cities, urban life, and transportation challenges. • Evaluate solutions to transport and traffic problems. • Use Past Simple Passive accurately in speaking and writing. • Use comparative adjectives (more than, less than) to compare cities, transport systems, or lifestyles. • Expand vocabulary related to transport, cities, and urban planning. • Read and comprehend texts about transport systems, infrastructure, and urban life • Present arguments or solutions for improving city transport. • Develop skills in comparing and contrasting different modes of transport or city layouts. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: Urban Transport Project</i> – Students research a city’s transport system, write a short report, and present possible improvements or solutions. • Projects, Essay, Lab work. • Classwork, Homework, Quizzes. |

| UNIT 6: <i>GREAT OUTDOORS</i> | |
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| Timeframe | 4 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Discuss outdoor activities and their impact on health and well-being. • Plan and advertise events or trips using clear, structured language. • Develop storytelling skills to describe experiences in outdoor settings. • Use Present Continuous (is hiking, are climbing) to describe ongoing actions. • Use Future Tenses (going to, will) to talk about plans and predictions. • Expand vocabulary related to outdoor activities, sports, and health. • Read and comprehend texts about outdoor adventures and events. • Create written and oral plans for events or activities, including persuasive elements. • Develop skills in narrating past and future events clearly and logically. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: Outdoor Adventure Plan & Presentation</i> – Students plan an outdoor activity or event, write a description including health benefits, and present it orally. • Projects, Essay, Lab work. • Classwork, Homework, Quizzes |

| UNIT 7: <i>SPORTS and GAMES</i> | |
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| Timeframe | 4 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Discuss the role and importance of sports in daily life and society. • Write clear and structured sports reports and summaries. • Evaluate fairness, ethics, and rules in different sports. • Use comparative adverbs (more quickly, less efficiently) accurately in writing and speaking. • Use abstract nouns (strength, fairness) to discuss qualities, values, and concepts. • Expand vocabulary related to sports, games, and physical activities. • Read and comprehend texts about sports events, competitions, and athletes. • Develop analytical skills by comparing performance, strategies, and outcomes. • Present oral or written evaluations of sports events using appropriate terminology. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: Sports Report Project – Students write a report on a sports event or game, including analysis of fairness, performance, and outcomes</i> • <i>Projects, Essay, Lab work.</i> |

| UNIT 8: <i>SUCCESS</i> | |
|------------------------|--|
| Timeframe | 4 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Discuss personal and others' achievements in different contexts. • Write profiles and conduct interviews about people's success stories. • Participate in debates about job roles, careers, and achievements. • Use adjective + preposition patterns (good at, interested in) correctly in writing and speaking. • Use verbs with -ing (enjoy running) accurately in sentences. • Expand vocabulary related to careers, skills, achievements, and personal qualities. • Read and comprehend texts about successful people and career paths. • Develop skills in presenting opinions, supporting arguments, and asking questions in interviews. • Reflect on personal strengths, interests, and goals through writing and speaking. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: Success Profile & Interview Project – Students create a profile of a successful person (real or fictional) and conduct a short interview, presenting it orally or in writing.</i> • <i>Projects, Essay, Lab work.</i> • <i>Classwork, Homework, Quizzes.</i> • <i>Exam 2</i> |

| UNIT 9: <i>IN THE NEWS</i> | |
|----------------------------|---|
| Timeframe | 5 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Explore different types of media and understand the concept of fake news. • Write clear and structured news articles about recent events. • Identify and discuss media bias in various sources. • Use Present Perfect accurately to describe recent events. • Use connectors (because, however, therefore) to link ideas logically in writing and speaking. • Expand vocabulary related to media, news, and journalism. • Read and comprehend news articles, reports, and media texts critically • Develop analytical skills to evaluate reliability and bias in news sources. • Present news stories orally or in writing, demonstrating clear structure and accuracy. |
| Assessments: | <ul style="list-style-type: none"> • <i>Performance Task: News Article Project</i> – Students write a news article on a recent event or topic, incorporating connectors, present perfect tense, and demonstrating awareness of bias. • Projects, Essay, Lab work. • Classwork, Homework, Quizzes. |

ENGLISH LANGUAGE LEARNING (ELL) SUPPORT

Teacher: Betül Akdağ
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Course Description

The ELL Support course is designed for students who are English language learners and require additional support to achieve success in their academic classes. The primary focus for the 2025–2026 school year will be on developing academic reading and writing skills, with particular emphasis on subject-specific vocabulary and high-frequency academic words.

The course provides students with strategies to understand and engage with academic texts and equips them with the skills necessary to produce clear, structured, and accurate academic writing. Instruction will be closely aligned with subject-area classes (Humanities, Science, Math, and English) through ongoing collaboration with content teachers to ensure targeted and effective support.

Course Aims and Objectives

The aims of the ELL Support course are to:

- Strengthen students' academic reading skills, including comprehension, analysis, annotation, and summarization of subject-area texts.
- Develop students' academic writing proficiency, with a focus on organization, coherence, clarity, and correct use of disciplinary vocabulary.
- Enhance students' subject-specific vocabulary knowledge, enabling them to access, understand, and apply content knowledge effectively.
- Equip students with strategies for academic literacy that are transferable across subjects (e.g., interpreting graphs and data, analyzing primary and secondary sources, solving word problems).
- Build students' confidence in using English to engage actively and successfully in content-area classes.

Methodology

- Students will have four ELL Support lessons per week.
- Instruction will be based on a combination of:
 - Pre-teaching and reinforcement of academic content from subject classes.
 - Explicit instruction in academic and subject-specific vocabulary.
 - Close reading of authentic academic texts across disciplines.
 - Structured writing practice (summaries, analytical paragraphs, reports, and essays).
 - Collaborative planning and communication with subject teachers to ensure alignment with classroom learning objectives.
- Assessments will include:
 - Formative assessments such as vocabulary quizzes, reading responses, and short written tasks.
 - Summative assessments such as extended academic writing tasks and presentations.
 - Where necessary, accommodations (e.g., extended time) or modifications (e.g., simplified instructions, adapted tasks) will be applied, and all stakeholders will be informed.

- Technology and learning tools (e.g., online dictionaries, word banks, translation tools) may be used during lessons, but not during formal assessments.

Enduring Understandings

By the end of the course, students will understand that:

- Academic reading and writing are essential skills for success in all subject areas.
- Disciplinary vocabulary and subject-specific terms provide access to deeper content knowledge.
- Effective communication in academic English requires precision, clarity, and appropriate register.
- Collaboration between teachers and students enhances learning and supports academic growth.

FRENCH B

Teacher(s): Lucie Solyga

Contact details: solygal@mefis.k12.tr

Course Description:

The focus of Grade 6 French is for students to develop fundamental communication skills in order to discuss situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of the francophone world and acquire an understanding and appreciation of its cultures. They will also develop a variety of skills necessary to become lifelong language learners.

Course Aims & Objectives:

The course aims to give students the means to start understanding (orally and in writing) common, everyday situations. By the end of the course, students will be able to:

- understand the main points from short spoken and written passages made up of familiar language,
- take part in short conversations, seeking and conveying information, opinions and reasons in simple terms,
- write short texts on familiar topics,
- understand how language is connected to culture and how people from different cultures/languages differ.

Enduring understandings:

- Students will understand that learning a language can enhance their life.
- Students will identify that they can use their existing language learning skills to learn another language.
- Students will understand that some mistakes are worth making in order to communicate when learning another language.
- Students will identify that there are cultural similarities and differences between their own culture and the target language.
- Students will learn to use pronunciation to sound more like a native speaker of another language.
- Students will learn that we don't have to translate everything in order to comprehend a new language.

| UNIT 1: INTRODUCTION | |
|----------------------|--|
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none">• Meet, greet and say goodbye using pronouns <i>je</i> and <i>tu</i>• Exchange names and ask someone how he/she is and saying how you are• Say and understand the alphabet• Talk about school objects identifying genders• Say how old you are and asking someone's age using <i>avoir</i>• Say when your birthday is and giving the date• Understand classroom instructions using definite articles <i>le/la/les/l'</i>• Say what colour things are and understanding agreement of adjectives• Describe yourself and others using qualifying adjectives and the <i>être/avoir</i> verbs• Talk about your personality |

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| Assessments: | Homework checked and assessed regularly Weekly quizzes Project 1 Performance task 1, UbD |
|--------------|---|

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|--|--|
| UNIT 2: FAMILLE ET COPAINS - <i>Family and friends</i> | |
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Talk about brothers and sisters recognizing negative statements • Talk about family using possessive pronouns : <i>mon/ma/mes, ton/ta/tes</i> • Talk about your pets practicing plural forms • Describe hair and eyes |
| Assessments: | Homework checked and assessed regularly Weekly quizzes Project 2 EXAM 1 |

| | |
|-----------------------------------|---|
| UNIT 3: CHEZ MOI - <i>At home</i> | |
| Timeframe | 7 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Describe where you live using -er verbs (<i>habiter</i>) in the present tense • Name the rooms in a house • Describe your bedroom using prepositions (<i>sur, devant, à côté de, sous...</i>) • Say what you do and don't do at home using negative structure <i>ne...pas</i> • Tell the time and counting up to 69 |
| Assessments: | Homework checked and assessed regularly Weekly quizzes Project 3 Performance Task 2, UbD |

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|--|--|
| UNIT 4: MA ROUTINE, A LA MAISON ET A L'ECOLE - <i>My routine at home and at school</i> | |
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Introduce and practice school subjects - Express opinions and explain (use 'pourquoi' and 'parce que') why you like or dislike the subject in details using intensifiers, connectives and adjectives • Tell the time on 12 and 24 hour clocks - link school subjects and time telling by working on time tables. • Talk about your timetable, ask and answer questions -Review <i>to be + to have</i> • Talk about strengths and weaknesses using intensifiers and connectives. • Talk about what you do in the morning using reflexive verbs • Say at what time you do things at home • Talk about what you do after school using the verb <i>faire</i> • Know the numbers up to 100 |
| Assessments: | Homework checked and assessed regularly Project 4 Weekly quizzes |

| UNIT 5: EN VILLE - <i>In town</i> | |
|-----------------------------------|--|
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Ask and talking about places in town • Ask for and understanding simple directions using question word <i>où</i> and <i>tu/vous</i> forms • Say where you are and where you are going using the prepositions <i>au, à la, à l', aux.</i> • Make and respond to suggestions for going out using <i>on va</i> • Order food, asking the cost and understanding the prices |
| Assessments: | Homework checked and assessed regularly Weekly quizzes Project 5 Performance task 3, UBD |

| UNIT 6: SPORTS ET LOISIRS - <i>Sports and leisure</i> | |
|---|--|
| Timeframe | 7 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Talking about sports, games and musical instruments using <i>jouer à/de, faire du, de la</i> • Say what you like to do using <i>aimer+infinitive</i> • Say what you like to do or don't like using comparative • Talk about what activities you can do in your town using <i>on peut+infinitive</i> • Discuss going on holiday using <i>aller + infinitive</i> |
| Assessments: | Homework checked and assessed regularly Weekly quizzes Performance task 4, UbD Project 6 EXAM 2 |

SPANISH B

Teacher(s): Miguel Ángel Montañés Giménez

Contact details: montanesm@mefis.k12.tr

Course Description:

Throughout the year students will work on the four language skills (reading, writing, listening and speaking) in diverse topics, and they will develop their confidence in using the language. They will also learn about the culture and traditions in the Spanish speaking world.

Course Aims & Objectives:

The course aims to give students the means to start understanding (orally and in writing) common, everyday situations. By the end of the course, students will be able to:

- understand the main points from short spoken and written passages made up of familiar language.
- take part in short conversations, seeking and conveying information, opinions and reasons in simple terms.
- write short texts on familiar topics.
- understand how language is connected to culture and how people from different cultures/languages differ.

Enduring understandings:

- Students will understand that learning a language can enhance their life.
- Students will identify that they can use their existing language learning skills to learn another language.
- Students will understand that some mistakes are worth making in order to communicate when learning another language.
- Students will identify that there are cultural similarities and differences between their own culture and the target language.
- Students will learn to use pronunciation to sound more like a native speaker of another language.
- Students will learn that we don't have to translate everything in order to comprehend a new language.

| UNIT 0: INTRODUCTION Y REVISION - INTRODUCTIONS AND REVISION | |
|--|---|
| Timeframe | 2 weeks |
| Learning goals: | <ul style="list-style-type: none">• Connect previous knowledge from Spanish language and culture from Spanish Speaking countries acquired in their daily life naturally (food, music, famous artists, etc) to understand and acquire the target language.• Read presentations from different boys and girls.• Listen to names of people, listen to songs and try to understand and focus on the words you know. |

| | |
|--------------|---|
| | <ul style="list-style-type: none"> • Chat online, fill forms online, write a text with information from somebody you know. • Introduce yourself, ask and answer personal information questions. |
| Assessments: | On-going assessment through class work. Homework assignments. Quizzes Project Performance tasks |

| UNIT 1: TU Y YO - YOU AND ME | |
|------------------------------|--|
| Timeframe | 5 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Connect previous knowledge from Spanish language and culture from Spanish Speaking countries acquired in their daily life naturally (food, music, famous artists, etc) to understand and acquire the target language. • Read presentations from different boys and girls. • Listen to names of people, listen to songs and try to understand and focus on the words you know. • Chat online, fill forms online, write a text with information from somebody you know. • Introduce yourself, ask and answer personal information questions. |
| Assessments: | On-going assessment through class work. Homework assignments. Quizzes Project Performance tasks |

| UNIT 2: MI COLEGIO - MY SCHOOL | |
|--------------------------------|--|
| Timeframe | 8 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Read and listen to texts about different types of schools, read and listen to a poem. • Write about your school and compare it with others. Create a leaflet about it. • Talk about your favorite lessons and subjects and about what you like and dislike in your school. |
| Assessments: | On-going assessment through class work. Homework assignments. Quizzes Project Exam 1 |

| UNIT 3: SOMOS GENIALES - WE ARE GREAT | |
|---------------------------------------|---|
| Timeframe | 8 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Read an advert, description of families and information about a famous painter. • Listen to a police report, a podcast, a song or an interview. • Write an email talking about yourself. • Describe orally the different physical aspects of a character. Talk about people you are familiar with. |
| Assessments: | On-going assessment through class work. Homework assignments. Quizzes Performance tasks Exam 1 |

| UNIT 4: ME GUSTA BAILAR - I LIKE TO DANCE | |
|---|---|
| Timeframe | 8 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Read and research information about the life of a famous person. • Listen to radio podcasts about famous person • Speak and write about time tables, schedules, hobbies, likes and dislikes and daily routine • Talk about our likes, dislikes and hobbies. • Ask and answer questions in an interview about hobbies. Ask for and give information about time.. |
| Assessments: | On-going assessment through class work. Homework assignments. Quizzes Performance tasks Exam 2 |

| UNIT 5: ¡QUE BONITO ! - SO BEAUTIFUL! | |
|---------------------------------------|---|
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Read about a painter's life and production, about a humanitarian campaign, about a traditional family party in Hispanic countries. • Listen to conversations in shops and a birthday song. • Describe how a person is dressed. Write an advert. • Talk about presents, shops, clothes. Know how to ask for an item in a shop. • Say your birthday date. |
| Assessments: | On-going assessment through class work. Homework assignments. Quizzes Performance tasks |

HOST COUNTRY STUDIES (HCS)

Teacher(s): Betül AKDAĞ

Contact details: akdagb@mefis.k12.tr

Course Description:

This course is for all students; those who already have some knowledge of Turkish language, history, as well as literary and/or cultural concepts, and for those who have no prior knowledge. The main goal is to help students learn the basics of the Turkish language and develop intercultural awareness by being aware of similarities, differences and connections between their culture and Turkish culture.

Course Aims & Objectives:

This course aims to help students learn the fundamentals of Turkish and inform students about some of the different cultural aspects of Anatolia. The course also includes an examination of Turkish culture through an exploration of its historical roots and its most significant social, literary and artistic trends. The ultimate goal is that students gain awareness, appreciation of, and insight into the Turkish language and culture.

Students will:

- be able to comprehend simple sentences in Turkish;
- be able to speak beginner level Turkish, producing sentences for introducing themselves, carrying on meaningful conversation, shopping or asking for assistance, etc;
- have and use a basic Turkish vocabulary range and will be able to conjugate for case, person, and present tense;
- be familiar with the general social, psychological and political underpinnings of what it means to be 'Turkish' in history and in this age;
- have acquired competency in major events in Turkish history and culture; and be able to do research and converse on these topics;
- have developed and used language learning strategies that will help not only with improving their Turkish, but with learning other languages too.

Enduring understandings:

- Students will understand that an understanding of the present can be gained through critical reflection upon the past.
- Students will understand that historical developments impact on individuals, communities and societies over time.
- Students will understand that their own identity can be developed through the study of the historical experiences of different cultures.
- Students will understand that people, places, spaces and the environment are interdependent upon each other.
- Students will understand that contemporary issues and challenges can be explained through the study of geography, and that a global perspective is needed to tackle the issues of diversity and change.

Transdisciplinary links:

- Humanities - Introduction to History
- Humanities - Health and Medicine Through History

★ **PLEASE NOTE THAT STUDENTS IN THIS COURSE WILL NOT RECEIVE A GRADE AT THE END OF EACH SEMESTER.**

| UNIT 1: COURSE INTRODUCTION AND DIAGNOSTIC TESTS | |
|--|--|
| Timeframe | 2 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Understand what will be taught in HCS. • Set expectations and personal goals for HCS. • Test how much you know about Turkish language and culture. |
| Assessments: | Teacher observation Student participation Diagnostic pre-test |

| UNIT 2: ANCIENT ANATOLIA – PALEOLITHIC TO BRONZE AGE / GREETING PEOPLE IN TURKISH | |
|---|--|
| Timeframe | 5 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Analyze the characteristics of ancient Anatolia. • Describe the early stone ages in Anatolia. • Make basic conclusions about the culture that existed in Anatolia. • Compare life in ancient Anatolia with modern Anatolia. • Learn and practice useful formulaic Turkish expressions that are used in daily life. |
| Assessments: | Teacher observation Student participation Project |

| UNIT 3: ANCIENT CIVILIZATIONS OF ANATOLIA – HATTI AND HITTITES / TALK ABOUT PLACES IN TURKISH | |
|---|---|
| Timeframe | 5 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Analyze the characteristics of ancient Hatti and Hittite. • Describe Anatolia during this period. • Make basic conclusions about the culture that existed in these civilizations. • Compare life in ancient Anatolia with modern Anatolia. • Learn and practice useful formulaic Turkish expressions that are used in daily life. |
| Assessments: | Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project |

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| UNIT 4: ANCIENT CIVILIZATIONS OF ANATOLIA – URARTU AND PHRYGIA / TALK ABOUT YOUR DAY IN TURKISH | |
| Timeframe | 5 weeks |
| Learning goals: | <ul style="list-style-type: none"> Analyze the characteristics of ancient Urartu and Phrygia. Describe Anatolia during this period. Make basic conclusions about the culture that existed in these civilizations. Compare life in ancient Anatolia with modern Anatolia. Learn and practice useful formulaic Turkish expressions that are used in daily life. |
| Assessments: | Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project |

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| UNIT 5: ANCIENT CIVILIZATIONS OF ANATOLIA – LYDIA, CARIA AND LYCIA / TALK ABOUT YOUR FAMILY AND FRIENDS IN TURKISH | |
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> Analyze the characteristics of ancient Lydia, Caria and Lycia. Describe Anatolia during this period. Make basic conclusions about the culture that existed in these civilizations. Compare life in ancient Anatolia with modern Anatolia. Learn and practice useful formulaic Turkish expressions that are used in daily life. |
| Assessments: | Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project |

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| UNIT 6: ANCIENT CIVILIZATIONS OF ANATOLIA – IONIANS AND PERSIANS / TALK ABOUT TIME AND HOLIDAYS IN TURKISH | |
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> Analyze the characteristics of ancient Ionians and Persians. Describe Anatolia during this period. Make basic conclusions about the culture that existed in these civilizations. Compare life in ancient Anatolia with modern Anatolia. Learn and practice useful formulaic Turkish expressions that are used in daily life. |
| Assessments: | Teacher observation and participation. (Formative Assessment) Student participation (formative assessment) Project |

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| UNIT 7: CIVILIZATIONS OF ANATOLIA – ROMANS AND BYZANTINES / TALK ABOUT YOUR COUNTRY IN TURKISH | |
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Analyze the characteristics of ancient Romans and Byzantines. • Describe Anatolia during this period. • Make basic conclusions about the culture that existed in these civilizations. • Compare life in ancient Anatolia with modern Anatolia. • Learn and practice useful formulaic Turkish expressions that are used in daily life. |
| Assessments: | Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project |

HUMANITIES

Teacher(s): Mr Richard Tapp

Contact details: tappr@mefis.k12.tr

Course Description:

The course will be divided into various periods of ancient Historical empires and civilizations with a focus on introducing the core concepts and skills of both History and Geography. Students will investigate a range of topics that will provide them with a solid introduction to these two diverse but interrelated areas of study. Throughout the year, students will have opportunities to develop their critical thinking, writing, analysis and comprehension skills; hopefully enjoying the subject while learning the fundamental role the Humanities subjects play in promoting both individual and collective understanding of the world.

Course Aims & Objectives:

The course aims to equip students with the fundamental skills they need for continued study in the Humanities discipline. It is hoped that students will become more enthusiastic, considerate, compassionate and tolerant individuals who have a real desire to help make the world a better place.

Texts:

Pearson Longman - Medieval Minds
Heinemann History - The Medieval Realms
Hodder History - The Roman Empire
Heinemann History - The Roman Empire
Heinemann History - The Rise of Islam

Enduring understandings:

- Students will understand that history includes a wide variety of different types of sources, methods and interpretations.
- Students will understand that an understanding of the present can be gained through critical reflection upon the past.
- Students will understand that key historical concepts (cause and consequence, change and continuity, and similarity and difference) help us to explain developments in history.
- Students will understand that historical developments impact on individuals, communities and societies over time.
- Students will understand that their own historical identity can be developed through the study of the historical experiences of different cultures.
- Students will understand core geographical concepts and skills such as latitude, longitude, scale and the difference between human and physical geography.
- Students will understand that people, places, spaces and the environment are interdependent upon each other.
- Students will understand that human welfare and the quality of the environment are major concerns in the world and there is a need for planning and sustainable management for the future.
- Students will understand that contemporary issues and challenges can be explained through the study of geography, and that a global perspective is needed to tackle the issues of diversity and change.

Transdisciplinary links:

- English: Begin to make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims.
- Biology: Habitats and environment - investigating influences humans have on the natural environment using secondary sources
- Maths - the importance of questions, evidence and explanations, presenting results in the form of tables, charts and line graphs.

| UNIT 1: Introduction to Historical skills - the Romans | |
|--|--|
| Timeframe | Approx. 8 Weeks : (1st Sept - 31st Oct) <ul style="list-style-type: none"> • 2 Weeks → Introductions to Classroom and Historical Concepts • 6 Weeks → Rome: Kingdom, Republic, Empire. |
| Learning goals: | <ul style="list-style-type: none"> • Understand and begin to apply the following Historical concepts and skills: <ul style="list-style-type: none"> ◦ Chronology; Cause & consequence; Continuity & change; Analysis & inference; Source analysis; Anachronism; Significance. • Practice constructing proper paragraph writing using the PEEL method. • Explain the chronology and evolution of the Roman political system. • Identify the importance of story, myth and history in the creation of Roman identity. • Be able to use inference and analysis with non-written artefacts. • Analyse what makes a successful leader and compare the qualities of different Roman emperors. • Evaluate how Roman innovations and institutions influenced modern society and enabled their empire's longevity. • Evaluate the factors which made the Roman military so effective. |
| Assessments: | Formative: Punic Wars Group presentation topic; persuasive-style written essay. Summative: End of unit test |

| UNIT 2: Introduction to Geographical skills - the Silk Road | |
|---|---|
| Timeframe | Approx. 8 Weeks (3rd Nov - 9th Jan) |
| Learning goals: | <ul style="list-style-type: none"> • Understand how to effectively interpret and utilize an atlas. • Increase the students' knowledge of world geography. <ul style="list-style-type: none"> ◦ Continents, countries and world features ◦ Latitude and longitude ◦ Using the key/legend, direction and orientation of maps, scale. ◦ Understand the difference between human and physical geography. • Understand and explain what and where the Silk Road is and was. • Identify the impact and significance of the Silk Road through various aspects, including: <ul style="list-style-type: none"> ◦ Ideas and innovations ◦ Products and commercial impacts; the rise and fall of cities, trade routes and civilizations ◦ Plants, animals etc. • Analyse the significance and the impact of the Silk Road using a variety of comparative measures. |
| Assessments: | Formative: Research project: Topic list from covered subjects to synthesise approaches from Geography and History. Student-created map game. Diary exercise. |

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| | Summative: Map skills and source analysis/End of unit test |
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| UNIT 3: Islamic Civilization - the early Caliphates | |
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| Timeframe | Approx. 8 Weeks (12th Jan - 13th March) |
| Learning goals: | <ul style="list-style-type: none"> • Understand the 6 elements of what makes a civilization. • Differentiate between a nomadic and a settled civilization. • Understand the factors which caused the rise and rapid spread of Islamic civilization. • Identify significant influences and impacts that Islamic civilization has had in a variety of fields; for example in science, medicine, education, architecture and politics. • Understand the ways in which the Caliphates chose their successors. • Comprehend how the Caliphates governed massive territories overseas. • Evaluate the factors which sparked the religious wars of the medieval period. • Explain the qualities which make successful leaders. |
| Assessments: | Formative: Islamic Medicine & Innovations Project; Comparative-style essay Summative: End of unit exam |

| UNIT 4: Japan & Korea | |
|-----------------------|---|
| Timeframe | Approx. 8 Weeks (23rd March - 19th June) |
| Learning goals: | <ul style="list-style-type: none"> • Students will be able to... <ul style="list-style-type: none"> ○ Identify the class structure that existed within Japan and Korea at the time frame that is selected. ○ Understand the complex political structure that lent itself to governance of these respective countries at the time. ○ Draw conclusions about how and why certain events happened and what social ramifications those had on society. ○ Identify major architectural and cultural wonders that were built. |
| Assessments: | Formative: Research project - The Iwakura embassy Summative: End of year exam. |

Integrated Sciences

Teacher: Mr. Vali Aliyev

Contact details: aliyevv@mefis.k12.tr

Course Description:

This course covers the science topics of Cambridge Secondary 1 Checkpoint Syllabus. It teaches the basic principles of Biology, Chemistry, Physics through a mix of theoretical and practical studies.

Students, in scientific inquiries, focus on:

- deciding which apparatus to use and assess any hazards.
- choosing whether to use evidence from the first-hand experience of secondary sources.
- obtaining reliable results.
- describing patterns (correlations).
- drawing conclusions and evaluating methods.

Course Aims & Objectives:

The aim of this course is to help students to develop an understanding of the scientific skills essential for further study at Cambridge IGCSE, skills which are useful in everyday life. The course also aims for students to gain experience in practical work in science. Considering ideas, evaluating evidence, planning investigative work, and recording and analyzing data are the basis of this course.

- to provide a worthwhile educational experience for all students, through well-designed instructions and studies of experimental sciences
- to develop abilities and skills that
 - are relevant to the study and practice of science
 - are useful in everyday life
 - encourage efficient and safe practice
 - encourage effective communication
- to stimulate interest in the environment and caring for it
- to promote an awareness that
 - scientific theories and methods have developed, and continue to do so, as a result of collaborative activities of groups and individuals
 - science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal.
- to develop attitudes relevant to science including
 - concern for accuracy and precision
 - objectivity
 - inquiry

Text: Collins Cambridge Lower Secondary Stage 7

Mark Levesley, Chris Meunier, Fran Eardley and Gemma Young

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Enduring understandings:

- Scientists recognize and analyze multiple points of view to explain the ideas and actions of

individuals and groups.

- Scientists analyze and interpret evidence to solve problems and make decisions.
- Current scientific knowledge and theory is subject to change based on new evidence.
- When information is shared accurately and clearly the end result is more effective.
- Formal arrangements and relationships underpin or give organization to complex issues.
- Very few actions are neutral. Most actions create impact or change that then have to be dealt with.
- Things are more stable when different elements are in the correct or best possible proportions.

Transdisciplinary links:

- Mathematics - Handling data (collecting, processing, presenting, and evaluating data)
- UN Sustainable Development Goal #3 - Good Health and Wellbeing - Deaths can be avoided through prevention and treatment, education, immunization campaigns, and sexual and reproductive healthcare.
- Physical Education - Diet and Fitness
- UN Sustainable Development Goal #2 - Zero Hunger - It is important to strive to end world hunger, achieve food security, and improve nutrition around the world.
- Humanities - Rainforests
- UN Sustainable Development Goal #14 & #15 - Life on Land, Life under Water - It is important to conserve the oceans and seas for sustainable development. It is important to protect, restore and promote sustainable use of plants and animals on land to manage rainforests, stop desertification, and stop the loss of biodiversity

| UNIT 1: Structure and properties of materials (Topic 4) | |
|---|---|
| Timeframe | 5 Weeks |
| Learning goals: | Students build on their previous knowledge of materials and their properties to develop their knowledge of the particle theory of matter and how this can explain the properties of solids, liquids, and gases, including changes of state: <ul style="list-style-type: none">• Physical and chemical properties• Acidity and indicators• The particle model• Elements and the periodic table• Elements, compounds and mixtures• Properties of metals, alloys and non-metals |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks |

| UNIT 2: Chemical Changes and reactions (Topic 5) | |
|--|---|
| Timeframe | 3 Weeks |
| Learning goals: | Students build on their previous knowledge of acids to develop their knowledge of: <ul style="list-style-type: none">• Making compounds• Forming precipitations• Neutralization reactions |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks |

| UNIT 3: Energy (Topic 6) | |
|--------------------------|---|
| Timeframe | 2 Weeks |
| Learning goals: | Students build on their previous knowledge of energy as something that makes things happen, to develop their knowledge of: <ul style="list-style-type: none"> • Energy at work • Energy dissipation |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks, Exam 4 |

| UNIT 4: Forces and their effects (Topic 7) | |
|--|--|
| Timeframe | 2 Weeks |
| Learning goals: | Students build on their previous knowledge of energy as something that makes things happen, to develop their knowledge of: <ul style="list-style-type: none"> • Gravity • Air resistance |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks, Exam 4 |

| UNIT 5: Sound (Topic 8) | |
|-------------------------|---|
| Timeframe | 2 Weeks |
| Learning goals: | Students build on their previous knowledge of energy as something that makes things happen, to develop their knowledge of: <ul style="list-style-type: none"> • How does sound travels • Echoes |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks, Exam 4 |

| UNIT 6: Electricity and circuits (Topic 9) | |
|--|--|
| Timeframe | 4 Weeks |
| Learning goals: | Students build on their previous knowledge of the Earth and Space and develop their ideas on: <ul style="list-style-type: none"> • Charge flow in circuits • Circuit diagrams • Currents in series circuits |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks, Exam 3 |

| UNIT 7: Living Things (Topic 1) | |
|---------------------------------|---|
| Timeframe | 4 Weeks |
| Learning goals: | <p>Students build on their previous knowledge of living things and the senses to develop their knowledge of:</p> <ul style="list-style-type: none"> • the characteristics common to all living things, and their importance to survival of the organism • how to classify animals and plants into major groups, using some locally occurring examples • what is meant by a species • all living things being made of cells, the structure of typical cells, how cells are adapted to their function • how cells are organized into tissues, organs and organ systems to efficiently carry out the functions of life • the major organ systems in the human body and their functions • the importance of questions, evidence and explanations • presenting results in the form of tables, bar charts and line graphs |
| Assessments: | Informal formative assessments, cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, written quizzes. Exam 1 |

| UNIT 8: Microorganisms and Disease (Topic 2) | |
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| Timeframe | 4 Weeks |
| Learning goals: | <p>Students build on their previous knowledge of health, the characteristics of living things and cells to develop their knowledge of:</p> <ul style="list-style-type: none"> • how some microorganisms can be useful to humans but others are harmful • the use of microorganisms in food production • how micro-organism activity can cause decay • the work of Louis Pasteur and other scientists studying the human body. • outlining plans to carry out investigations, considering the variables to control, change or observe • identifying appropriate evidence to collect and suitable methods of collection • the importance of questions, evidence and explanations • presenting results in the form of tables, bar charts and line graphs |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks |

| UNIT 9: Habitats and the Environment | |
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| Timeframe | 4 Weeks |
| Learning goals: | <p>Students build on their previous knowledge of sorting living things into groups and the characteristics of living things to develop their knowledge of:</p> <ul style="list-style-type: none"> • where organisms live • how organisms interact with each other and the environment |

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| | <ul style="list-style-type: none"> • adaptations of organisms • the influences humans have on the natural environment • food chains • presenting conclusions using different methods • using information from secondary sources • identifying appropriate evidence to collect and suitable methods of collection • making careful observations including measurements |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks |

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| UNIT 10: Variety of Living Things (Topic 3) | |
| Timeframe | 2 Weeks |
| Learning goals: | <p>Students build on their previous knowledge of sorting living things into groups and the characteristics of living things to develop their knowledge of:</p> <ul style="list-style-type: none"> • what is meant by a species • classification • types of variations • presenting conclusions using different methods • using information from secondary sources • presenting results in the form of tables, bar charts and line graphs |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks, Exam 2 |

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| UNIT 11: The Earth and its atmosphere (Topic 10) | |
| Timeframe | 4 Weeks |
| Learning goals: | <p>Students build on their previous knowledge of the Earth and Space and develop their ideas on:</p> <ul style="list-style-type: none"> • The earth crust • Earthquakes, volcanoes and mountains • The Earth atmosphere • The water cycle |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks, Exam 3 |

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| UNIT 12: The Earth in space (Topic 11) | |
| Timeframe | 8 Weeks |
| Learning goals: | <p>Students build on their previous knowledge of the Earth and Space and develop their ideas on:</p> <ul style="list-style-type: none"> • The planets and the solar system • Tides |

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| | <ul style="list-style-type: none"> Eclipses |
| Assessments: | Cooperative and individual problem solving, lab reports, group and individual projects, homework, class work, learning checks, Exam 3 |

MATHEMATICS

Teacher(s): Eva Okshtuni

Contact details: okshtunie@mefis.k12.tr

Course Description:

Cambridge Lower Secondary Mathematics encourages lifelong enthusiasm for analytical and rational thinking. Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. Cambridge Lower Secondary learners become mathematically competent and fluent in computation which they can apply to everyday situations.

A unique feature of Cambridge Lower Secondary Mathematics is ‘Thinking and Working Mathematically’. The process of thinking and working mathematically encourages learners to talk with others, challenge ideas and to provide evidence that validates conjectures and solutions. When learners are thinking and working mathematically they actively seek to make sense of ideas and build connections between different facts, procedures and concepts. This supports higher order thinking that assists learners in viewing the world in a mathematical way. Thinking and working mathematically spreads across all of the other four strands.

The Number strand is the foundation of the mathematics curriculum. Learners explore the number system and develop fundamental calculation skills enabling them to compute increasingly complex calculations. Learners develop knowledge and skills in the Number strand that they can apply in the other strands of the mathematics curriculum.

The Algebra strand builds on pre-algebra concepts in the primary stages to strengthen learners' reasoning and their ability to find and generalize patterns and rules. Learners use algebra and graphical techniques to describe and model mathematical relationships, and to solve real-life problems.

In the Geometry and Measure strand learners develop spatial awareness and explore various contexts in which they must apply number skills. They learn to visualize real-life problems and use mathematical instruments and digital technology to produce accurate geometric representations.

Within the Statistics and Probability strand there is emphasis on the statistical enquiry cycle. This allows learners to understand the data they encounter in their daily lives, which may be presented in unfamiliar ways, and to recognise where the presentation of data is misleading, such as in the media or advertisements.

Course Aims & Objectives:

Following the Cambridge Lower Secondary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Lower Secondary Mathematics, learners:

- engage in creative mathematical thinking to generate elegant solutions
- improve numerical fluency and knowledge of key mathematical concepts to make sense of numbers, patterns, shapes, measurements and data

- develop a variety of mathematical skills, strategies and a way of thinking that will enable them to describe the world around them and play an active role in modern society
- communicate solutions and ideas logically in spoken and written language using appropriate mathematical symbols, diagrams and representations
- understand that technology provides a powerful way of communicating mathematics, one which is particularly important in an increasingly technological and digital world.

Text:

Cambridge Lower secondary mathematics Learners book 7
Cambridge assessment

ISBN: 9781108771436

Enduring understandings:

- Symbols, graphs, pictures, and tables can be used to represent real situations.
- Understanding numbers, their representations, properties, and relationships assist in higher level thinking.
- Data collection and its organization helps formulate relevant questions that can be answered using mathematical tools.
- Selection of the appropriate statistical method to analyze data will progress students toward solutions and subsequent inferences.
- A study of probability helps illuminate the randomness of our everyday world.
- Expressions represent relationships within real world situations.
- Equations and inequalities can be represented using pictures, models, manipulatives, or graphs.
- Equations can be manipulated to solve for different unknowns.
- There are multiple representations for any number.
- Numbers are classified and compared within our number system.
- Depending on the situation, calculations may be done using; mental math or paper-and-pencil calculations.
- Estimates help determine the reasonableness of an answer.
- Expressions are simplified using an order of operations.
- Data is collected, organized, and displayed for analysis.
- Interpretations and predictions about data are influenced by the method that data is collected and displayed.
- Probability is used to make informed predictions and inferences.

Transdisciplinary links:

- PE: Fitness Test will be provided by PE and students will be able to analyze the data by using different statistical approaches.
- ICT: Students will apply their geometrical knowledge at IT lessons to create 3D structure.

| Unit 1: Number | |
|----------------|--|
| Timeframe | Topic 1: Using place value (1 week) Topic 2: Negative numbers and calculations (2 weeks) Topic 3: Number types (1 week) Topic 4: Making connections between fractions, decimals, percentages, ratio and proportion (2 week) Topic 5: Calculating with decimals (1 week) Topic 6: Calculating using fractions (1 week) |

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| | Topic 7: Ratio and proportion (2 week) |
| Learning goals: | <p><u>Topic 1: Using place value</u></p> <ul style="list-style-type: none"> • Use knowledge of place value to multiply and divide whole numbers and decimals by any positive power of 10. • Round numbers to a given number of decimal places. <p><u>Topic 2: Negative numbers and calculations</u></p> <ul style="list-style-type: none"> • Estimate, add and subtract integers, recognising generalizations. • Understand that brackets, positive indices and operations follow a particular order. • Estimate, multiply and divide integers including where one integer is negative. <p><u>Topic 3: Number types</u></p> <ul style="list-style-type: none"> • Understand lowest common multiple and highest common factor (numbers less than 100). • Use knowledge of tests of divisibility to find factors of numbers greater than 100. • Understand the relationship between squares and corresponding square roots, and cubes and corresponding cube roots. <p><u>Topic 4: Making connections between fractions, decimals, percentages, ratio and proportion</u></p> <ul style="list-style-type: none"> • Recognise that fractions, terminating decimals and percentages have equivalent values. • Recognise percentages of shapes and whole numbers, including percentages less than 1 or greater than 100. • Understand the relative size of quantities to compare and order decimals and fractions, using the symbols =, \neq, > and <. <p><u>Topic 5: Calculating with decimals</u></p> <ul style="list-style-type: none"> • Use knowledge of common factors, laws of arithmetic and order of operations to simplify calculations containing decimals or fractions. • Estimate, add and subtract positive and negative numbers with the same or different number of decimal places. • Estimate, multiply and divide decimals by whole numbers <p><u>Topic 6: Calculating and using fractions</u></p> <ul style="list-style-type: none"> • Estimate and add mixed numbers, and write the answer as a mixed number in its simplest form. • Estimate, multiply and divide proper fractions. • Use knowledge of common factors, laws of arithmetic and order of operations to simplify calculations containing decimals or fractions. <p><u>Topic 7: Ratio and proportion</u></p> <ul style="list-style-type: none"> • Understand and use the unitary method to solve problems involving ratio and direct proportion in a range of contexts • Use knowledge of equivalence to simplify and compare ratios (same units). • Understand how ratios are used to compare quantities to divide an amount into a given ratio with two parts. • Use knowledge of scaling to interpret maps and plans. |
| Assessments: | Classwork / Homework / Quizzes Performance Task Student self-assessment Exam1 |

| Unit 2: Algebra | |
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| Timeframe | Topic 1: Manipulating algebra (1 week) Topic 2: Using expressions and formulae (1 week) Topic 3: Generating terms and finding rules of sequences (2 weeks) Topic 4: Equations and inequalities (1 week) |

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| | <p>Topic 5: Functions (1 week)</p> <p>Topic 6: Straight line graphs (2 weeks)</p> <p>Topic 7: Graphs related to rates of change (2 weeks)</p> |
| Learning goals: | <p><u>Topic 1: Manipulating algebra</u></p> <ul style="list-style-type: none"> Understand that letters can be used to represent unknown numbers, variables or constants. Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations) Understand how to manipulate algebraic expressions including: <ul style="list-style-type: none"> - collecting like terms - applying the distributive law with a constant. <p><u>Topic 2: Using expressions and formulae</u></p> <ul style="list-style-type: none"> Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (linear with integer coefficients). Understand that a situation can be represented either in words or as a formula (single operation), and move between the two representations <p><u>Topic 3: Generating terms and finding rules of sequences</u></p> <ul style="list-style-type: none"> Understand term-to-term rules, and generate sequences from numerical and spatial patterns (linear and integers). Understand and describe nth term rules algebraically (in the form $n \pm a$, $a \times n$ where a is a whole number). <p><u>Topic 4: Equations and inequalities</u></p> <ul style="list-style-type: none"> Understand that a situation can be represented either in words or as an equation. Move between the two representations and solve the equation (integer coefficients, unknown on one side). Understand that letters can represent an open interval (one term). <p><u>Topic 5: Functions</u></p> <ul style="list-style-type: none"> Understand that a function is a relationship where each input has a single output. Generate outputs from a given function and identify inputs from a given output by considering inverse operations (linear and integers). Understand that a situation can be represented either in words or as a linear function in two variables (of the form $y = x + c$ or $y = mx$), and move between the two representations. <p><u>Topic 6: Straight line graphs</u></p> <ul style="list-style-type: none"> Understand that a situation can be represented either in words or as a linear function in two variables (of the form $y = x + c$ or $y = mx$), and move between the two representations. Use knowledge of coordinate pairs to construct tables of values and plot the graphs of linear functions, where y is given explicitly in terms of x ($y = x + c$ or $y = mx$) Recognise straight-line graphs parallel to the x- or y-axis. <p><u>Topic 7: Graphs related to rates of change</u></p> <ul style="list-style-type: none"> Read and interpret graphs related to rates of change. Explain why they have a specific shape. |
| Assessments: | <p>Classwork / Homework / Quizzes</p> <p>Performance Task</p> <p>Student self-assessment</p> |

| UNIT 3: Geometry and Measure | |
|------------------------------|---|
| Timeframe | <p>Topic 1: Polygons, circles and symmetry (2 weeks)</p> <p>Topic 2: Areas of 2D shapes (1 week)</p> <p>Topic 3: 3D shapes (1 week)</p> <p>Topic 4: Angles and parallel lines (2 weeks)</p> <p>Topic 5: Distance between coordinates and translations (1 week)</p> <p>Topic 6: Reflection, rotation and enlargement (2 weeks)</p> |
| Learning goals: | <p><u>Topic 1: Polygons, circles and symmetry</u></p> <ul style="list-style-type: none"> Identify, describe and sketch regular polygons, including reference to sides, angles and symmetrical properties. Understand that if two 2D shapes are congruent, corresponding sides and angles are equal. Know the parts of a circle: <ul style="list-style-type: none"> - center - radius - diameter - circumference - chord - tangent. Identify reflective symmetry and order of rotational symmetry of 2D shapes and patterns. <p><u>Topic 2: Areas of 2D shapes</u></p> <ul style="list-style-type: none"> Understand the relationships and convert between metric units of area, including hectares (ha), square meters (m^2), square centimeters (cm^2) and square millimeters (mm^2). Derive and know the formula for the area of a triangle. Use the formula to calculate the area of triangles and compound shapes made from rectangles and triangles. <p><u>Topic 3: 3D shapes</u></p> <ul style="list-style-type: none"> Identify and describe the combination of properties that determine a specific 3D shape. Derive and use a formula for the volume of a cube or cuboid. Use the formula to calculate the volume of compound shapes made from cuboids, in cubic meters (m^3), cubic centimeters (cm^3) and cubic millimeters (mm^3). Visualize and represent front, side and top view of 3D shapes. Use knowledge of area, and properties of cubes and cuboids to calculate their surface area. <p><u>Topic 4: Angles and parallel lines</u></p> <ul style="list-style-type: none"> Derive the property that the sum of the angles in a quadrilateral is 360°, and use this to calculate missing angles. Know that the sum of the angles around a point is 360°, and use this to calculate missing angles. Recognise the properties of angles on: <ul style="list-style-type: none"> - parallel lines and transversals - perpendicular lines - intersecting lines. Draw parallel and perpendicular lines, and quadrilaterals. <p><u>Topic 5: Distance between coordinates and translation</u></p> <ul style="list-style-type: none"> Understand that if two 2D shapes are congruent, corresponding sides and angles are equal. Use knowledge of 2D shapes and coordinates to find the distance between two coordinates that have the same x or y coordinate (without the aid of a grid). |

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| | <ul style="list-style-type: none"> • Use knowledge of translation of 2D shapes to identify the corresponding points between the original and the translated image, without the use of a grid. <p><u>Topic 6: Reflection, rotation and enlargement</u></p> <ul style="list-style-type: none"> • Understand that if two 2D shapes are congruent, corresponding sides and angles are equal. • Reflect 2D shapes on coordinate grids, in a given mirror line (x- or y-axis), recognising that the image is congruent to the object after a reflection. • Rotate shapes 90° and 180° around a center of rotation, recognising that the image is congruent to the object after a rotation. • Understand that the image is mathematically similar to the object after enlargement. Use positive integer scale factors to perform and identify enlargements. |
| Assessments: | Classwork / Homework / Quizzes Performance Task Student self-assessment |

| Unit 4: Statistics | |
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| Timeframe | Topic 1: Collecting, recording and interpreting data. (2 weeks) Topic 2: Using descriptive statistics (1 week) Topic 3: The statistical cycle- across the other two topics (1 week) |
| Learning goals: | <p><u>Topic 1: Collecting, recording and interpreting data</u></p> <ul style="list-style-type: none"> • Select and trial data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data). • Understand the effect of sample size on data collection and analysis. • Record, organize and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation: <ul style="list-style-type: none"> - Venn and Carroll diagrams - tally charts, frequency tables and two-way tables - dual and compound bar charts - waffle diagrams and pie charts - frequency diagrams for continuous data - line graphs - scatter graphs - infographics. • Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, including sampling, and check predictions. <p><u>Topic 2: Using descriptive statistics</u></p> <ul style="list-style-type: none"> • Use knowledge of mode, median, mean and range to describe and summarise large data sets. Choose and explain which one is the most appropriate for the context. • Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, including sampling, and check predictions. • Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, including sampling, and check predictions. <p><u>Topic 3: The Statistical Cycle</u></p> |

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| | <ul style="list-style-type: none"> • Draws on all the knowledge and skills from the other two units. |
| Assessment: | Classwork / Homework / Quizzes Performance Task Student self-assessment |

| UNIT 5: Probability | |
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| Timeframe | Topic 1: Expressing probability (1 week) Topic 2: Mutually exclusive outcomes and experimental probability (1 week) |
| Learning goals: | <p><u>Topic 1: Expressing probability</u></p> <ul style="list-style-type: none"> • Use the language associated with probability and proportion to describe, compare, order and interpret the likelihood of outcomes. • Understand and explain that probabilities range from 0 to 1, and can be represented as proper fractions, decimals and percentages. • Understand how to find the theoretical probabilities of equally likely outcomes. <p><u>Topic 2: Mutually exclusive outcomes and experimental probability</u></p> <ul style="list-style-type: none"> • Identify all the possible mutually exclusive outcomes of a single event, and recognise when they are equally likely to happen. • Design and conduct chance experiments or simulations, using small and large numbers of trials. Analyze the frequency of outcomes to calculate experimental probabilities. |
| Assessments: | Classwork / Homework / Quizzes Performance Task Student self-assessment Exam2 |

ART

Teacher(s): Julia Totino

Contact details: totinoj@mefis.k12.tr

Course Description:

Art 6 is a course designed for sixth grade students to learn more about themselves and the world around them through art. Students will be actively engaged in the Studio Habits of Mind: Developing Craft, Engaging and Persisting, Envisioning, Expressing, Observing, Reflecting, Stretching and Exploring, and Understanding the Art World, as well as other artistic practices. Through experimentation with different media, practice of new and learned techniques, and development of artistic behaviors, students will use their own inspiration to drive their creativity and create personally meaningful artwork. Students will investigate the role the arts play in their lives and in the world while continuously reflecting on their ideas and work.

Main Objectives:

A. Knowledge and understanding

At the end of the course, students should be able to:

- demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject specific terminology
- demonstrate an understanding of the role of the art form in original or displaced contexts
- use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

B. Application

At the end of the course, students should be able to:

- demonstrate the acquisition and development of the skills and techniques of the art form studied
- demonstrate the application of skills and techniques to create, perform and/or present art.

C. Thinking Creatively

At the end of the course, students should be able to:

- develop a feasible, clear, imaginative and coherent artistic intention
- demonstrate a range and depth of creative-thinking behaviours
- demonstrate the exploration of ideas to shape artistic intention through to a point of realization

D. Respond

At the end of the course, students should be able to:

- construct meaning and transfer learning to new settings
- create an artistic response that intends to reflect or impact on the world around them
- critique the artwork of self and others

Aims:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Enduring understandings:

- Artists experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists balance experimentation and safety, freedom, and responsibility while developing and creating artworks.
- People create and interact with objects, places, and design that define, shape, enhance, and empower their lives. Artists express personal meaning in their artwork.
- Artists develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.
- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Transdisciplinary links:

- English & MFL: Art connects with all visual languages as expressive forms of communication
- Humanities: Art reflects historical and current events

* Units are subject to change

| UNIT 1: Artists Develop Craft ('Getting Started') | |
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| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Exploration of drawing materials and techniques • Knowledge of proper care of studio materials • Refinement of drawing skills through a variety of small still life assignments • Demonstrate growth through self and peer reflection • Perseverance and creativity in mistakes |
| Assessments: | On-going assessment through class work Class participation & behavior Ideation and experimentation (sketchbooks) On-going reflection and revision Final artwork reflection |

| UNIT 2: Artists Envision & Express ('Fantastic Animals') | |
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| Timeframe | 10 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Introduction to watercolour painting, collage and mixed media • Reflect on uniqueness and expressing individuality and symbolism through colour and design, creating a unique "fantastic" animal image inspired by art history, books and illustrations • Demonstrate drawing skills focusing on pattern, texture and colour • Experiment with 2-Dimensional media • Create two final artwork(s) |
| Assessments: | On-going assessment through class work Class participation & behavior Ideation and experimentation(sketchbooks) Reflection/Artist Statement(s) Final artwork reflection |

| UNIT 3: Artists Stretch & Explore ('Postcard paintings') |
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| Timeframe | 10 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Experiment with techniques of acrylic painting • Explore ideas of place and landscape through looking at a variety of painters throughout history • Take risks and re-evaluate throughout the artmaking process • Create 2 final painted postcard artwork(s) for the spring exhibition • Reflect on art making process |
| Assessments: | On-going assessment through class work Class participation & behavior Ideation and experimentation (sketchbooks) Reflection/Artist Statement(s) Final artwork reflection |

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| UNIT 4: Artists Engage & Persist: Art Advocacy | |
| Timeframe | 5 - 7 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Reflect on artist audience through street art, collaborative art and 'zines • Goal plan and self-pace through the whole process • Develop an artistic voice • Develop an idea to a point of realization • Create one or more unique, original, and personally meaningful art 'zine |
| Assessments: | On-going assessment through class work Class participation & behavior Ideation and experimentation (sketchbooks) Reflection/Artist Statement(s) Final artwork reflection |

INFORMATION COMMUNICATION TECHNOLOGY

Teacher(s): Benjamin Wanjui

Contact details: wanjuib@mefis.k12.tr

Course Description:

This course provides an engaging approach that uses scenarios to build skills and link theory to the practice of ICT, while showing students how to make progress, help achieve their targets. They will complete experimental work on software engineering and computer applications by applying the control and animation features. Students will be able to apply the steps of computational thinking in the design of sample products.

Course Aims & Objectives:

- Knowledge of ICT including new and emerging technologies.
- Autonomous and discerning use of ICT.
- Skills to enhance work produced in a range of contexts.
- Skills to analyse, design, implement, test and evaluate ICT systems.
- Skills to consider the impact of current and new technologies on methods of working in the outside world and on social, economic, ethical and moral issues.
- ICT-based solutions to solve problems.
- The ability to recognise potential risks when using ICT, and use safe, secure and responsible practice.

Enduring understandings:

- Students will understand the capabilities and limitations of current and emerging IT systems.
- Students will understand how to use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems.
- Students will understand that there is a need for, and value of, effective collaboration and communication in resolving complex problems.
- Students will understand the need for the development of logical and critical thinking as well as experimental, investigative and problem-solving skills.

| UNIT 1: Digital Citizenship | |
|-----------------------------|---|
| Timeframe | 7 Weeks |
| Learning goals: | <ul style="list-style-type: none">• Understand how to handle situations or online behavior which may make people feel uncomfortable• Explore the benefits and risks of different presentation ways online• Reflect on the role of digital media in daily lives• Social Networks• Search Engines |
| Assessments: | Homework, Quiz, Lab activities, UBD Performance task Exam 1 |

| UNIT 2: INTERNET AND COMMUNICATION | |
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| Timeframe | 10 Weeks |
| Learning goals: | <ul style="list-style-type: none"> ● Explain the word "Network" as two or more computers connected to each other. ● Compare and contrast types of network structures, LAN and WAN. ● Can define the internet and how it works. ● Explain the concept of IP (Internet Protocol). ● Knows how to transfer data over the Internet. ● Identify how a computer accesses the Internet. ● Select different channels to send a file over the Internet to other people, depending on its size. ● Can login to student email accounts. ● Uses Google Slides to present information in different forms such as text, picture, video, and sound. ● Uses a graphic design software to communicate with a larger group of people with a poster or infographic. |
| Assessments: | Homework, Quiz, Lab activities Exam 2 |

| UNIT 3: Problem Solving-Computing | |
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| Timeframe | 6 Weeks |
| Learning goals: | <ul style="list-style-type: none"> ● Identify the defined characteristics of a computer and how it is used to solve information problems. ● Use a structured problem solving process to address problems and design solutions that use computing technology. ● learn the problem-solving process, the input-output-store-process model of a computer, and how computers help humans solve problems. |
| Assessments: | Homework, project, assignment Exam 3 |

| UNIT 4: Web Development, Interactive Animations and Games | |
|---|---|
| Timeframe | 11 Weeks |
| Learning goals: | <ul style="list-style-type: none"> ● Create a digital artifact that uses multiple computer languages to control the structure and style of their content, and view computer science as a tool for personal expression. ● Understand that different programming languages allow them to solve different problems, and that these solutions can be generalized across similar problems. ● Understand their role and responsibilities as both creators and consumers of digital media. ● Create an interactive animation or game that includes basic programming concepts such as control structures, variables, user input, and randomness. |
| Assessments: | Quiz, Lab activities, UBD performance task Exam 4 |

Music

Teacher: Caleb Baron

Contact details: baronc@mefis.k12.tr

Course Description: Based on Cambridge Lower Secondary Music curriculum, students will ‘make and make sense of’ music in this course. Students will build creativity and confidence as they use music to express themselves and connect with others. They will explore music from different cultures, times, and styles, while also learning to perform, critically listen to, and create their own music. Through projects and performances, students will develop creativity and self-expression, and important skills like collaboration and research. Above all, this course helps students discover the joy of making music and understand the role it plays in our lives and in the world around us.

Course Aims & Objectives:

Based on Cambridge Lower Secondary Music

Objective 1: Making Music

- Apply an increasingly wide range of techniques to music performances
- Collaborate in both small and large ensembles
- Begin to compose with growing independence and improvise as a soloists
- Work together to rehearse and perform high-quality music
- Engage with new and alternative methods for writing or composing music.

Objective 2: Making Sense of Music

- Explore a range of music which demonstrates the different ways music is used and created.
- Become more confident in talking about music by considering the broader development of music across time and cultures.
- Explore their own personal music interests and tastes, reflecting on how it contributes to their identity
- Become more confident using music notation to explore and expand their knowledge of music.

Enduring Understandings:

1. **Cultural Awareness:** Music is an innate way to express our ideas and emotions; there is value music from our own communities as well as from other cultures.
2. **Innovation:** Music and musicians take many forms, musicians can adapt ideas, sounds, technologies, and techniques to create new music.
3. **Confidence and Risk-Taking:** Music allows us to take risks, try new things, and build creative and expressive skills through confident performance.
4. **Curiosity and Life-long learning:** Music differs in style, culture, and time period; being critical and curious listeners, active performers, and appreciators of music can help us expand our horizons.
5. **Reflection and Empathy:** Music has the power to make an impact on ourselves and others, and make connections with our ensemble members and audience.

| UNIT 1: The Elements of Music | |
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| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> - Justify your favorite songs - Justify your favorite singers or music groups - Sing using solfege - Describe music using subject vocabulary <ul style="list-style-type: none"> ● Rhythm, meter, tempo ● Pitch, scales, melody ● Dynamics ● Form ● Tonality - Sing a song in two parts (canon) - Use percussion instruments with accurate technique - Describe music from around the world (including one's own culture) |
| Assessments: | Profile of a Song (Elements of Music project) Performing choral song (world music) as a class |

| UNIT 2: Singing in a choir | |
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| Timeframe | 10 weeks |
| Learning goals: | <ul style="list-style-type: none"> - Perform with strong vocal technique <ul style="list-style-type: none"> ● Breathing ● Space ● Resonance ● Diction - Know the parts of a Choir - Sing songs from all around the world with correct pronunciation - Understand the cultural contexts and language aspects of a world music song - Understand pop singing vs classical singing - Analyze a choral music song using the Elements of Music |
| Assessments: | Singing checks Annual Concert Performance |

| UNIT 3: Music Production and Composition | |
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| Timeframe | 8 weeks |
| Learning goals: | <ul style="list-style-type: none"> - Know how to use BandLab or GarageBand to create digital music - Create your own beats using loops - Layer a song effectively to create form, tension, build, emotion - Record live instruments, including voice - Make a clear plan for a composition - Develop the idea using - Present and give feedback on own and peer's music |
| Assessments: | Digital music composition and commentary |

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| UNIT 4: Special Unit of Inquiry (Student-directed learning) | |
| Timeframe | 7 weeks |
| Learning goals: | <ul style="list-style-type: none"> - Present personal choice for music study and justify it - Inquire into own personal research question about topic of interest within music - Demonstrate comprehensive strong rehearsal practices (active listening, etc.) - Create music using both instruments and vocals - Set realistic, relevant goals for oneself and the ensemble - Reflect on the achievement of those goals |
| Assessments: | Inquiry Project |

PHYSICAL EDUCATION

Teacher(s): Ecem Çakar Joshua Pickell
Contact details: cakare@mefis.k12.tr pickellj@mefis.k12.tr

Course Description

In Middle School, physical education students will learn the fundamental skills in sports such as football, swimming, basketball, volleyball and table tennis as well as challenge themselves in fitness tests. All sports will have an emphasis on rules and officiating. We will also focus on soft skills that students can gain from physical education and integrate into their lives outside of sport such as social integration, sportsmanship and teamwork. Our below units are subject to change depending on factors such as sports seasons and facilities available.

Course Aims & Objectives:

Physical Education in Middle School focuses on developing and improving students' fundamental motor skills. Students will learn concepts, principles and strategies for living a healthy active lifestyle and understanding why physical education is important for everybody. They will gain a knowledge of the skills required for proficiency as well as training techniques and officiating. Students will understand that many of the skills learned in PE can be utilised in their lives in school, out of school and their futures in order to be successful and happy.

Enduring understandings:

- Students will understand the motor skills and movement patterns required to perform a variety of physical activities.
- Students will understand that knowledge of movement concepts, principles, and strategies are important in learning and performing physical activities.
- Students will understand how to assess and maintain a level of physical fitness to improve health and performance.
- Students will understand that improvement of health and performance is linked to knowledge of physical fitness concepts, principles, and strategies.
- Students will understand psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
- Students will communicate understanding by using physical and health terminology effectively.
- Students will understand the physical, social, and emotional benefits of Physical Education.

| UNIT 1: Welcome to PE | |
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| Timeframe | |
| Learning goals: | <ul style="list-style-type: none">• Classroom management - safety and expectations• Building effort• Goals for the year |
| Assessments / activities: | Team building activities Baseline fitnessgram test - pacer, mile, flex arm hang, push up, plank, curl up Diamond sports Participation and effort |

| UNIT 2 :Building confidence in water | |
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| Timeframe | |
| Learning goals: | <ul style="list-style-type: none"> • Demonstrate competence in selected strokes and safety techniques • Develop swimming stroke and confidence in the water • Basic rescue and safety around water • Ability to peer assess swimming skills |
| Assessments: | <ul style="list-style-type: none"> • participate in activities in pool • Create a water safety program for children and adults to be safe around water. Must demonstrate knowing and understanding of water safety, rescue and basic swimming techniques. • demonstrate development and improvement in core swimming strokes |

| UNIT 3: Field Sense | |
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| Timeframe | |
| Learning goals: | <ul style="list-style-type: none"> • awareness and position development (spacing) • Plyometric movements - controlling your movements • Handball, frisbee, netball and other teams sports to highlight spacing in relation to field sense • Athletics, A variety of different warm up • Movement / body control |
| Assessments: | <ul style="list-style-type: none"> • Identification of spacing during a team sport in relation to field sense • Reflection and improvement plan - reflect on participation of fitness test, analyze results and develop a plan for the year • A interview survey and activity to peer assess students "field sense" during sport |

| UNIT 4: Communication | |
|------------------------------|---|
| Timeframe | |
| Learning goals: | <ul style="list-style-type: none"> • How do effective teams communicate • Demonstrate responsible personal & social behavior • Understand & respect differences in others' skills • Demonstrate knowledge of learning, self-expression, & social interaction • Understand refereeing and demonstrate positive sportsmanship • Understanding american football |
| Assessments: | Build a warm up to be presented in class that promotes physical activity Creating a working team for american football |

| UNIT 5: Teamwork | |
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| Timeframe | |
| Learning goals: | <ul style="list-style-type: none"> • Working as a team • recognizing and using each team member strengths • participating in a wide variety of team sports and activities |

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| Assessments: | <ul style="list-style-type: none"> demonstrating and understanding of team characteristics. |
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UNIT 6: Personal Fitness

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| Timeframe | |
| Learning goals: | <ul style="list-style-type: none"> Demonstrate understanding of why fitness tests are administered Identify personal strengths and weaknesses in performance assessing personal fitness levels developing a plan for improvement working to meet goals of personal plan |
| Assessments: | <ul style="list-style-type: none"> reflection of effectiveness of personal plan |

UNIT 7: racket or held equipment sports

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| Timeframe | |
| Learning goals: | <ul style="list-style-type: none"> Demonstrate competence in selected motor skills intro to a variety of sports that use a held equipment table tennis, tennis, badminton, floor hockey, lacrosse, squash, pickle ball Body Positioning, hand - eye coordination in different situations |
| Assessments: | |

UNIT 8:

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PSHE (PERSONAL SOCIAL AND HEALTH EDUCATION)

Teacher(s): Vanessa Vitello

Contact details: vitellov@mefis.k12.tr

Course Description:

The PSHE curriculum is a vertical programme which is built upon throughout Grade 6-12; the content of each unit is grade specific. The program was designed to align with the guidelines provided by the United Nations and Council of International Schools, regarding having a comprehensive and international child protection and well-being programme. Furthermore, the programme was created with the Child Protection team at MEFIS, and aligns with the Primary PSHE programme, to provide continued learning to students.

The programme will provide a variety of opportunities for students to develop their own self awareness, as well as to develop the social and emotional competencies necessary to manage positive relationships with others. This proactive and preventative programme will focus on emotional and social literacy, with the intention of enhancing our students' well-being and enjoyment of the school environment. It will teach various child protection topics with the aim of proactively ensuring student short- and long-term physical, mental, and emotional health and safety. It will ultimately positively impact their performance and success. All aspects of this programme will be delivered, though some flexibility is required so as to allow concerns/themes to be dealt with if/when they arise.

Course Aims and Objectives:

PSHE aims to develop students' personal, social, and health well-being. Personal well-being focuses on developing reflective skills and self awareness, understanding the complexities of emotions and their impact on behaviour, and developing strategies to manage emotions in positive and constructive ways, in order to take our individual place within a community. Social well-being focuses on developing the personal and social skills needed to create a positive, balanced and constructive place within a community. Health well-being focuses on developmental, socioemotional and physical issues that arise during adolescence in order to develop (coping) strategies and improve well-being. Woven throughout these core categories are Child Protection topics; these focus on proactively and reactively ensuring that students are knowledgeable about topics regarding their safety, understand how to protect themselves, and know how to get help.

Enduring understandings (for the Grade 6 PSHE Programme):

- Students will gain an understanding of the importance of positive self-talk and know how to do it.
- Students will gain an understanding of the complex nature of emotions and their connection to behaviours, attitudes and actions.
- Students will develop their personal self-awareness, listening, and reflection skills, and understand how to effectively apply these to build healthy and strong relationships with others.
- Students will begin to understand themselves and their bodies in regards to becoming an adult.
- Students will broaden their sense of international- and open-mindedness.

| UNIT 1: Personal Education | |
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| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none">• Understand the importance of seeking help when needed.• Explore emotional, social, & psychological concerns that students need help with.• Determine sources of reliable and trustworthy help.• Understand self-talk as a constant internal dialogue.• Explore the benefits of positive self-talk.• Explore the damage caused by negative self-talk. |

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| | <ul style="list-style-type: none"> • Develop the practice of positive self talk using CBT strategies. |
| Assessments: | Informal: Ongoing self reflection, teacher & peer observation |

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| UNIT 2: Social Education | |
| Timeframe | 10 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Identify characteristics of (un)healthy friendships and understand the effects of an (un)healthy friendship. • Develop skills to build a healthy friendship and fix/leave an unhealthy friendship. • Understand the short- and long-term effects of spreading rumors. • Learn how to manage rumors. • Understand the benefits of active listening and learn to build listening skills. • Recognize the difference and effects of an inclusive and exclusive situation. • Learn the difference and effects of joking, teasing, and bullying. • Build skills to say "no" in an uncomfortable situation or to peer pressure. • Learn skills to establish communication between child and parents. • Reflect upon the bystander effect (in relation to bullying and the wider world) and develop skills to combat it. |
| Assessments: | Informal: Ongoing self reflection, teacher & peer observation |

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| UNIT 3: Internationally-Minded Education | |
| Timeframe | 4 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Develop self-awareness within an international community. • Learn what it means to be a 'third-culture kid'. • Understand the importance of being internationally- and open-minded. • Develop skills on being respectful and tolerant of others. |
| Assessments: | Informal: Ongoing self reflection, teacher & peer observation |

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| UNIT 4: Health Education | |
| Timeframe | 10 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Understand how the biologically male and biologically female body changes during puberty. • Learn to practice and communicate good body and facial hygiene. • Understand how puberty can affect our body-image and how this then affects us in socioemotional ways. • Develop a healthy body-image. |
| Assessments: | Informal: Ongoing self reflection, teacher & peer observation |

SOAR (Skills Class)

Teacher(s): Renata Korzun

Contact details: korzunr@mefis.k12.tr

Course Description:

We aspire to prepare our students for success, by teaching them self management skills early on. The skills taught throughout this program are intended to compliment all aspects of learning by providing the students with tools for success.

SOAR delivers its instruction in an inclusive manner through group work and encouraging conversation. Every student is encouraged to participate and engage throughout each lesson, in an effort to create a community within the classroom.

Course Aim and Objectives:

This course aims to help students develop life-long academic skills, which will assist them throughout their educational journeys. The units throughout the year will include organization skills, communication skills, study skills, and motivational strategies.

Enduring Understandings:

- We are all unique learners who require individual strategies for success.
- Academic success can be achieved when we are given the right tools.
- Organization, communication, study skills, and motivation are key skills for achieving academic success.

| UNIT 1: Organization | |
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| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none">• Discuss scheduling, planning, and agenda usage options.• Supplement learning by helping students organize their assignments and tasks for other classes. |
| Assessments: | Informal: Ongoing self reflection, teacher & peer observation |

| UNIT 2: Communication | |
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| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none">• Review the correct way to write professional emails and general email etiquette.• Outline how to think critically about topics, in order to help students learn how to analyze. This lifelong skill is intended to help students with all aspects of learning.• Facilitate productive discussions and debates, teaching the correct methods of verbal communication. |
| Assessments: | Informal: Ongoing self reflection, teacher & peer observation |

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| UNIT 3: Study Skills | |
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Review how to take notes in class. These skills will help students study for their upcoming exams. • Students will become familiar with study guides, learning how to read and use the study guides given to them by their teachers. Additionally, students will learn how to create their own study guides. • Prepare for exams. • Outline how to research, and how to improve individual research skills. |
| Assessments: | Informal: Ongoing self reflection, teacher & peer observation |

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| UNIT 4: Motivation | |
| Timeframe | 6 weeks |
| Learning goals: | <ul style="list-style-type: none"> • Outline what S.M.A.R.T. goals are and how to set them. • Develop time management strategies and work on ways to productively use work time. |
| Assessments: | Informal: Ongoing self reflection, teacher & peer observation |

LEARNING SUPPORT

Teacher(s): Renata Korzun

Contact details: korzunr@mefis.k12.tr

Course Description:

We believe that every student will succeed with appropriate support. A student who has a learning difficulty and has been identified with a diagnosed learning difficulty is eligible for learning support.

MEFIS provides an inclusive learning support program. The purpose of an inclusive learning support program is to provide children with a meaningful and respectful learning experience that fosters self-confidence, builds efficacy, and increases the student's sense of belonging at MEFIS.

Aim:

To enable students to access the curriculum in all of their subjects through in-class and out-of-class support. We aim for each student to reach his/her full potential. We believe it is the responsibility of all those who interact with students to provide a supportive emotional, social and academic environment, focusing on the unique talents, abilities and needs of the whole child. We aim for each student to be cared for unconditionally and valued equally. We believe effective learning support utilizes a collaborative approach between students, parents and school community in developing an environment that results in optimum learning. We aim to develop in students a sense of responsibility for their own learning and behavior. We aim to challenge students to become productive, responsible members of our community.

Method:

Students will not take Music this academic year, and will receive Learning Support lessons and report card comments in lieu of that. These lessons are focused on: homework understanding and completion, pre-teaching and reviewing academic content, organization, and Learning Goals.

Students will receive accommodations (ex. extra time) according to their Educational Psychologist's report recommendations, and may also receive modifications (ex. shortened work, step-by-step and simplified instructions) if the report recommends it.

Enduring Understandings:

- Students will develop organizational skills.
- Students will consolidate their content knowledge across various domain and subject areas.
- Students will develop their confidence and become reflective learners.
- Students will develop their ability to work autonomously and become inquiry-based learners.
- Students will develop their critical thinking skills and access their learning through multiple intelligences.
- Students will gain an understanding of themselves and take more responsibility for their learning.