CURRICULUM GUIDE
2025 - 2026
GRADE 8

MEF IS Motto

Building bridges between countries and cultures

MEF IS Mission

We inspire, nurture and challenge our learners to realize 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 rigour
- 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

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 in working with information and ideas using a variety of sources by analysing 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 rigour, 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:

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.

Performance Grade 1: Projects / Performance tasks / Essay / Labs	40% of total grade

Performance grade 2 are shorter formative assessments. There should be a minimum of three graded assignments.

Performance Grade 2: Classwork / Homework / Quizzes	10% of total grade

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 counselling is available to all students in need. Students needing support from individual subjects should discuss this with their teachers.

Attendance

Consistent and punctual attendance is important for all students' learning. If students know they plan to miss school, they should complete the student missing worksheet before they leave. Students returning from missing school have the responsibility to catch up on this missed work themselves. Students missing internal 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

Exam 2: June 1 - 5, 2026

GRADE 8 OVERVIEW

Course of study

The Grade 8 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 Diploma 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:

Grade 8 English Literature course aims to help students improve their existing language skills further while providing them with tools of literacy. Students read works from various genres and periods concerning dystopia and coming of age and practice discussing the difference between fiction and nonfiction as well as using analysis techniques.

Texts that will be covered in this academic year are:

Red Scarf Girl by Ji-Li Jiang (summer homework)
Assorted dystopian stories
Nonfiction texts
Animal Farm by George Orwell
Checkpoint prep reading material
Short Fiction linked to the Cambridge World Literature Course

Course Aims & Objectives:

- Practice different types of writing
- Analyse elements of style such as tone, mood or purpose
- Practice sentence structures and using vocabulary in context
- Practice inferring meaning from context and language use
- Preparation for the Checkpoint exams

Enduring understandings:

- Students will understand that enduring themes and character studies connect the texts that they read.
- Students will understand that the contexts of production and reception shape a text's content and meaning.
- Students will understand that the study of literature is a cross-curricular discipline.
- Students will understand that knowledge of stylistic techniques enriches our interaction with a text.
- Students will understand that the purpose of a text determines its style and meaning.
- Students will understand that once published, texts are open to multiple interpretations by their audiences.

Transdisciplinary links:

- Unit 1: Science - researching modern and upcoming technologies and their implications
- Unit 2: Ethics - deconstructing how persuasive skills are used by advertisements and governments
- Unit 3: History - analyzing totalitarian regimes and how they begin
- Unit 5: Psychology - exploration of grief, love, ambition, fear & how they manifest in historic texts

UNIT 1: DYSTOPIAN LITERATURE	
Timeframe	10 weeks
Learning goals:	● To identify and analyze the key elements and conventions of Dystopian fiction. ● To understand how Dystopian fiction reflects historical and contemporary social, political, and cultural issues. ● To evaluate authors' perspectives, influences, and intentions in shaping their Dystopian worlds. ● To explore how literary devices such as symbolism, figurative language, and imagery contribute to meaning in Dystopian texts. ● To develop skills in close reading and critical thinking through discussion and written responses. ● To make connections between Dystopian literature and students' own lives, as well as current global issues. ● To present and reflect on their creative and analytical work, demonstrating clear communication and awareness of the audience.
Assessments	Dystopian Research Project Dystopian Creative Writing Book Club Project #1 Test

UNIT 2: SPEECHES, ARGUMENTATION, & PERSUASIVE WRITING	
Timeframe	9 weeks
Learning goals:	● Develop strategies to be able to locate, retrieve and compare information and ideas from a variety of texts ● Understand differences between formal and informal styles ● Analyse how layout, presentation, format etc chosen by the writer contribute to the meaning and incorporate it in writing ● Write to comment on and analyse a text to establish a clear and logical viewpoint in response to a text. ● Examine the language features and conventions of non-fiction texts ● Identify logical fallacies & types of rhetoric ● Use and analyse persuasive language techniques
Assessments	Advertisement Research Project Book Report Project #2 Persuasive Essay Exam 1

UNIT 3: GLOBAL CITIZENSHIP - *ANIMAL FARM by GEORGE ORWELL*	
Timeframe	10 weeks
Learning goals:	● To understand Animal Farm as an allegory, identifying how characters, events, and symbols reflect historical and political realities. ● To analyze themes of power, corruption, propaganda, and class within the novel. ● To explore how Orwell's historical context and personal perspective shaped the text. ● To examine the use of literary devices such as allegory, satire, irony, and

	symbolism in developing meaning. ● To evaluate the role of language and persuasion in shaping belief and controlling society. ● To connect the novel's ideas to modern and historical examples of leadership, government, and resistance. ● To produce analytical and creative responses to the text, including essays, speeches, or reimagined scenes. ● To reflect on the relevance of Animal Farm today, considering how literature can both critique and influence society.
Assessments	Propaganda Project Journal Portfolio Book Club Project #3 Test 2

UNIT 4: EXAM PREP for CHECKPOINT EXAM	
Timeframe	4 weeks
Learning goals:	● Read for understanding and inferring key information from written texts ● Use grammatical and structural language conventions appropriately ● Use a range of vocabulary and suitable levels of formality to address an intended audience ● Improve writing skills ● Practice selecting proper quotes from the texts to support a point
Assessments	Cambridge Checkpoint External examinations: Paper 1 and Paper 2

UNIT 5: INTRO TO WORLD FICTION	
Timeframe	5 weeks
Learning goals:	● Understand, interpret, and respond to a variety of literary texts ● Recognize how authors use narrative perspective, structure, language, and literary devices to create meaning. ● Appreciate the influence of historical, social, and cultural contexts on literary works. ● Engage with texts meaningfully, forming independent interpretations supported by textual evidence. ● Present analytical and imaginative responses clearly and coherently, in both formal writing and discussion. ● Compare texts from different periods, cultures, or genres, analyzing similarities, differences, and authorial intentions.
Assessments:	Book Club Project #4 Exam 2

ELL ENGLISH (ENGLISH LANGUAGE LEARNING)

Teacher: 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 supports students in reaching at least low B1 level in all skills by the end of Grade 8.The course is organized into 9 thematic units, each integrating 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 9 – Cambridge, which provides structured language content, vocabulary, and exercises aligned with the 9 units. Throughout the year, students will explore themes such as views and voices, well-being, tourism, science, technology, rules and laws, competition, environment, and achievements and ambitions, providing authentic contexts for language use. Students will complete performance tasks, projects, presentations, and writing activities that reflect real-life language use and prepare them for future academic study in English.

Texts and Authors that will be covered in Grade 8:

Students will primarily use Global English 9 – 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:

  -Malala Yousafzai (*I Am Malala* excerpts)

  -J.K. Rowling (*Harry Potter* excerpts)

  -Markus Zusak (*The Book Thief* excerpts)

  -Shel Silverstein (poems and 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, 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, reports, and articles, 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: Views and Voices – Social Studies / Psychology: Classroom discussion, teenage perspectives, and character behaviour.
- Unit 2: Well-Being – Health / Personal Development: Balanced diet, mental health, happiness, and technology use.
- Unit 3: Tourism – Geography / Economics: Responsible tourism, holidays, and travel writing.
- Unit 4: Science – Biology / Technology: Humans, animals, genetics, inventions, and scientific discussion.
- Unit 5: Technology – ICT / Social Studies: Social media, digital developments, and future techs.
- Unit 6: Rules and Laws – Humanities / Civic Education: School rules, moral dilemmas, rights and responsibilities.
- Unit 7: Competition – Physical Education / Social Studies: Sports, competitions, debates about rivalry and fairness.
- Unit 8: Environment – Science / Geography: Climate change, sustainability, zero waste, and weather.
- Unit 9: Achievements and Ambitions – Personal Development / Career Studies: Ambitions, inspiring stories, career paths, and success.

UNIT 1: *VIEWS and VOICES*	
Timeframe	4 weeks
Learning goals:	● Participate in classroom discussions on teenage psychology. ● Compare and analyze different texts and media sources. ● Interpret photographs and visual materials effectively. ● Use Present Simple and Present Continuous accurately in writing and speaking. ● Apply -ing forms and passive constructions correctly. ● Use classroom interaction vocabulary and describe character and behaviour. ● Deliver clear and structured short presentations. ● Read and interpret texts, linking visual and written content.
Assessments:	● Performance Task: **Views and Voices Project** – Students prepare a presentation or project analyzing a text or media piece, including visual aids, comparing ideas, and using Present Simple/Continuous, -ing forms, and passive constructions accurately. ● Additional: Essay or project write-up. ● Classwork, Homework, Quizzes: Vocabulary and grammar practice related to character, behaviour, and classroom interaction; comprehension exercises; short writing tasks.

UNIT 2: *WELL-BEING*	
Timeframe	4 weeks
Learning goals:	● Explore topics related to balanced diet, healthy eating, and the impact of technology on health. ● Discuss concepts of happiness and well-being, interpreting stories and articles on the topic. ● Use abstract nouns accurately in writing and speaking. ● Apply comparative adjectives and adverbs to describe differences and similarities. ● Use strong adjectives and intensifiers for emphasis. ● Apply modal verbs with perfect forms (must/might/can't + have) to speculate about past events. ● Deliver short oral presentations about health, well-being, or lifestyle choices. ● Write structured texts such as reflections, summaries, or informative paragraphs using accurate grammar and vocabulary.
Assessments:	● Performance Task: **Well-Being Project** – Students research or create a health or lifestyle project and present it in both written and oral formats. They must include data, visual aids, and use comparative adjectives/adverbs, abstract nouns, and modal perfect forms accurately. ● Additional: Essay or project write-up. ● Classwork, Homework, Quizzes: Vocabulary on health and well-being, grammar practice with comparative structures, abstract nouns, and modal perfect forms.

UNIT 3: *TOURISM*	
Timeframe	4 weeks
Learning goals:	● Explore different types of holidays and their cultural significance. ● Discuss and debate the impact of tourism, including responsible tourism. ● Write descriptive travel accounts and reviews. ● Use compound nouns and multi-word verbs related to travel. ● Apply the past continuous passive in storytelling and descriptions. Analyze texts about holidays, tourism, and sustainability. ● Deliver short oral presentations on tourism topics (e.g., responsible travel, dream holiday, challenges of mass tourism).
Assessments:	● Performance Task: **Tourism Project** – Students create a travel blog entry or brochure about a destination, highlighting responsible tourism practices. They present their project orally, using compound nouns, multi-word verbs, and past continuous passive accurately. ● Additional: Travel writing assignment or essay on responsible tourism. ● Classwork, Homework, Quizzes: Vocabulary and grammar practice (travel collocations, compound nouns, multi-word verbs, past continuous passive); comprehension questions on travel texts; short writing tasks.

UNIT 4: *SCIENCE*	
Timeframe	4 weeks
Learning goals:	● Explore scientific topics such as humans, animals, disease, genetics, and inventions. ● Build and apply scientific vocabulary (e.g., DNA, farming, sight and colour). ● Discuss ethical issues (e.g., zoos, genetic modification, medical inventions). ● Use conjunctions to link ideas in scientific discussions and writing. ● Apply passive forms and present perfect continuous in both oral and written contexts. ● Read and analyze texts related to inventions, health, and science in society. ● Deliver presentations about a scientific invention, discovery, or ethical issue. ● Write structured texts (essays, reports, or reflections) on science-related themes.
Assessments:	● Performance Task: **Science & Society Project** – Students research a scientific invention, discovery, or ethical debate (e.g., cloning, vaccines, zoos). They prepare a written report and present findings orally, using passive forms and conjunctions accurately. ● Additional: Short essay or reflection on a science-related topic (e.g., “Should animals be kept in zoos?”). ● Classwork, Homework, Quizzes: Vocabulary practice (DNA, genetics, inventions, farming, colour/sight); grammar exercises (conjunctions, passive forms, present perfect continuous); reading comprehension and discussion tasks.

UNIT 5: *TECHNOLOGY*	
Timeframe	4 weeks
Learning goals:	● Explore the impact of social media, future technology, and digital developments on society. ● Compare viewpoints on the advantages and disadvantages of technological change. ● Conduct and participate in interviews about digital habits and future predictions. ● Use relative clauses to add detail when describing technologies and innovations. ● Express the future using different forms (will, going to, future continuous). ● Strengthen technology-related vocabulary (apps, platforms, devices, AI, digital trends). ● Predict future technologies and their possible impact on everyday life. Deliver oral presentations on a chosen technology or digital trend. ● Write analytical texts (essays, predictions, or opinion pieces) about technology's role in society.
Assessments:	● Performance Task: **Future Tech Project** – Students research or design a future technology concept. They present it orally (with visual aids such as slides, posters, or mock-ups) and submit a written report, using relative clauses and future forms accurately. ● Additional: Short essay or opinion piece (e.g., "Will social media improve or harm communication in the future?"). ● Classwork, Homework, Quizzes: Vocabulary practice (digital tools, social media, AI, future tech); grammar tasks (relative clauses, future forms, future continuous); reading comprehension and discussion tasks. ● Exam 1

UNIT 6: *RULES and LAWS*	
Timeframe	4 weeks
Learning goals:	● Explore school, family, and societal rules, and reflect on their importance. ● Discuss moral dilemmas and express opinions about rights and responsibilities. ● Analyze real-life or fictional situations where rules and laws are challenged. ● Use **passive + infinitive** to describe obligations and rules (e.g., "Students are required to…"). Apply the **third conditional** to imagine alternative outcomes in moral or legal dilemmas. ● Practice **reported speech** to summarize discussions, debates, or interviews. Strengthen vocabulary related to school rules, family expectations, rights, and responsibilities. ● Deliver short debates or role plays on rule-related issues (e.g., curfews, school uniforms, freedom of speech).
Assessments:	● Performance Task: **Rule Debate Project** – Students prepare and participate in a class debate or role play about a moral dilemma or school/family rule. They must use third conditional and reported speech accurately, and support their arguments with clear reasoning. ● Additional: Written essay or reflection (e.g., "Are school uniforms necessary?" / "What would happen if traffic laws didn't exist?").

	● Classwork, Homework, Quizzes: Vocabulary practice (rules, rights, responsibilities); grammar exercises (passive + infinitive, third conditional, reported speech); reading comprehension and discussion tasks.

UNIT 7: *COMPETITION*	
Timeframe	4 weeks
Learning goals:	● Explore the role of competition in sports, school, and daily life. ● Discuss the advantages and disadvantages of competitive activities. ● Describe sporting events, competitions, and achievements in detail. ● Use the **past perfect simple and continuous** to narrate sequences and background events. ● Strengthen use of **comparatives and superlatives** when evaluating performance and outcomes. ● Develop vocabulary related to sports, teamwork, and competition. ● Engage in debates about fairness, rivalry, and the value of sportsmanship. Deliver short oral presentations or commentaries on famous competitions or personal experiences.
Assessments:	● Performance Task: **Sports Report Project** – Students create a written and oral report of a real or imaginary competition (e.g., a school sports day, Olympic event, or e-sports match). They must use past perfect simple/continuous and comparatives accurately, and include vivid sports vocabulary. ● Additional: Debate or reflection essay on competition (e.g., "Is competition always good for students?"). ● Classwork, Homework, Quizzes: Vocabulary practice (sports and competition terms); grammar exercises (past perfect, comparatives); comprehension and discussion of sports-related texts.

UNIT 8: THE ENVIRONMENT	
Timeframe	4 weeks
Learning goals:	● Explore issues related to climate change, sustainability, and zero waste. ● Discuss sustainable living practices and environmental responsibility. ● Interpret weather forecasts and connect them to climate patterns. ● Use adverbs of frequency to describe habits and routines related to sustainability. ● Apply multi-word verbs and complex noun phrases in writing and speaking about the environment. ● Expand vocabulary related to weather, climate change, and sustainable living. ● Deliver oral presentations or reports about environmental issues. ● Write structured articles, reflections, or proposals on sustainability and environmental protection.
Assessments:	● Performance Task: **Sustainability Project** – Students research or design a sustainable living initiative, presenting it in both oral and written formats. They must use adverbs of frequency, multi-word verbs, and complex noun phrases accurately, and include environmental vocabulary. ● Additional: Reflection essay, article, or proposal related to environmental topics.

	● Classwork, Homework, Quizzes: Vocabulary practice (climate, weather, sustainability), grammar exercises (adverbs of frequency, multi-word verbs, complex noun phrases), comprehension and discussion of environmental texts. ● Exam 2

UNIT 9: *ACHIEVEMENTS and AMBITIONS*	
Timeframe	4 weeks
Learning goals:	● Explore students' ambitions and future goals. ● Discuss inspiring stories and positive thinking. ● Talk about career paths, success stories, and personal achievements. ● Use relative clauses, participle clauses, and dependent prepositions accurately in writing and speaking. ● Expand vocabulary related to jobs, inspirational figures, and adjectives to describe people. ● Deliver oral presentations about personal ambitions or biographies of inspiring individuals. ● Write structured profiles, essays, or reflections on achievements and future goals.
Assessments:	● Performance Task: **Ambition Project** – Students research or describe an inspirational figure or their own ambitions in both oral and written formats. They must use relative clauses, participle clauses, and dependent prepositions accurately, and include relevant vocabulary. Additional: Essay or profile write-up reflecting on ambitions or achievements. ● Classwork, Homework, Quizzes: Vocabulary practice (jobs, inspirational figures, descriptive adjectives), grammar exercises (relative clauses, participle clauses, dependent prepositions), comprehension and discussion of texts about success and ambition.

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 BEGINNER

Teacher(s): Lucie Solyga

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Course Description

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, future goals, the environment and young people's rights. Thematic readings, which include a selection of short descriptive and narrative texts, will serve as stepping stones to oral and written activities.

Course Aims & Objectives:

The course aims to give students the means to continue to acquire and develop their language knowledge and skills through discussing situations and issues that are relevant to their daily lives. By the end of the course, students will be able to:

- produce clear, well-structured, detailed texts on a variety of topics, showing controlled use of organizational patterns and connectors.
- discuss experiences and events, dreams, hopes and ambitions and give reasons and explanations for opinions and plans.

Enduring understandings:

- Students will understand that the goal of the learning language is effective communication.
- Students will identify their own language learning styles.
- Students will understand that taking risks can benefit learning a language.
- Students will learn why communicating another language opens doors.
- Students will understand how the written language is different from the spoken language.
- Students will learn how to figure out meaning even when not all the words are understood.

UNIT 1: Introduction	
Timeframe	10 weeks
Learning goals:	• Meet, greet and say goodbye using pronouns *je* and *tu* • 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 • Understand classroom instructions using definite articles *le/la/les/l'* • Say what colour things are and understanding agreement of adjectives • Talking about yourself and others (age, birthday) and using *être* and *avoir*, numbers up to 100, and question words • Saying where you are from and where you live and using prepositions with towns and countries (*à, en, aux etc.*) • Describing someone's physical appearance and personality using adjectives (physical description, character etc.) • Discussing family life using the present tense and positive/negative statements • Talking about relationships with family • Talk about family using possessive pronouns : *mon/ma/mes, ton/ta/tes* • Discovering french speaking countries (*la Francophonie*)

	● Talking about food and drinks ● Discuss weekend activities and routine ● Talk about hobbies and interests ● Discuss health and sport using the imperative and negatives ● Talking about healthy lifestyle using positive/negative statements ● Revise the body parts ● Describe illnesses and understand the doctor or pharmacist's advice ● Discuss the differences between French eating habits with those of other cultures using the comparative
Assessments:	Homework checked and assessed regularly Weekly quizzes Performance Task or Project 1 Exam 1

UNIT 2: The routine	
Timeframe	11 weeks
Learning goals:	● Talking about sports, games and musical instruments using *jouer à/de, faire du, de la* ● Say what you like to do using *aimer*+infinitive ● Talking and asking for daily activities expressing frequency ● Talking about daily routine outside of school using irregular and reflexive verb ● Describe where you live using –er verbs (*habiter)* in the present tense ● Name the rooms in a house ● Describe your bedroom using prepositions (*sur, devant, à côté de, sous…)* ● Say what you do and don't do at home using negative structure *ne…pas* ● Tell the time and counting up to 69 ● Formulating questions related with the weather ● Ask and talking about places in town ● Ask for and understanding simple directions using question word *où* and *tu/vous* forms ● Say where you are and where you are going using the prepositions *au, à la, à l', aux.* ● Make and respond to suggestions for going out using *on va* ● Order food, asking the cost and understanding the prices ● Talking about french festivals and celebrations (ex: *14 juillet*)
Assessments:	Homework checked and assessed regularly Weekly quizzes Performance Task or Project 2

UNIT 3: Free time	
Timeframe	8 weeks
Learning goals:	● Discuss going on holiday using *aller* + infinitive ● Talk about countries and languages using the preposition *en* ● Talk about holidays using question words ● Talk about means of transport/types of holiday accommodations ● Revise leisure activities and hobbies using the present tense ● Talk about TV programmes you watch using opinions

	● Knowledge of message from Facebook, review, song, part weather, conversation, interview ● Learning about different media types (radio / news article / tv /internet) ● Discuss TV and cinema using articles and object pronouns ● Talk about new technologies using *pour* + infinitive ● Expressing opinion in an invitation showing acceptance or rejection using *vouloir* ● Make excuses using *pouvoir* and *devoir* ● Using of impersonal verbs ● Talk about clothes using adjectival agreements ● Talk about where you like to shop and what you like to buy ● Indicating equality / Making comparisons
Assessments:	Homework checked and assessed regularly Weekly quizzes Performance Task or Project 3

UNIT 4: Education	
Timeframe	8 weeks
Learning goals:	● 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 *to be + to have* ● Talk about strengths and weaknesses using intensifiers and connectives. ● Talk about what you do in the morning using reflexive verbs (review) ● Say at what time you do things at home (review) ● Talk about what you do after school using the verb *faire* ● Know the numbers up to 100 ● Talk about where your career and studies using the near future
Assessments:	Homework checked and assessed regularly Weekly quizzes Exam 2

FRENCH INTERMEDIATE

Teacher(s): Nathalie Beuret

Contact details: beuretn@mefis.k12.tr

Course Description

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, future goals, the environment and young people's rights. Thematic readings, which include a selection of short descriptive and narrative texts, will serve as stepping stones to oral and written activities.

Course Aims & Objectives:

The course aims to give students the means to continue to develop their language knowledge and skills through discussing situations and issues that are relevant to their daily lives. By the end of the course, students will be able to:

- produce clear, well-structured, detailed texts on a variety of topics, showing controlled use of organizational patterns and connectors.
- discuss experiences and events, dreams, hopes and ambitions and give reasons and explanations for opinions and plans.

Enduring understandings:

- Students will understand that the goal of the learning language is effective communication.
- Students will identify their own language learning styles.
- Students will understand that taking risks can benefit learning a language.
- Students will learn why communicating another language opens doors.
- Students will understand how the written language is different from the spoken language.
- Students will learn how to figure out meaning even when not all the words are understood.

UNIT 1: Révisions générales - *Re-engaging*	
Timeframe	7 weeks
Learning goals:	● Talk about past holidays and daily routine using the present and past tenses ● Talk about yourself and other people using key present tense verb forms ● Talk about invitations and excuses when going out ● Talk about clothes using the adjectival agreements ● Describe healthy living using negatives and partitives
Assessments:	Homework checked and assessed regularly Weekly quizzes Performance Task or Project 1 Exam 1

UNIT 2: MON AVENIR - *My future*	
Timeframe	8 weeks
Learning goals:	• Talk about exams, revision and future plans using the simple and near future • Talk about further education and careers • Talk about what you would like to do using the conditional • Discuss the benefits of taking a year gap • Discuss about the technology of the future
Assessments:	Homework checked and assessed regularly Weekly quizzes Performance Task or Project 2

UNIT 3: IL ÉTAIT UNE FOIS - *Once upon a time*	
Timeframe	8 weeks
Learning goals:	• Talk about what you used to do or be like using the imperfect tense • Understand a narrative in the imperfect • Write a biography • Compare present with past • Give and understand the details of an incident
Assessments:	Homework checked and assessed regularly Weekly quizzes Performance Task or Project 3 Exam 2

UNIT 4: LE DROIT DES JEUNES - *Youth's rights*	
Timeframe	7 weeks
Learning goals:	• Describe young people and work using indirect and direct pronouns • Use the language of human right activists • Discuss young people's concerns • Discuss unemployment and its consequences
Assessments:	Homework checked and assessed regularly Weekly quizzes Performance task or Project 4

UNIT 5: LE MONDE EN DANGER - *The world in danger*	
Timeframe	7 weeks
Learning goals:	● Discuss world issues ● Talk about problems in your area ● Talk about environmental projects ● Understand news stories
Assessments:	Homework checked and assessed regularly Weekly quizzes Performance Task or Project 5 Exam 2

SPANISH B - INTERMEDIATE LEVEL

Teacher(s): Miguel Ángel Montañés Giménez

Contact details: montanesm@mefis.k12.tr

Course Description

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of Spanish while exploring a variety of themes, such as relationships, future goals, the environment and young people's rights. Thematic readings, which include a selection of short descriptive and narrative texts, will serve as stepping stones to oral and written activities.

Course Aims & Objectives:

The course aims to give students the means to continue to develop their language knowledge and skills through discussing situations and issues that are relevant to their daily lives. By the end of the course, students will be able to:

- produce clear, well-structured, detailed texts on a variety of topics, showing controlled use of organizational patterns and connectors.
- discuss experiences and events, dreams, hopes and ambitions and give reasons and explanations for opinions and plans.

Enduring understandings:

- Students will understand that the goal of the learning language is effective communication.
- Students will identify their own language learning styles.
- Students will understand that taking risks can benefit from learning a language.
- Students will learn why communicating another language opens doors.
- Students will understand how the written language is different from the spoken language.
- Students will learn how to figure out meaning even when not all the words are understood.

UNIT 0: INTRODUCCIÓN Y REVISIÓN - Introduction and Revision	
Timeframe	2 weeks
Learning goals:	Introduction ● Read simple tests about a number of topics using different verb tenses. ● Listen to classroom instructions ● Write short compositions about different topics to review grammar and vocabulary. ● Explain how to use different verb tenses (Present, Present continuos, Present Perfect, etc) ● Think, create and design poster, instructions, vocabulary lists
Assessments:	On-going assessment through class work. / Homework assignments. / Quizzes/ Oral projects.

UNIT 1: MIS AMIGOS Y YO - *My friends and I*	
Timeframe	5 weeks
Learning goals:	My friends and I ● Read a psychological test, an article about adolescents and a campaign against bullying. ● Listen to conversations about friendship. ● Write about friendship (relationships, problems, ...). ● React with agreement or disagreement about an article and give advice. ● Talk about friendship and teens.
Assessments:	On-going assessment through class work / Homework assignments / Quizzes /Performance task or Project 1.

UNIT 2: ¿Qué pasó?	
Timeframe	9 Weeks
Learning goals:	What happened? ● Read comics, anecdotes and short stories. ● Listen and read a romance; listen to people telling anecdotes. ● Write questions for a short interview and write a story. ● Tell anecdotes and react to them. ● Tell stories that happened in the past ● Prepare for Exam 1
Assessments:	Ongoing assessment through class work. Homework assignments. Quizzes. Performance task. Exam 1

UNIT 3: UNA PAUSA PARA LA PUBLICIDAD - A commercial break	
Timeframe	7 weeks
Learning goals:	A commercial break ● Read advertisements and advertising campaigns. ● Hear about rules, prohibitions and requests to organize a teenage party. ● Argue the opinion about advertising, write the script of an advertisement and some rules in school and in class. ● Discuss some rules, give and receive orders and instructions. ● Go over the study guide and prepare for exam 4.
Assessments:	Ongoing assessment through class work. / Homework assignments. / Quizzes, / Projects.

UNIT 4: ¿QUÉ SERÁ, SERÁ? - What will be, will be?	
Timeframe	10 weeks
Learning goals:	What will be, will be ● Read several articles about the future of our environment, science and technology

	● Listen to people talking about their future. Recommendations to solve environmental problems and about the future of the planet ● Imagine and invention and explain it ● Practice with IGCSE Exams ● Go over the study guide and prepare for Exam 2
Assessments:	Ongoing assessment through class work. / Homework assignments. / Quizzes, / Projects.

SPANISH B - BEGINNER LEVEL

Teacher(s): Valeria Gutiérrez Ramírez

Email: ramirezv@mefis.k12.tr

Course Description:

The main focus of the course is on the acquisition of language required for purposes and situations in everyday social interactions. The Spanish course provides a solid grammar and vocabulary framework for beginner students. It also emphasizes the development of listening and speaking skills to help students communicate with confidence in real-life contexts. Furthermore, cultural aspects are integrated into the lessons, allowing students to gain a deeper understanding of Spanish-speaking communities.

Course Aims & Objectives:

The course aims to give students the means to continue to develop their language knowledge and skills through discussing situations and issues that are relevant to their daily lives. By the end of the course, students will be able to:

- produce clear, well-structured, detailed texts on a variety of topics, showing controlled use of organizational patterns and connectors.

- discuss experiences and events, dreams, hopes and ambitions and give reasons and explanations for opinions and plans.

Enduring understandings:

- Students will understand that the goal of the learning language is effective communication.
- Students will identify their own language learning styles.
- Students will understand that taking risks can benefit from learning a language.
- Students will learn why communicating another language opens doors.
- Students will understand how the written language is different from the spoken language.
- Students will learn how to figure out meaning even when not all the words are understood.

UNIT 1: My identity	
Timeframe	13 weeks

Learning goals:	● Talking about yourself and others (age, birthday) and using *tú* and *usted*, numbers up to 100, and ask questions. ● Describing someone's physical appearance and personality using adjectives (physical description, character etc.). ● Discussing family life using the present tense. ● Getting information from ID, profiles on social media, news, websites, family trees, blogs, advertisements, messages on social media and/or brochure. ● Describing cities, neighbourhoods and parts of the house. ● Asking for the existence of public services (sports centres, gyms, clubs,etc). ● Discovering Hispanic countries ● Go over the topics as a study guide to revise for the exam.
Assessments:	Homework and quizzes End-of-unit test Project (To do a Poster / Design a family tree) Performance task EXAM 1

UNIT 2: Habits and Hobbies	
Timeframe	13 weeks
Learning goals:	● Talking and asking about daily activities expressing frequency and reviewing habits ● Using of quantifiers (*muy, mucho, poco*) and prepositions of place ● Talking about daily routine outside of school using irregular and reflexive verbs ● Knowledge of map, plane, article, informative brochure, forum, entry from blog, Email, schedule, questionnaire ● Discovering Hispanic countries ● Talking about sports activities expressing preference. ● Expressing and comparing tastes in food and drink. ● Talking about habit food and asking in and establishment of food. ● Discuss health and sport using the imperative and negatives. ● Giving and asking about meals and its preparation using impersonal mode *se* ● Understanding and using pronouns in object direct. ● Discovering south american countries
Assessments:	Homework and quizzes Project (design a project of a new neighbourhood / write a entry of Blog about your everyday life) Project (Prepare a Spanish competition / Writing recipes of their favorite hispanic meals) Performance Task

UNIT 3: Entertainment	
Timeframe	11 weeks
Learning goals:	● Talking about plans and intentions ● Expressing opinion in an invitation showing acceptance or rejection ● Talking about the weather ● Exchanging ideas about preferences of climate and favourite places ● Analysing climate and personality ● Using of impersonal verbs (*llueve, nieva, está nublado, hace frío…*) ● Indicating equality / Making comparisons ● Knowledge of vignette, message from Facebook, review, song, part weather, conversation, interview ● Discovering Hispanic countries ● Expressing ability and knowledge about geographical places and type of transportation ● Expressing reasons, purposes, opinions related to a vacation trip ● Asking and giving directions as a tourist or to a tourist ● Describing and expressing opinions about visited places
Assessments:	Homework and quizzes End-of-unit test Project (Write an email / Write an informative article) Performance task Final Exam

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 - What is Development?
- Humanities - World War I

★ **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:	● 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: REVISION OF SELJUK TURKS AND OTTOMAN EMPIRE	
Timeframe	2 weeks
Learning goals:	● Review the basic information about the history of Seljuk and Ottoman Turks. ● Compare the Seljuk and Ottoman Empires. ● Revise the functional Turkish expressions used in daily life.
Assessments:	Teacher observation and participation. (formative assessment) Student participation (formative assessment) Project

UNIT 3: ATATURK'S LIFE / SURVIVAL TURKISH IN DAILY LIFE	
Timeframe:	7 weeks
Learning goals:	● Learn about Ataturk's life. ● Analyze Ataturk's accomplishments and personality. ● Describe Anatolia and Turkish culture during Ataturk's childhood. ● Make basic conclusions about the culture that existed during those times and its possible effects on Ataturk's personality. ● 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

UNIT 4: TURKISH INDEPENDENCE WAR AND ITS CONSEQUENCES	
Timeframe:	5 weeks
Learning goals:	● Analyze the characteristics of the Turkish Independence War. ● Describe Anatolia and Turkish culture during this period. ● Make basic conclusions about the consequences of the war. ● Compare life during the war 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

UNIT 5: FOUNDATION OF THE REPUBLIC OF TURKEY / SURVIVAL TURKISH IN DAILY LIFE	
Timeframe:	7 weeks
Learning goals:	● Analyze the characteristics of the early years of the Republic of Turkey. ● Describe Anatolia and Turkish culture during this period. ● Make basic conclusions about the culture that existed in the beginning of the republic. ● Compare life in the early years 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

UNIT 6: MAJOR TURKISH REVOLUTIONS BY ATATURK / SURVIVAL TURKISH IN DAILY LIFE	
Timeframe:	7 weeks
Learning goals:	● Analyze the characteristics of revolutions brought by Ataturk. ● Describe Anatolia and Turkish culture during this period. ● Make basic conclusions about the culture that existed during these revolutions. ● Compare the life before and after revolutions. ● 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

UNIT 7: MODERN DAY ANATOLIA – ATATURK AND THE REPUBLIC OF TURKEY / TURKISH - REVISION	
Timeframe:	5 weeks
Learning goals:	● Analyze the characteristics of the Republic of Turkey. ● Learn about Ataturk's life and his achievements. ● Analyze the foundations of the Turkish Revolution. ● Describe the fundamentals of Turkish culture in modern day. ● Compare the life in modern Anatolia with the life in your own country. ● 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): Christy Halcom

Contact details: halcomc@mefis.k12.tr

Course Description:

This course will instill students with critical thinking, media literacy, and research skills using global topics. This will provide a strong basis for students to move into the IGCSE Global Perspectives of History Certificate course in years 9 and 10, though the skills will transfer to all other courses. Throughout the year students will develop the skills to take concise and effective notes, read and analyze graphs and maps, recognize reliability and bias within sources regarding historical and current events, and support thoughtful opinions both orally and in writing.

All Humanities students will complete a long term research project during the first unit and those who wish to challenge themselves can choose to continue on their own in order to at which time students will compete in National History Day (NHD). Winning projects will move on to compete at the International NHD Competition. Projects will be on a topic of the students' choice within this year's theme: *Revolution, Reaction, Reform in History.*

Course Aims & Objectives:

Key Concepts:

- Explore the social, economic, environmental and political connections between places and understand the significance of interdependence in change
- Understand the interactions between places and the networks created by flows of information, people and goods
- Understand that the physical and human dimensions of the environment are interrelated, and together influence environmental change
- Explore how concepts of nation, language and religion influence identity and world affairs
- Understand political institutions and theories that have developed and changed over time

Key Skills:

- Think critically, constructively and creatively; analyze and evaluate evidence, draw and justify conclusions
- Use maps, photographs, sources, technology and other geographical/historical data
- Communicate knowledge and understanding using geographical/historical vocabulary in both talking and writing
- Organize, outline, draft and edit short essays
- Develop strategies to organize notes and revise large amounts of information
- Conduct, vet and organize research on a topic of choice
- Develop and support a historical thesis
- Create a completed project, annotated bibliography, and process paper

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 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:

- **Geography**
- **Economics**
- **Earth Science**
- **Global Politics**
- **Theory of Knowledge**
- **English A**
  -Practice different styles of writing
  -Infer meaning from text
  -Practice complex sentences
  -Unit on energy, resources, and industry

UNIT 1: Historical Thinking	
Timeframe	9 weeks
Learning goals:	● Choose a topic within this year's National History Day Theme: Revolution, Reaction, and Reform in History ● Develop a historical research question and modify it as research is conducted ● Create and regularly utilize a research plan ● Collect and organize relevant primary and secondary sources ● Follow a notecard format and meet deadlines for notecard submissions on specific stages of historical development ● Consistently determine that research is relevant to the historical research question ● Write a strong thesis statement to direct a project ● Create an annotated bibliography using Noodletools
Assessments:	Formative assessments such as entrance and exit tickets, discussions, essay writing, small group work, role playing activities, art, speeches, writing journals, and work with primary source documents. Summative Assessment/Performance Task: ● NHD research proposal and analysis of a student-selected relevant primary source in mid November. ● Some historical thinking, research, and citation skills will be on the Term 1 exam. ** Students who would like to continue with their research may choose to create a full project and enter the NHD Competition, but it will not be a requirement this year.*

UNIT 2: Tradition, Culture and Identity	
Timeframe	9 weeks
Learning goals:	Tradition, Culture and Identity ● Define the term perspective and related ideas ● Describe and define their own culture and its influences. ● Compare cultures through discussion and in writing. ● Identify their own biases when studying other cultures. ● Compare and contrast a communal-oriented culture and a culture that emphasizes the individual. ● Evaluate how cultural influences played a role in a specific conflict. ● Develop questions related to cultural identity that considers multiple perspectives and historical sources. ● Explain differences in value and belief systems in various cultures and regions of the world ● Determine social identities within cultures as well as inclusion of a variety of groups.
Assessments:	Formative assessments such as entrance and exit tickets, discussions, essay writing, small group work, role playing activities, art, speeches, writing journals, and work with primary source documents. Summative Assessment: • Exam 1 will cover Tradition, Culture and Identity topics and skills

UNIT 3: What is Development? & NHD	
Timeframe	9 weeks
Learning goals:	What is Development? ● Define, understand and identify: development, development indicators, Human Development Index, Less Economically Developed Countries, More Economically Developed Countries, Non-governmental Organisations ● Consider the effects of development on quality of life ● Explain why some countries are less developed than others: historical, economic and environmental factors ● Identify patterns of development within and between countries ● Explore the idea of sustainable development ● Recognise the importance and implications of sustainable development for people and environments ● Investigate the global food production system ● Consider ethical issues of factory farming ● Explore food desserts and map food access ● Compare and contrast areas with and without water access ● Compare and contrast areas with low water quality ● Describe the impacts of food and water access issues on personal safety and governmental stability
Assessments:	Formative assessments such as entrance and exit tickets, discussions, essay writing, small group work, role playing activities, art, speeches, writing journals, and work with primary source documents. Summative Assessment/Possible Projects: Where Children Sleep, Go to School and Eat Slide Deck; If the World Were a Village Country Study

UNIT 4: Globalization	
Timeframe	9 weeks
Learning goals:	● Define globalization and give several examples ● Recognize why companies go global ● Define TNCs and provide examples ● Explain how the clothing industry is an example of a global industry ● Explore trade and aid systems ● Compare wages in MEDCS and LEDCs to explain why many TNCs use workers in LEDCS to cut costs ● Describe the working conditions in some sweatshops ● Evaluate the pros and cons of globalization ● Explain what is taken into account in calculating our footprint, and recognize that the average footprint per person varies from country to country ● Examine reasons why the ecological footprint is growing and why the earth cannot support this growth ● Describe problems earth will face in 2030 if trends continue ● Assess what can be done to reduce the ecological footprint ● Explore the UN Sustainable Development Goals in relation to ethical and sustainable production and consumption and our environmental footprint.
Assessments:	Formative assessments such as entrance and exit tickets, discussions, essay writing, small group work, role playing activities, art, speeches, writing journals, and work with primary source documents. Summative Assessment: ● Exam 2 will cover both Development and Globalization topics, which are closely linked. ● Project and Summative(for example): Justify Your Lifestyle opinion piece; Create an eco-footprint infographic comparing average citizens from two countries.

INTEGRATED SCIENCE

Teacher(s): Emmanuel Akaiso & Oscar Viez

Contact details: akaisoe@mefis.k12.tr & viezo@mefis.k12.tr

Course Description

This course follows the Cambridge Secondary 1 Checkpoint Science syllabus and introduces students to the key principles of **Biology, Chemistry, and Physics**. Lessons combine **theoretical learning** with **hands-on practical activities**, enabling students to apply scientific ideas to real-life situations.

Through guided scientific investigations, students will learn how to:

- Select suitable apparatus and identify possible hazards.
- Decide whether to use evidence from first-hand experiments or from secondary sources.
- Collect data that is accurate and reliable.
- Recognize and describe patterns, including correlations.
- Draw conclusions and evaluate the effectiveness of their methods.

Course Aims & Objectives

The purpose of this course is to develop the **scientific skills and thinking habits** necessary for success in Cambridge IGCSE and beyond. Students will learn how to design and carry out investigations, analyze and interpret data, and present their findings clearly and accurately.

This course aims to:

- Provide a challenging and rewarding science education through well-structured lessons and practical experiments.
- Develop abilities and skills that:
  - Apply to the study and practice of science.
  - Support decision-making and problem-solving in everyday life.
  - Encourage safe and efficient laboratory work.
  - Promote clear communication of scientific ideas.
- Build curiosity about the natural world and encourage care for the environment.
- Promote an understanding that:
  - Scientific knowledge changes and develops through the work of many people.
  - Science is a global discipline with a shared, precise language.
- Foster scientific attitudes, including:
  - Care for accuracy and precision.
  - Objectivity in observations and conclusions.
  - A questioning and investigative mindset.

Enduring Understandings

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

- Science involves creativity, problem-solving, and critical thinking in a global context.
- Science and technology are based on structured methods and specialized knowledge.
- Scientific information must be analyzed, evaluated, and combined to build understanding.
- Teamwork and effective communication are essential in scientific work.
- Investigations use both traditional and modern technologies.
- Digital tools are important for sharing and presenting scientific ideas.
- Science and technology have both benefits and limitations, and raise ethical questions.
- Different areas of science influence and connect with other fields of knowledge.

Texts

Collins Cambridge Lower Secondary Science – Student's Book: Stage 9
Authors: Mark Levesley, Gemma Young, Aidan Gill, Beverly Rickwood, Stuart Lloyd, Sheila Tarpey, Nigel Saunders
Year: 2021 | ISBN: 978-0-00-836426-7

Collins Cambridge Lower Secondary Science – Workbook: Stage 9
Authors: Beverly Rickwood, Heidi Foxford, Dorothy Warren, Aidan Gill
Year: 2021 | ISBN: 978-0-00-836432-8

Transdisciplinary Links

Environmental Science

- Investigate the effects of human activity on the environment.

Geology

- Observe and classify different types of rocks and soils.
- Examine fossils and study the fossil record.
- Use the fossil record to discuss how scientists estimate the age of the Earth.

UNIT 1: **Photosynthesis and plant growth**	
Timeframe	3 Weeks
Learning goals:	● Define and describe photosynthesis, and use the word equation. ● Explain the importance of photosynthesis to life. ● Explain the importance of water and mineral salts to plant growth.
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 2: **The excretory system**	
Timeframe	1 Week
Learning goals:	● Identify the organs that form the human excretory system. ● Describe the function of the excretory system and how urine is produced.
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 3: **Variation and inheritance**	
Timeframe	3 Weeks
Learning goals:	● Explain different types of variation. ● Explain that organisms inherit characteristics from their parents through genetic material that is carried in cell nuclei.

	• Describe how genetic material is carried in the nucleus. • State how chromosomes determine sex in humans. • Describe fetal development. • Discuss the work of Darwin in developing the scientific theory of natural • selection. • Describe how variation is related to genetics and natural selection.
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 4: **Populations and extinction**	
Timeframe	1 Weeks
Learning goals:	• Explain how populations change. • State and explain the reasons why species become extinct.
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 5: **The periodic table**	
Timeframe	2 Weeks
Learning goals:	• Describe the structure of an atom. • Link the position of an atom in the periodic table to its structure. • Describe trends in groups and periods • Talk about the contribution of scientists.
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 6: **Structure, bonding and the properties of matter**	
Timeframe	3 Week
Learning goals:	• Explain how molecules are formed by covalent bonds • State the properties of an ion • Explain how ionic bonds are formed • Compare and contrast simple and giant covalent structures • Calculate the density of a substance
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 7: **Chemical changes**	
Timeframe	3 Weeks

Learning goals:	● Use experiments to prove the law of conservation of mass. ● Write symbol equations. ● Give examples of displacement reactions ● Give an explanation of the effects of concentration, particle size, temperature and catalysts on the rate of a reaction ● Explain how to prepare some common salts by the reactions of metals and metal carbonates and be able to write word equations for these reactions
Assessments:	Informal formative assessments, cooperative and individual problem solving, lab investigations, group and individual projects, homework, classwork, and summative assessments (written quizzes).

UNIT 8: **Energy**	
Timeframe	2 weeks
Learning goals:	● State and explain the law of conservation of energy. ● Contrast the concepts of heat energy and temperature. ● Identify and explain the thermal (heat) energy transfer of processes of conduction, convection and radiation. ● Explain cooling by evaporation.
Assessments:	Quiz, Laboratory Activities, Completion of Homework Assignments, Class Participation

UNIT 9: **Forces**	
Timeframe	1 weeks
Learning goals:	● Describe upthrust forces. ● Explain floating and sinking in terms of density.
Assessments:	Quiz, Laboratory Activities, Completion of Homework Assignments, Class Participation

UNIT 10: **Electricity**	
Timeframe	3 weeks
Learning goals:	● Interpret and draw simple parallel circuits. ● Explain how current divides in parallel circuits. ● Measure current using ammeters and voltage using voltmeters, including digital meters. ● Calculate resistance ● Describe the effect of resistance on current.
Assessments:	Quiz, Laboratory Activities, Completion of Homework Assignments, Class Participation

UNIT 11: **Sound**	
Timeframe	1 week

Learning goals:	● Define pitch and volume ● Explain wave superposition
Assessments:	Quiz, Laboratory Activities, Completion of Homework Assignments, Class Participation

UNIT 12: **Plate tectonics**	
Timeframe	1 weeks
Learning goals:	● List the evidence for plate tectonics ● Explain why tectonic plates move how they do
Assessments:	Quiz, Laboratory Activities, Completion of Homework Assignments, Class Participation

UNIT 13: **Climate change**	
Timeframe	2 weeks
Learning goals:	● Describe the carbon cycle and how it is affected by human activities. ● List the measured and predicted effects of climate change.
Assessments:	Quiz, Laboratory Activities, Completion of Homework Assignments, Class Participation

UNIT 14: **Astronomy**	
Timeframe	2 weeks
Learning goals:	● Compare and contrast the theories for the formation of the Moon. ● Describe the effects of asteroids colliding with Earth. ● Describe nebulae and how stars form in them.
Assessments:	Quiz, Laboratory Activities, Completion of Homework Assignments, Class Participation

MATHEMATICS

Teacher(s): Ellen Brown

Contact details: browne@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.

The structure of the *Cambridge Lower Secondary Mathematics Curriculum Framework* is designed to support clear progression of mathematics knowledge and skills within and across the lower secondary stages. Learners will systematically develop their mathematical skills in Number, Algebra, Geometry and Measure, and Statistics and Probability.

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.

• 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: 9781108783774

Enduring understandings:

- Patterns, relations, and functions are mathematical ways to describe connectedness and dependence. Mathematical situations and structures can be represented and analyzed using symbols to advance algebraic thinking. Mathematical models can be used to represent and understand quantitative relationships.
- Two and three dimensional shapes have properties and relationships similar to each other.
- Coordinate geometry can be used to describe spatial relationships and location.
- The study of transformations and symmetry provides a deeper understanding of physical change.
- *Measurement describes the attributes of objects and events.*
- *Standard units of measure enable people to interpret results or data.*
- *The way that data is collected, organized and displayed influences interpretation.*
- *The probability of an event's occurrence can be predicted with varying degrees of confidence.*
- *The way that data is collected, organized and displayed influences interpretation.*
- *The probability of an event's occurrence can be predicted with varying degrees of confidence.*
- *Trigonometry is a discipline that is based on the study of triangles.*
- *Trigonometry is connected to other strands of mathematics*
- *Proportional relationships express how quantities change in relationship to each other.*

UNIT 1: Number	
Timeframe:	Topic 1: Indices and standard form (2 weeks) Topic 2: The number system (2 weeks) Topic 3: Calculating with fractions and decimals (2 weeks) Topic 4: Percentages (2 week) Topic 5: Ratio and proportion (2 weeks)
Learning Goals:	Indices and standard form ● Use positive, negative and zero indices, and the index laws for multiplication and division. ● Understand the standard form for representing large and small numbers. ● Multiply and divide integers and decimals by 10 to the power of any positive or negative number. ● Understand how to manipulate algebraic expressions including: - expanding the product of two algebraic expressions - applying the laws of indices - simplifying algebraic fractions. The number system ● Understand the difference between rational and irrational numbers. ● Use knowledge of square and cube roots to estimate surds. ● Deduce whether fractions will have recurring or terminating decimal equivalents. Calculating with fractions and decimals ● Estimate, add and subtract proper and improper fractions, and mixed numbers, using the order of operations. ● Estimate, multiply and divide fractions, interpret division as a multiplicative inverse, and cancel common factors before multiplying or dividing. ● Use knowledge of the laws of arithmetic, inverse operations, equivalence and order of operations (brackets and indices) to simplify calculations containing decimals and fractions. ● Estimate, multiply and divide decimals by integers and decimals. ● Understand how to manipulate algebraic expressions including: - expanding the product of two algebraic expressions - applying the laws of indices - simplifying algebraic fractions. Percentages ● Understand compound percentages. Ratio and proportion ● Understand the relationship between two quantities when they are in direct or inverse proportion. ● Use knowledge of ratios and equivalence for a range of contexts.

Assessments:	Ongoing assessment through class work Homework assignments Quizzes Performance Task Exam 1

UNIT 2: Algebra	
Timeframe	Topic 1: Manipulating algebra, expressions and formulae (2 weeks) Topic 2: Linear and simultaneous equations (2 weeks) Topic 3: Inequalities and upper and lower limits (1 week) Topic 4: Generating terms and finding rules of sequences (2 weeks) Topic 5: Functions (1 week) Topic 6: Graphs and coordinates (2 weeks)
Learning goals:	Manipulating algebra, expressions and formulae ● Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations and integer powers). ● Understand how to manipulate algebraic expressions including: - expanding the product of two algebraic expressions - applying the laws of indices - simplifying algebraic fractions. ● Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (including squares, cubes and roots). ● Understand that a situation can be represented either in words or as a formula (including squares and cubes), and manipulate using knowledge of inverse operations to change the subject of a formula. Linear and simultaneous equations ● Understand that a situation can be represented either in words or as an equation. Move between the two representations and solve the equation (including those with an unknown in the denominator). ● Understand that the solution of simultaneous linear equations: - is the pair of values that satisfy both equations - can be found algebraically (eliminating one variable) - can be found graphically (point of intersection). Inequalities and upper and lower limits ● Understand that when a number is rounded there are upper and lower limits for the original number. ● Understand that a situation can be represented either in words or as an inequality. Move between the two representations and solve linear inequalities. Generating terms and finding rules of sequences ● Generate linear and quadratic sequences from numerical patterns and from a given term-to-term rule (any indices). ● Understand and describe nth term rules algebraically (in the form an ± b, where a and b are positive or negative integers or fractions, and in the form n/a, n^2,n^3 or n^2 ± a, where a is a whole number). Functions

	● 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 (including indices). ● Understand that a situation can be represented either in words or as a linear function in two variables (of the form y = mx + c or ax + by = c), and move between the two representations. Graphs and coordinates ● Understand that a situation can be represented either in words or as a linear function in two variables (of the form y = mx + c or ax + by = c), and move between the two representations. ● Use knowledge of coordinate pairs to construct tables of values and plot the graphs of linear functions, including where y is given implicitly in terms of x (ax + by = c), and quadratic functions of the form y = x^2 ± a. ● Understand that straight-line graphs can be represented by equations. Find the equation in the form y = mx + c or where y is given implicitly in terms of x (fractional, positive and negative gradients). ● Read, draw and interpret graphs and use compound measures to compare graphs. ● Use knowledge of coordinates to find points on a line segment.
Assessments:	Ongoing assessment through class work Homework assignments Quizzes Performance Task

UNIT 3: Geometry and Measure	
Timeframe	Topic 1: 2D shapes and measures (1 week) Topic 2: 3D shapes (2 weeks) Topic 3: Pythagoras' theorem (1 week) Topic 4: Angles (1 week) Topic 5: Bearings and constructions (2 weeks) Topic 6: Reflections, rotations and translations (2 weeks) Topic 7: Enlargements (1 week)
Learning goals:	2D shapes and measures ● Know and use the formulae for the area and circumference of a circle. ● Know and recognise very small or very large units of length, capacity and mass. ● Estimate and calculate areas of compound 2D shapes made from rectangles, triangles and circles. 3D shapes ● Use knowledge of area and volume to derive the formula for the volume of prisms and cylinders. Use the formula to calculate the volume of prisms and cylinders. ● Use knowledge of area, and properties of cubes, cuboids, triangular prisms, pyramids and cylinders to calculate their surface area. ● Identify reflective symmetry in 3D shapes. Pythagoras' theorem ● Know and use Pythagoras' theorem. Angles ● Derive and use the formula for the sum of the interior angles of any polygon. ● Know that the sum of the exterior angles of any polygon is 360°. ● Use properties of angles, parallel and intersecting lines, triangles and quadrilaterals to calculate missing angles.

	Bearings and constructions ● Construct 60º, 45º and 30º angles and regular polygons. ● Use knowledge of bearings and scaling to interpret position on maps and plans. Reflections, rotations and translations ● Transform points and 2D shapes by combinations of reflections, translations and rotations. ● Identify and describe a transformation (reflections, translations, rotations and combinations of these) given an object and its image. ● Recognise and explain that after any combination of reflections, translations and rotations the image is congruent to the object. Enlargements ● Enlarge 2D shapes, from a center of enlargement (outside, on or inside the shape) with a positive integer scale factor. Identify an enlargement, center of enlargement and scale factor. ● Analyze and describe changes in perimeter and area of squares and rectangles when side lengths are enlarged by a positive integer scale factor.
Assessments:	Ongoing assessment through class work Homework assignments Quizzes Performance Task

UNIT 4: Statistics and Probability	
Timeframe	Topic 1: Mutually exclusive and combined events (1 week) Topic 2: Expected frequency (1 week) Topic 3: Collecting, presenting and interpreting data (2 weeks) Topic 4: Descriptive statistics (1 week) Topic 5: The statistical cycle (1 week)
Learning goals:	Mutually exclusive and combined events ● Understand that the probability of multiple mutually exclusive events can be found by summation and all mutually exclusive events have a total probability of 1. ● Identify when successive and combined events are independent and when they are not. ● Understand how to find the theoretical probabilities of combined events. Expected frequency ● Design and conduct chance experiments or simulations, using small and large numbers of trials. Calculate the expected frequency of occurrences and compare with observed outcomes. Collecting, presenting and interpreting data ● Select, trial and justify data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect, and the appropriateness of each type (qualitative or quantitative; categorical, discrete or continuous). ● Explain potential issues and sources of bias with data collection and sampling methods, identifying further questions to ask. ● Record, organize and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation: - Venn and Carroll diagrams - tally charts, frequency tables and two-way tables

	- dual and compound bar charts - pie charts - line graphs, time series graphs and frequency polygons - scatter graphs - stem-and-leaf and back-to-back stem-and-leaf diagrams - infographics. ● Interpret data, identifying patterns, trends and relationships, within and between data sets, to answer statistical questions. Make informal inferences and generalizations, identifying wrong or misleading information. Descriptive statistics ● Use mode, median, mean and range to compare two distributions, including grouped data. ● Interpret data, identifying patterns, trends and relationships, within and between data sets, to answer statistical questions. Make informal inferences and generalizations, identifying wrong or misleading information. The statistical cycle ● Same learning objectives as collecting, presenting and interpreting data and descriptive statistics.
Assessments:	Ongoing assessment through class work Homework assignments Quizzes Performance Task Exam 2

ART

Teacher(s): Julia Totino

Contact details: totinoj@mefis.k12.tr

Course Description:

Art 8 is a course designed for eighth 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. As we move through the year the students will be offered more choice in materials, media, and content themes culminating in a self-inspired and self-directed final project.

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:

- Art connects with all visual languages as expressive forms of communication
- Art reflects historical and current events

UNIT 1: Artists Develop Craft ('Getting Started')	
Timeframe	5 weeks
Learning goals:	● Exploration of Drawing and Painting materials and techniques ● Knowledge of proper care of studio materials ● Refinement of Drawing skills through a variety of studio still lifes ● 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) Reflection on process in final Exam

UNIT 2: Artists Envision & Express ('Fantastic Animals"')	
Timeframe	10 weeks
Learning goals:	● 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 series, inspired by art history, books and illustrations ● Demonstrate drawing and mixed media 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')	
Timeframe	10 weeks
Learning goals:	● 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

UNIT 4: Artists Understand the Art World: Art Advocacy (‘Zines and Murals)	
Timeframe	6 weeks
Learning goals:	● Investigation of zines and murals ● Exploration of process of creating zines ● Collaborative skill development ● Knowledge of proper care of studio materials ● Demonstrate growth through self and peer reflection
Assessments:	On-going assessment through class work Class participation & behavior Ideation and experimentation (sketchbooks) Reflection/Artist Statement(s) Completion of final products

INFORMATION COMMUNICATION TECHNOLOGY

Teacher(s): Benjamin Wanjui

Contact details: wanjuib@mefis.k12.tr

Course Description:

The computer science course provides an opportunity to understand our digital footprint and comprehend our online posts, website ratings, making connections with digital drama, effects of cyberbullying and intellectual property rights.

Activities center around data, codes, encoding and cryptography, the usage of arithmetic and logic operators in number systems. The program encourages students to get to know the functions of modems, problem-solving through computational thinking and programming.

Course Aims & Objectives:

- Understand our digital footprint and how information can be searched, copied and passed on
- How to take control of what they post online
- Identify the need of encoding and decoding data
- Evaluate the imperfections of encoding
- Understand the number systems in computers
- Understand the effects of abstraction through computational thinking
- Hands-on coding and other software applications

Enduring understandings:

- Students will understand the capabilities 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.
- Students will understand that information and communication technology skills are needed in the study of computer science to communicate information confidently and effectively.

UNIT 1: Digital Design	
Timeframe	9 Weeks
Learning goals:	● Introduction to Digital Design ● Principles of Design ● Typography and Color Theory ● Digital Graphics & Image Editing ● User Interface (UI) Basics ● Animation or Motion Design ● Digital Design for Social Impact ● Demonstrate creative thinking and construct knowledge using technology ● Use digital media and environments to communicate and work collaboratively
Assessments:	Homework, UBD Performance task, Exam 1, Lab activities

UNIT 2: Multimedia And Animation	
Timeframe	10 weeks
Learning goals:	● Multimedia and its various forms ● Learn how learning theories influence the development of multimedia product ● Explore a brief history of multimedia in education ● Work with all aspects of text, audio, images and video (Video / Audio Editing) ● Learn the phases involved in multimedia planning, design and production ● Learn how to create 2D/ 3D Animation and objects
Assessments:	Quiz, Exam 2, Assignment, Lab activities, Project

UNIT 3: Data transmission and Networking	
Timeframe	8 weeks
Learning goals:	● Understand how data flows in a network ● The various Network protocols and their uses ● Understand the various types Internet connection (Fibre ,Broadband,5G) ● Identify the Networking layers ● Understand Domain Name Systems ● Learn how Firewall offers privacy and security ● Understand the use of Encryption
Assessments:	Homework, Quiz, Exam 3, Lab activities, UBD Performance task

UNIT 4: Introduction to Programming	
Timeframe	9 Weeks
Learning goals:	● To learn the basic fundamentals of programming ● To use their second programming language ● To start thinking with computational logic in mind ● To have an understanding of the use and importance of using variables in every program ● To understand the versatility of variables and how they can be used with other functions such as strings, numbers and lists etc. ● Variables,strings,inputs,using numbers ● To use technology purposefully to create, organize, store, manipulate and retrieve digital content ● To know how to create if and else statements and use Boolean logic within them ● To use sequence, selection, and repetition in programs; work with variables and various forms of input and output
Assessments:	Assignment, Quiz, Exam 4, Lab activities, Project

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. **Reflective and Empathetic**: 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	
Timeframe	6 weeks
Learning goals:	- Justify your favorite songs - Justify your favorite singers or music groups - Sing using solfege - Describe music using subject vocabulary ● 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	
Timeframe	10 weeks
Learning goals:	- Perform with strong vocal technique ● Breathing ● Space ● Resonance ● Diction - Know the parts of a Choir - Understand pop singing vs classical singing - Sing songs from all around the world with correct pronunciation - Understand the cultural contexts and language aspects of a world music song - Analyze a choral music song using the Elements of Music
Assessments:	Singing checks Elements of Music Analysis Annual Concert Performance and Reflection

UNIT 3: Music Production and Composition	
Timeframe	8 weeks
Learning goals:	- 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

UNIT 4: Special Unit of Inquiry (Student-directed learning)	
Timeframe	7 weeks
Learning goals:	- 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

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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: Football	
Timeframe	6 weeks
Learning goals:	● Demonstrate competence in selected football skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task

	Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 2: Swimming	
Timeframe	5 weeks
Learning goals:	● Demonstrate competence in selected strokes ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 3: Handball	
Timeframe	6 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● 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
Assessments:	Summative skills assessment Knowledge and understanding of techniques Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 4: Basketball	
Timeframe	6 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 5: Volleyball	
Timeframe	6 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 6: Fitness testing	
Timeframe	2 weeks
Learning goals:	● Demonstrate understanding of why fitness tests are administered ● Identify personal strengths and weaknesses in performance ● Demonstrate responsible personal & social behavior ● Understand & respect differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 7: Table Tennis	
Timeframe	4 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

UNIT 8: Badminton	
Timeframe	4 weeks
Learning goals:	● Demonstrate competence in selected motor skills ● Demonstrate responsible personal & social behavior ● Demonstrate understanding & respect for differences in others' skills ● Demonstrate knowledge of learning, self-expression, & social interaction ● Understand refereeing and positive sportsmanship
Assessments:	Summative skills assessment Knowledge and understanding of techniques Performance assessment Reflection task Theoretical knowledge tests Technological elements will be integrated into the course.

PSHE (PERSONAL SOCIAL AND HEALTH EDUCATION)

Teacher(s): Vanessa Vitello

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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 & 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 8 PSHE Programme)*:

- Students will develop skills and a plan to promote their physical and mental health.
- Students will be aware of the consequences of common risky behaviors and develop skills to avoid engaging in them and/or getting help.
- Students will be able to recognize different types of abuse and know how to get help for themselves or others in an abusive situation.
- Students will be able to recognize an (un)healthy romantic relationship and develop skills to build a healthy romantic relationship.
- Students will begin to understand important child protection information about reproduction, pregnancy, and intimacy. Students will begin to understand why and how to protect themselves.

UNIT 1: Personal Education	
Timeframe	3 weeks
Learning goals	● Review important concepts of self-esteem, body image, and mental health. ● Create and follow a yearly self-care plan.
Assessments	Informal: Ongoing self reflection, teacher & peer observation

UNIT 2: Child Protection Education	
Timeframe	13 weeks
Learning goals	● Review important concepts of being assertive and saying no; learn how to identify signs of "no" in body language and begin to understand consent. ● Understand the connections between puberty, peer pressure, and engaging in risky behaviors. ● Learn the short- and long-term side effects of common risky behaviors. ● Develop skills to protect yourself from engaging in risky behaviors. ● Identify different forms of abuse. ● Develop skills to leave or help a friend leave a situation of abuse.
Assessments	Informal: Ongoing self reflection, teacher & peer observation

UNIT 3: Social Education	
Timeframe	6 weeks
Learning goals:	● Identify characteristics of (un)healthy romantic relationships and understand the effects of an (un)healthy romantic relationships. ● Understand what commitment and compromise means regarding romantic relationships; learn how to apply this to a healthy relationship and how to recognize and get help in an unhealthy relationship. ● Recognize relational manipulation and other red flags, and learn to get help.
Assessments	Informal: Ongoing self reflection, teacher & peer observation

UNIT 4: Health Education	
Timeframe	6 weeks
Learning goals:	● Reaffirm previous knowledge on puberty. ● Understand reproduction and the link to intimacy. ● Examine the responsibilities of parenthood and the consequences of having a teenage birth (both for the child and the parent). Understand that abstinence is the only guarantee to avoid pregnancy. Understand that pregnancy is not the only consequence of any type of intimate act. ● Learn how to say no and be assertive in an intimate situation.
Assessments	Informal: Ongoing self reflection, teacher & peer observation

LEARNING SUPPORT

Teacher(s): Renata Korzun

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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 accomodations (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.