CURRICULUM GUIDE
2025 - 2026
GRADE 9

MEF IS Motto

Building bridges between countries and cultures

MEF IS Mission

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

MEF IS Vision

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

MEF IS Learning Definition

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

MEF IS Definition for Internationalism / Interculturalism

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

MEF IS Guiding Principles

The MEF International School Community;

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

Where learning…

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

Where teaching…

- depends on the positive relationship between teachers and learners
- supports individual learners, providing challenge and 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	**Communicative and caring** allowing for student voice, choice and ownership by promoting

creatively and collaboratively in more than one language and in many ways.	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 laptops 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

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 9 OVERVIEW

Course of study

The Grade 9 course is the first of a two year course of study designed to further the knowledge, skills, understanding and dispositions of students in preparation for their studies in Grades 11 and 12. Students follow the IGCSE (International General Certificate of Secondary Education) Programme, which is a syllabus-based curriculum detailing international learning objectives over a two year period from Cambridge Assessment International Education. Students study the two year courses in English, French or Spanish, Coordinated science (biology, chemistry and physics), International Mathematics, and Economics or Global Perspectives.

The IGCSE examinations are the exit assessment offered to our students in Grade 10. IGCSE certificates are internationally recognised qualifications. Additionally, students study in other courses that follow large parts of the IGCSE curriculum. However, in such courses, students do not sit the official IGCSE examinations. These courses include physical education, visual arts, performing arts, and computer science. All students will also take part in the PSHE (Personal Social and Health Education) program.

The following syllabi are followed:

First Language English (0500)
English Literature (0475)
Second Language English (0510)
Spanish as a Foreign Language (0530)
French as a Foreign Language (0520)
History (0470)
Economics (0455)
Global Perspectives (0457)
International Mathematics (0607)
Co-ordinated Science (0654)

Specific syllabi can be found on the Cambridge Assessment International Education website:
Cambridge IGCSE Subjects

The Cambridge IGCSE follows an international curriculum that develops students' skills in creative thinking, inquiry, and problem solving and is an excellent preparation offering a smooth academic progression into the IB Diploma programme and onwards into higher education. Further information about the IGCSEs can be found on their website Cambridge IGCSE

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 A (FIRST LANGUAGE ENGLISH / WORLD LITERATURE)

Teacher(s): Ms. Victoria Gauna

Contact details: gaunav@mefis.k12.tr

Course Description:

This 9th grade English course is designed to prepare students for both IGCSE English First Language and IGCSE World Literature examinations. Students will develop advanced reading, writing, and analytical skills through a combination of fiction, non-fiction, and literary texts from diverse cultures and periods. The course emphasizes close textual analysis, effective communication, and critical thinking to help students articulate ideas clearly and persuasively. Students will explore literary techniques, themes, and authorial choices while practicing structured writing, summary skills, and examination strategies. By the end of the course, students will be confident in both literary interpretation and language proficiency, equipped to succeed in both IGCSE pathways.

Course Aims & Objectives:

- Enable candidates to understand and respond to what they hear, read and experience
- Enable candidates to communicate accurately, appropriately, confidently and effectively
- Encourage candidates to enjoy and appreciate a variety of language
- Complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- Promote candidates' personal development and an understanding of themselves and others

Enduring understandings:

- Students will understand that the context we are in determines the language and register which will be most effective.
- Students will understand that other cultural perspectives enrich our experience of the world.
- Students will understand that cultures are lively, multifaceted and interact with one another to enrich our world.
- Students will understand the ability of language to guide or manipulate thought.
- Students will understand that their culture and languages share many similarities with others.
- Students will understand that knowing another language holds many personal and professional advantages.
- Students will understand that beliefs and customs from the past have a powerful effect on our lives today, but it should not stop us from thinking outside the box when necessary.
- Students will understand that Facing up to or overcoming problems and barriers increases possibilities in our lives.

UNIT 1: The passage of time (Poetry Unit)	
Timeframe	6 weeks
Learning goals:	• Students will be able to analyze how poets use authorial choices, including literary devices and structure, to convey universal themes such as the passage of time, love, relationships, and change. • Students will be able to identify and explain different poetry forms and their functions within a text. • Students will be able to interpret and evaluate the effect of literary devices and authorial choices on meaning and audience response. • Students will be able to apply advanced vocabulary to analyze and discuss poetry effectively. • Students will be able to produce descriptive writing that demonstrates clarity, organization, and stylistic awareness, developing skills for English as a First Language Paper 2. • Students will be able to understand the expectations and assessment criteria of Cambridge English First Language and World Literature courses. Texts: • *Because I Could Not Stop for Death*: Emily Dickinson • *Tears, Idle Tears*: Tennyson • *My parents*: Spender • *Follower*: Heaney • *Time's Fool*: Pitter • *A Quoi Bon Dire*: Mew • *Meeting at night*: Browning • Shakespeare Sonnets
Assessments:	Poetry Project, Homework, Quiz, Exam 1

UNIT 2: Relationship between humanity and nature / *The Good Earth*	
Timeframe	5 weeks
Learning goals:	• Students will be able to analyze themes in texts, including the relationship between nature and humanity, and the concepts of loss and nostalgia. • Students will be able to examine and evaluate characters through authorial choices and literary techniques. • Students will be able to plan, structure, and write critical essays using PEEL paragraph organization and appropriate evidence. • Students will be able to develop skills in paraphrasing, summarizing, and constructing arguments for English as a First Language Paper 1 and Paper 2 directed writing tasks. • Students will be able to apply MLA citation conventions accurately when referencing texts.

	• Students will be able to use precise language to critically evaluate literature and justify interpretations with textual evidence. Texts: • *The Good Earth*: Pearl S. Buck • *The Trees*: Larkin • *The Trees are Down*: Mew • *The Shrinking Shoe*: Besant
Assessments:	Socratic Seminar, Homework, Quiz, Exam 1

UNIT 3: Power and Authority / *Macbeth*	
Timeframe	9 weeks
Learning goals:	• Students will be able to analyze themes such as power and authority versus rebellion, guilt and psychological struggles, and isolation and alienation through authorial choices. • Students will be able to reflect on the influence of historical context on character, plot, and thematic development. • Students will be able to plan, structure, and write empathetic essays that demonstrate understanding of narrative voice and characterization. • Students will be able to develop narrative writing skills, including tone, atmosphere, and vocabulary, to convey intended effects. • Students will be able to apply authorial techniques strategically in their own writing to achieve specific narrative outcomes. • Students will be able to structure narratives effectively, maintaining coherence, voice, and character consistency throughout the text. Texts: • *Macbeth* - Shakespeare • *A Warning to the Curious*: James • *For Heidi with Blue Hair*: Adcock
Assessments:	Research essay, Journals, Narrative Project

UNIT 4: Coming of Age / *In the Sea There are Crocodiles*	
Timeframe	7 weeks
Learning goals:	• Students will be able to analyze themes such as childhood and coming of age, family and parental influence, and memory and reflection through authorial choices. • Students will be able to evaluate texts critically and select appropriate evidence to support their interpretations. • Students will be able to plan and structure paragraphs effectively for both critical essays and English as a First Language Paper 1 tasks. • Students will be able to develop critical essay writing skills, including constructing coherent arguments and analyzing authorial techniques. • Students will be able to apply textual evidence and literary analysis to support clear and insightful responses Texts: • *In the Sea There are Crocodiles*: Fabio Geda • *Praise Song for My Mother*: Nichols • *Childhood*: Comford • *George Silverman's Explanation*: Dickinson

Assessments:	Quiz, Literature Circles, Project, Exam 2

UNIT 5: Appearances Vs. Reality - Short Story Unit	
Timeframe	7 weeks
Learning goals:	• Students will be able to analyze themes such as deception and appearances versus reality, irony and disillusionment, and manipulation through authorial choices. • Students will be able to evaluate how literary techniques create intended effects on the audience. • Students will be able to apply skills in narrative and descriptive writing for English as a First Language Paper 2 tasks. • Students will be able to revise and consolidate writing and analytical skills developed in Year 1. • Students will be able to craft structured and engaging responses that integrate thematic analysis and literary techniques. Texts • *The Nightingale and the Rose*: Wilde • *The Copper Beeches*: Doyle • *A Story of a Wedding Tour*: Oliphant • *Indian Summer of an Uncle*: Wodehouse
Assessments:	Editorial Writing Piece for IGCSE, Exam2, Project

English B (English as a Second Language)

Teacher(s): Ms. Elizabeth Asaala

Contact details: asaalae@mefis.k12.tr

Course Description:

Cambridge IGCSE English as a Second Language is designed for learners whose first language is not English but who use it as a lingua franca or language of study. Students focus on developing their reading, writing and listening skills for use in academic and real world contexts.

Texts that will be covered in the 9th grade IGCSE English B class are:

- Cambridge Coursebook
- *Dare to Disappoint* by Özge Samancı

Course Aims & Objectives:

By the end of the academic year, students will

- develop their communicative abilities in English
- improve their ability to understand English in a range of everyday situations and in a variety of social registers and styles
- experience a greater awareness of the nature of language and language-learning skills
- gain a wider international perspective and understand the role of English in a global community

Enduring understandings:

- Students will understand that the context we are in determines the language and register which will be most effective.
- Students will understand that other cultural perspectives enrich our experience of the world.
- Students will understand that cultures are lively, multifaceted and interact with one another to enrich our world.
- Students will understand the ability of language to guide or manipulate thought
- Students will understand that their culture and languages share many similarities with others.
- Students will understand that knowing another language holds many personal and professional advantages.

UNIT 1: Travel and Tourism	
Timeframe	10 weeks
Learning goals:	● Describe and reflect on personal holiday experiences using appropriate vocabulary and verb tenses. ● Discuss and evaluate risks and adventures associated with travel and tourism. ● Analyze the advantages and disadvantages of tourism on communities, culture, and the environment. ● Read and respond to texts about art, culture, and tourism from different regions of the world. ● Use emphasis and the correct order of adjectives when describing places, art, and travel experiences. ● Apply the present simple tense to describe general facts about tourism and the simple past tense to recount past experiences. ● Incorporate common phrasal verbs related to travel and tourism in speech and writing. ● Differentiate between formal and informal language in spoken and written contexts. ● Plan, organize, and write a well-structured email related to travel or cultural tourism. ● Share opinions about cultural heritage and artistic traditions clearly in both discussion and writing.
Assessments:	Email writing, Paper 1 practice, Paper 2

UNIT 2: Unit 2: Science and Nature	
Timeframe	10 weeks
Learning goals:	● Themes: ● - Our beautiful world ● - Learners develop a greater understanding of animals and the role they play in the world. They discuss the ethics of science and our connection to nature. ● Language Focus: ● - Introduction to MLA citation structure. Present continuous tense, active/passive verbs, comparative adjectives, intensifiers, demonstrative pronouns, modal verbs, writing a report
Assessments:	Exam 1 MLA project Report writing

Unit 3: Family and Lifestyle / Dare to Disappoint (Graphic Novel)	
Timeframe	9 weeks
Learning goals:	● Themes: ● Leisure ● Dare to Disappoint- Graphic Novel Study regarding family relationships.

	● Learners develop a greater understanding of family and lifestyle issues such as the amount of freedom young people should be allowed, whether appearance matters, and matters that are urgent in our modern society. ● Language Focus: conditional sentences, topic sentences, past continuous tense, present perfect tense, contractions, writing a review/writing an article, modal verbs, literary devices for analyzing a graphic novel.
Assessments:	Performance Grade 1: Writing Project/ Essay

Unit 4: Shopping and the Consumer Society	
Timeframe	11 weeks
Learning goals:	● Themes: ● - Fashion ● - Learners develop a greater understanding of the commercial world of which shopping is an ● important aspect. This includes an exploration of the impact of the consumer society and globalisation. ● Language Focus: writing a review/article, relative pronoun, phrasal verbs, question tags, imperative verb forms, compound/complex sentence structures
Assessments:	Exam 2 Assessments: Performance Grade 1: Writing Project, Speaking Project

Unit 5: Health Fitness and Sport	
Timeframe	11 weeks
Learning goals:	● Themes: ● - Sports and Games ● - Healthy Living ● - Learners develop a greater understanding of food for good health, the issues regarding the challenges to health and the ● importance having knowledge of how to be and stay healthy. They will reflect on the role of sport in keeping fit. ● Language Focus: Review all previous writing types, writing a blog, idioms, gerunds, relative clauses, making comparisons, compound/complex sentence structures, reported speech, noun phrases, compound words, past perfect tense
Assessments:	Exam 2 Multimedia content: Blog Writing Project, Paper 1 and Paper 2

SPANISH B - INTERMEDIATE LEVEL

Teacher(s): Miguel Ángel Montañés Giménez

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Course Description:

The whole IGCSE course is divided into two learning years. The first year the main goal is to enable all learners to achieve confidence, fluency and competence in using the Spanish language. IGCSE year one, will be covering four units. Each unit is structured to set up bases to move on towards more advanced topics seen in later units, as part of the preparation for the IGCSE exam the following year. Also, each section will develop the functions and grammar items to be covered.

Course Aims & Objectives:

The aim of this course is to prepare students in years 9 and 10 for the new IGCSE examination in Spanish. The approach to learning the language is based on the study of a number of themes of mutual interest to young people across the globe. These themes build on prior learning and are exploited for their linguistic, and cultural content but also ensure full coverage of the IGCSE course, whatever the chosen examination board. As part of the learning process students are presented with the key vocabulary and concepts as well as the relevant grammar to ensure success at this level.

- Students will understand that language connects people.
- Students will understand that choosing a selected word can change the meaning of what we intend.
- Students will understand accuracy is the result of experience (deliberate speaking and listening) and self-reflection
  Students will recognise and use patterns of verb forms to communicate more effectively and accurately.
- Students will understand that they do not necessarily need to be fluent in order to communicate effectively.
- Students will understand how to rephrase more sophisticated ideas in simple terms.

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

FRENCH B - INTERMEDIATE LEVEL

Teacher(s): Nathalie Beuret

Contact details: beuretn@mefis.k12.tr

Course Description:

The students are preparing for the final IGCSE exams at the end of year 10. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built upon as learners progress through their studies.

What do students learn?

- Deal with situations arising from everyday life in France and the French speaking countries using a combination of four skills: speaking, listening, reading and writing. The topics covered are listed in the grid below.
- Develop the ability to use the language effectively for the purpose of practical communication.
- Gain a sound base of skills, language and attitudes required for further study, work and leisure.
- Develop a wide range of grammatical knowledge, vocabulary and idiomatic expressions to deal at the appropriate level within the topic area covered.

Course Aims & Objectives:

The course encourages learners to develop lifelong skills, including;

- the ability to use a foreign language as a means of practical communication
- insight into the culture and civilisation of countries where the language is spoken
- a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- techniques which can be applied to other areas of learning, such as analysis and memory skills
- a sound foundation for progression to employment or further study.

Enduring understandings:

- Students will understand that language connects people.
- Students will understand that choosing a selected word can change the meaning of what we intend.
- Students will understand accuracy is the result of experience (deliberate speaking and listening) and self-reflection
- Students will recognise and use patterns of verb forms to communicate more effectively and accurately.
- Students will understand that they do not necessarily need to be fluent in order to communicate effectively.
- Students will understand how to rephrase more sophisticated ideas in simple terms.

UNIT 1: Moi et mes copains - me and my friends	
Timeframe	7 weeks
Learning goals:	Learning Objectives: Language ● Talk about yourself and other people. ● State what you like and don't like doing. ● Talk about your parents and what they do ● State what you have done ● Describe famous sportspeople. ● Talk about your main hobby Learning Objectives: Grammar ● Ask and answer questions. ● The present tense ● Negative statements *ne...pas, ne...plus, ne...jamais* ● Reflexive verbs ● Aimer + *infinitif*
Assessments:	Homework/ Classwork / Quizzes / Test / Essay

UNIT 2: LA OU J'HABITE - Where I live	
Timeframe	7 weeks
Learning goals:	Learning Objectives: Language ● Talk about where you live (your house, neighborhood, house etc…) ● Describe accommodation ● Compare rural and urban life ● Talk about the advantages and disadvantages of where you live ● Compare where you used to live and where you live now Learning Objectives: Grammar ● The perfect tense with *être* and *avoir*. ● Negative expressions (*ne…pas, plus, jamais, rien, personne…*) ● Direct object pronouns. ● Use comparatives and superlatives
Assessments:	Homework / Classwork / Quizzes / Test / Performance task 1, UBD / Exam 1

UNIT 3: L'EDUCATION ET L'AVENIR - Education and future plans	
Timeframe	8 weeks
Learning goals:	Learning Objectives: Language ● The French education system ● Describe your school day ● Give your opinion on school subjects, teachers and rules ● Plans you made for the future Learning Objectives: Grammar ● Using *depuis… Ça fait/que…* ● Agreement and position of adjectives ● The immediate future / simple future ● Il faut / Il est interdit de….

	● Introduction to conditional form (j'aimerais, je voudrais….)
Assessments:	Homework / Classwork /Quizzes /Essay / Performance task 1, UBD

UNIT 4: LES RELATIONS AMICALES ET FAMILIALES / Family relationships and friendship	
Timeframe	6 weeks
Learning goals:	Learning Objectives: Language ● Talk about household chores ● Discuss problems in the household using *après avoir* ● Explore the parent-child relationships ● Discuss strategies to solve relationship issues ● Talk about the importance of a balanced social life and friendship Learning Objectives: Grammar ● Adjectif agreement and position of adjectives ● Verbs révision
Assessments:	Homework / Classworks /Quizzes / Test / Performance task 2, UBD

UNIT 5: LA VIE SAINE / Healthy living	
Timeframe	7 weeks
Learning goals:	Learning Objectives: Language ● Discuss food and drink and meal times using avant de + infinitive ● Express your own point of view about how what we eat affects health ● Explain where it hurts ● Discuss addictions and other problems ● Talk about eating trends in France and other countries ● Talk about healthy lifestyles using negatives Learning Objectives: Grammar ● Au-à la- aux et les partitifs ● Les expressions avoir faim, avoir soif… ● L'impératif
Assessments:	Homework / Classwork / Quizzes / Test / Exam 2

FRENCH B - BEGINNER LEVEL

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

GLOBAL PERSPECTIVES

Teacher(s): Mr Richard Tapp

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Course Description:

The Cambridge IGCSE Global Perspectives syllabus states: "Cambridge IGCSE Global Perspectives gives learners the opportunity to think about significant global issues and to consider these from different perspectives. It develops a set of transferable skills in research, analysis, evaluation, communication, and reflection. It encourages learners to construct arguments, present views, work collaboratively, research and reason and reflect on their place in a connected world. These transferable skills will support student learning across their studies."

Over this two year course, students will learn and practise a variety of skills through materials about the following global topics:

- Arts in Society
- Media & Communication
- Conflict & Peace
- Poverty & Inequality
- Education for all
- Globalisation
- Values & Beliefs
- Environment, pollution & conservation
- Law and Criminality
- Migration & Urbanization
- Political Power & Action
- Digital World
- Sport & Recreation
- Health and wellbeing
- Water, food & agriculture
- Change in culture & communities
- Climate change, energy & resources
- Development, trade and aid
- Social Identity and Inclusion
- Employment
- Travel, transport & tourism
- Tech., industry & innovation

During year two (10th grade), students will:

- *take a skills-based written exam (Component 1)*. Students will not need to know specific content, but will need to be able to analyse and synthesise sources provided on the exam in order to answer questions.
- *submit an Individual Report (Component 2)*, which is a 1500 - 2000 word research essay around an issue of the student's choice within one of the global topics listed above
- *Submit Team Project (Component 3)*, which includes several team and individual steps and is a research project and action plan surrounding an issue of local importance within one of the global topics listed above.

All three components are externally assessed or externally moderated.

Course Aims & Objectives:
The aims of the IGCSE Global Perspectives course are to develop learners who are:

- Independent and empowered to take their place in an ever changing, information heavy and interconnected world
- Have an analytical, evaluative grasp of global issues and their causes, effects and possible solutions
- Inquire into and reflect on issues independently and in collaboration with others from a variety of different cultures, communities and countries
- Can communicate sensitively with people from a variety of backgrounds
- Work independently as well as part of a team, directing much of their own learning with the teacher as facilitator
- Consider important issues from personal, local, national and global perspectives and understand the links between them
- Critically assess the information available to them and make judgements
- Can support judgements with lines of reasoning
- Have a sense of their own active place in the world
- Can empathise with the needs and rights of others.

The course focuses on the development of skills rather than learning factual content. The knowledge, attitudes and skills are developed through investigation of a range of global issues.

Texts:
González, Ana Carolina, et al. *Cambridge IGCSE Global Perspectives*. Collins, 2023.
Lally, Jo. *Global Perspectives for Cambridge IGCSE.* 2014

Enduring understandings:

- History includes a wide variety of different types of sources, methods and interpretations.
- An understanding of the past is essential to understand the world around us and our place in it.
- Key historical concepts (cause and consequence, change and continuity, perspectives and significance) help us to explain developments in history up to modern day
- Social, economic, environmental and political realms are connected
- Interactions between places and networks are created by flows of information, people and goods
- Physical and human dimensions of the environment are interrelated, and together influence environmental change
- Concepts of nation, language and religion influence identity and world affairs
- Political institutions and theories that have developed and changed over time

Key Skills:
Research, analysis and evaluation:
- Design, carry out and evaluate research into historical and current global issues, their causes and consequences, and possible courses of action.
- Use evidence to support claims, arguments and perspectives
- Identify and analyse issues, arguments and perspectives
- Analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives
- Analyse and evaluate sources and/or processes to support research, arguments and perspectives
- Develop a line of reasoning to support an argument, a perspective or course of action

Reflection
- Consider different perspectives objectively and with empathy
- Justify personal perspectives using evidence and reasoning
- Consider how research, engagement with different perspectives and working as part of a team have influenced personal learning

Communication and Collaboration:
- Select and present relevant arguments, evidence and perspectives clearly and with structure
- Present research and include citations and references
- Contribute to the Team Project

Transdisciplinary links:

The Cambridge IGCSE Global Perspectives course is inherently transdisciplinary, and it offers many opportunities to link with other subjects.

- English: Sharing themes such as the role of cultural identity, the media, communication and human rights, there is scope for students to develop their critical reading, persuasive writing and public speaking skills.
- Geography: Sharing themes such as climate change, resource management, urbanization and migration, there is scope for developing data analysis and critical thinking skills, as well as promoting global understanding.
- Economics: Sharing themes of global trade, economic inequality and above all sustainable development, there is scope for developing students' skills in interpreting economic data and debating ethical business practices.
- Art: Sharing themes such as cultural expression, students can develop their skills for cultural interpretation, problem-solving and creative communication between subjects.

Unit One: Information Skills Topic Focus: Arts and Society	
Timeframe	6 Weeks; approx. 1st Sept - 10th October
Learning goals:	Information Skills: ● Understand the importance of developing information skills ● Identify perspectives and viewpoints from written and spoken sources and use them in your own work ● Undertake research to find a variety of relevant information ● Analyse and synthesise information found ● Plan well, creating SMART plans ● Ask and answer a variety of questions related to global topics Arts and Society Focus: ● What is art? How does it reflect society ● How can art be a force for collaboration? ● How can art be a source of conflict? How can art be used in conflicts?
Assessments:	Formative assessments include: entrance and exit tickets, discussions, essay writing, small group work, role playing activities, simulations, art, speeches, writing journals, and work with primary and secondary source documents. Students will use past papers to practise for the Component 1 Summative Assessments: ● Project 1: Art in Society Mini Project

Unit Two: Critical Thinking Skills Topic Focus: Law and Criminality (Democracy & Disaster)	
Timeframe	12 Weeks; approx. 13th October - 23rd January
Learning goals:	Critical Thinking Skills: ● Understand the importance of developing critical thinking skills ● Develop a clear and sensible line of reasoning ● Evaluate a line of reasoning, evidence, claims and conclusions ● Draw conclusions from information given ● Recognize bias and vested interest ● Identify and explain facts, opinions, predictions and value judgements ● Apply problem solving techniques to issues that arise ● Increase empathy Democracy and Disaster Focus: ● Investigate the interdependence of identity and world affairs. ● Define democracy and explain its benefits ● Define a communist dictatorship. ● Compare and contrast democracy and dictatorship ● Compare a capitalist economic system to a communistic one. ● Define disaster and catastrophe ● Explore examples of disaster using historical and contemporary events ● Evaluate how disasters alter and/or strain democratic systems
Assessments:	<u>Formative assessments:</u> (see types listed in Unit 1) ● Students will use past papers to practise for the Component 1

	● Individual Report (IR) Component 2: students will begin working on aspects in mid March, each of which will count toward formative assessment marks. Summative Assessments: ● Exam 1 - This will be in the style of the Component 1 Exam

Unit Three: Independent Learning Skills Topic Focus: Media & Communication	
Timeframe	12 Weeks; approx. 27th January - 22nd April
Learning goals:	Independent Learning Skills: ● Explain your learning style and how to maximise effectiveness ● Practice skills to help you remember more easily what you have done, seen and heard ● Make useful notes to aid in your understanding of what you have done, seen and heard ● Reflection on what you have done, seen and heard ● Evaluate what you have done, seen and heard Media & Communication Focus: ● Define media and identify various forms of media ● Evaluate how we process information ● Identify reliability, bias, and vested interest in news sources ● Evaluate the impact of reliability, bias and vested interest in sources of communication ● Define and recognized misinformation and disinformation
Assessments:	Formative assessments: (see types listed in Unit 1) ● Students will use past papers to practise for the Component 1 ● Individual Report (IR) Component 2: students will begin working on aspects in mid March, each of which will count toward formative assessment marks. Summative Assessments: ● Project 2: Choice of project on prior covered topics.

Unit Four: Development, trade and aid Likely Topic Focus: Peace & Conflict	
Timeframe	6 Weeks; approx. 27th April - 19th June

Learning goals:	Collaboration and Communication Skills ● Understand the benefits of teamwork ● Identify the roles and characteristics needed for effective teamwork according to different scenarios ● Be able to work more effectively as a team ● Be able to make decisions more easily ● Be able to express yourself creatively ● Understand the importance of developing communication skills ● Identity the main points, gist and detail from written and spoken texts ● Identity information from different types of written and spoken texts ● Produce written summaries, paragraphs and conclusions ● Speak confidently for different purposes Peace & Conflict Focus: ● Define conflict, compromise and peace ● Explore causes and consequences of major world conflicts ● Analyse the effects of hysteria, propaganda, and "othering" in WWII and other case studies ● Recognize the UN criteria for genocide ● Evaluate cases of attempted or enacted genocide against the UN criteria ● Recognize patterns in conflicts and patterns in resolving conflict through treaties and peace agreements.
Assessments:	Formative Assessments: (see types listed in Unit 1) ● Individual Report (IR) Component 2: students will continue working on aspects of this project, each of which will count toward formative assessment marks. (The final version will be due in October of the 10th grade year) ● Students will use past papers to practise for the Component 1 Summative Assessment: ● Exam 2 - This will be in the style of the Component 1 Exam

HISTORY

Teacher(s): Carmen Patrick

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Course Description:

The Cambridge IGCSE World History course provides students with a broad and balanced understanding of key global developments in the nineteenth and twentieth centuries. Through the study of significant events, people, places, and ideas, students explore how history has shaped the modern world and continues to influence societies today.

This course emphasizes critical thinking, evidence-based analysis, and historical interpretation. Students learn to evaluate primary and secondary sources, construct coherent arguments, and develop strong communication skills in both written and oral forms.

Course Aims & Objectives:

Course aims and objectives include an interest in and enthusiasm for learning about the past, knowledge and understanding of individuals, people and societies in the past, knowledge that is rooted in an understanding of the nature and use of historical evidence, an understanding of key historical concepts: cause and consequence, change and continuity, and similarity and difference, an understanding of international issues in history, historical skılls, includıng ınvestigating, analysis, evaluation, and communicatıon skills, and a sound basis for further study and the pursuit of personal interest.

Unit Learning Objectives:

- The content focuses on the following key questions:
- Was the Treaty of Versailles fair?
- To what extent was the League of Nations a success?
- How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
- Who was to blame for the Cold War?
- How effectively did the United States contain the spread of communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?

TEXT: Cambridge IGCSE and O Level History Option B: The Twentieth Century Digital Coursebook (2 years)

Enduring understandings:

- **History involves interpretation and debate.**
  Events and agreements, such as the Treaty of Versailles, can be judged in multiple ways depending on perspective, evidence, and historical context.
- **The success or failure of international organizations depends on political will, cooperation, and global context.**
  The League of Nations illustrates the challenges of maintaining collective security and the limitations of diplomacy when national interests dominate.
- **Individual leaders and their policies can accelerate or shape global conflict, but broader structural causes must also be considered.**
  Hitler's foreign policy was significant, but underlying tensions, failures of appeasement, and unresolved post–World War I issues also contributed to war.

- **The Cold War emerged from both ideological differences and mutual suspicions, with responsibility contested by historians.**
  Assigning "blame" requires analyzing competing narratives from multiple perspectives.
- **Superpowers use a variety of strategies—military, political, economic, and cultural—to exert influence and contain rival ideologies.**
  U.S. containment policies reveal both the limits and successes of intervention in shaping the global balance of power.
- **Control over people and nations is rarely absolute, and resistance takes many forms.**
  The USSR's dominance in Eastern Europe was maintained through force and fear, but it faced constant challenges from within, ultimately leading to its weakening.
- **The causes and outcomes of major global conflicts are complex and cannot be explained by a single factor.**
  International relations are shaped by the interplay of ideology, economics, leadership, diplomacy, and public opinion.

Key Concepts:
Cause and Consequence – Understanding the multiple, interconnected causes of international conflict and the varied consequences of treaties, policies, and wars.

- **(e.g., Was the Treaty of Versailles a cause of WWII? Was Hitler's policy the decisive factor?)**

Perspective – Recognizing that fairness, blame, and success depend on point of view, ideology, and historical context.

- **(e.g., Different nations judged Versailles differently; Cold War blame differs in U.S. vs Soviet narratives.)**

Power and Authority – Examining how states and leaders seek to exert influence, maintain control, and respond to challenges.

- **(e.g., USSR in Eastern Europe, U.S. containment, Hitler's expansionist aims.)**

Conflict and Cooperation – Analyzing the tension between attempts at international collaboration (League of Nations, UN, diplomacy) and the forces that push nations toward conflict.
Change and Continuity – Exploring what changed (alliances, ideological divides, spheres of influence) and what persisted (rivalries, mistrust, power struggles) across the 20th century.
Significance – Evaluating why events, policies, and decisions mattered at the time and why they remain debated today.

- **(e.g., Versailles as a turning point, Cold War containment shaping modern geopolitics.)**

Ideology – Understanding how competing worldviews (democracy, fascism, communism) shaped policies, conflicts, and global alignments.

Transdisciplinary Links:
- Englısh: Excerpts from WWI or Cold War poetry or novels
- Science or technology: WWI, WWII, and Cold War innovations
- Art and Music: WWI, WWII, and Cold War propaganda, Cold War protest music

Unit 1: Was the Treaty of Versailles fair?	
Timeframe	1-9th weeks
Learning goals:	Focus points • What were the motives and aims of the Big Three at Versailles? • Why did the victors not get everything they wanted? • What was the impact of the Treaty on Germany up to the end of 1923? • Could the Treaty be justified at the time? Specified content • The roles of Wilson, Clemenceau and Lloyd George in the peacemaking process • The terms of the Treaty • Social, economic and political impact of the Treaty in Germany to the end of 1923 • Contemporary opinions about the Treaty
Assessments:	Worksheets, Small Group Work, Presentations, Papers, Group Discussions, posters, and other Formative Assessments. Summative Assessments

Unit 2: To what extent was the League of Nations a success?	
Timeframe	10-19th weeks
Learning goals:	Focus points • How far did weaknesses in the League's organisation and membership make failure inevitable? • How successful were the League's attempts at peacekeeping in the 1920s? • How important was the League's humanitarian work? • How far did the Depression make the work of the League more difficult in the 1930s? Specified content • The structure, aims and membership of the League • Successes and failures in peacekeeping during the 1920s: – Vilna 1920 – Aaland Islands 1920–21 – Corfu 1923 – Bulgaria 1925 • The League's humanitarian work: – refugees – health – working conditions – slavery • The League in the 1930s: – causes, events and consequences of the Manchurian crisis and of the Abyssinian crisis
Assessments:	Worksheets, Small Group Work, Presentations, Papers, Group Discussions, posters, and other Formative Assessments. Summative Assessment

Unit 3: How far was Hitler's foreign policy for the outbreak of war in Europe in 1939?	
Timeframe	20-29th weeks
Learning goals:	Focus points • What were the long-term consequences of the Treaty of Versailles? • What were the consequences of the failures of the League of Nations in the 1930s? • Was the policy of appeasement justified? • How important was the Nazi–Soviet Pact? • Why did Britain and France declare war on Germany in September 1939? Specified content • Hitler's foreign policy aims • Rearmament • The Saar • Remilitarisation of the Rhineland • The Rome–Berlin Axis and the Anti-Comintern Pact • German and Italian involvement in the Spanish Civil War • Anschluss with Austria • The crisis over Czechoslovakia and the Munich Agreement • The Polish crisis and the outbreak of war
Assessments:	Worksheets, Small Group Work, Presentations, Papers, Group Discussions, posters, and other Formative Assessments. Summative Assessments

Unit 4: Depth study: The Second World War in Europe and Asia–Pacific. 1939 – c.1945	
Timeframe	30-36th weeks

Learning goals:	1. How did the Second World War in Europe develop? Focus points • To what extent had Nazi Germany gained control of Europe in 1940? • Why was Germany unable to conquer Britain? • Why did Hitler invade the Soviet Union in 1941? • Why was the Battle of Stalingrad a turning point? 2. How did the Second World War in the Asia–Pacific develop? Focus points • How did US–Japanese relationships deteriorate? • How successful was the Japanese attack on Pearl Harbor? • Why were the Japanese successful in the initial stages of the war? • Why was the Battle of Midway a turning point? 3. What was the impact of war on civilian populations in Europe and the Asia–Pacific? Focus points • What was the impact on civilians of the bombing of Britain (1940–41) and Germany (1943–45)? • How did Japanese control impact peoples' lives? • What were the experiences of civilian populations in Nazi-occupied Europe? • How effective were resistance movements in Europe and the Asia–Pacific? 4. How did the Allies achieve victory over the Axis powers? Focus points • What was the importance of the Allied advance through Italy? • Why was Nazi Germany on the point of collapse by April 1945? • Why were the Allies able to achieve victory over Japan? • How did the Allies consolidate their victories in Germany and Japan?

BIOLOGY

Teacher(s): Emmanuel Akaiso

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Course Description

Biology is the scientific study of life and living organisms. Over time, the focus of biology has evolved from mainly describing the structures of organisms (often through studying preserved specimens) to understanding **how living things function** and interact with their surroundings.

Modern biology has led to discoveries about health and disease, food chains and ecosystems, genetics, and how humans can influence other organisms. These advances bring important responsibilities: understanding how human activity impacts the environment, making informed decisions about health and lifestyle, and developing ethical rules for using genetic information.

With a strong emphasis on **human biology**, the Cambridge IGCSE Biology course using the **Cambridge IGCSE biology textbook** enables learners to understand the technological world they live in and to take an informed interest in scientific developments. Students learn the **core principles of biology** through a balance of theory and practical work, and they develop the **scientific skills** required for advanced study at Cambridge A Level or the IB Diploma Programme. They also gain awareness of how science is studied and applied, and that research outcomes can have both positive and negative effects on individuals, communities, and the environment.

Course Aims & Objectives

The aims of this course are to:

1. Provide an engaging and worthwhile biology education for all learners, whether or not they continue to study science.
2. Ensure learners acquire the knowledge and understanding to:
    - Become confident, informed citizens in a technological world.
    - Develop a lifelong interest in scientific matters.
    - Be well-prepared for further studies beyond Cambridge IGCSE.
3. Help learners recognise that science is **evidence-based** and understand both the strengths and limitations of the scientific method.
4. Develop skills that:
    - Apply to the study and practice of biology.
    - Support problem-solving in everyday life.
    - Encourage a systematic and logical approach to investigations.
    - Promote efficient, safe, and ethical working practices.
    - Strengthen communication using the **language of science**.
5. Foster positive scientific attitudes such as:
    - Accuracy and precision in work.
    - Objectivity and fairness.
    - Integrity, curiosity, and initiative.
    - Creativity and inventiveness.
6. Enable learners to appreciate that:
    - Science is influenced by social, economic, technological, ethical, and cultural factors.
    - Applications of biology can have both benefits and drawbacks for individuals, communities, and the environment.

Enduring Understandings

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

- Scientific research combines creativity with rigorous methods in a global context.
- Science and technology are built upon defined knowledge, processes, and techniques.

- Analysing, evaluating, and synthesising information are essential skills in biology.
- Collaboration and effective communication are critical in scientific work.
- Investigations use both traditional and modern technologies.
- Digital communication tools are valuable in the study and sharing of scientific ideas.
- Science and technology have ethical considerations as well as potential benefits and limitations.
- Biological knowledge is interconnected with other scientific disciplines and influences other fields of study.

Transdisciplinary Links

- **Chemistry** – Understanding biochemical processes and molecular structures.
- **Geography** – Studying ecosystems, climate, and environmental change.
- **Environmental Management** – Exploring sustainability and conservation.
- **Physics** – Investigating energy transfer and biological systems.
- **English** – Developing scientific communication, comprehension, and reporting skills.

B1: Characteristics of living organisms	
Timeframe	1 week
Learning goals:	● Describe the characteristics of living organisms.
Assessments:	Quiz

B2: Cells	
Timeframe	2 weeks
Learning goals:	● Observe cellular structures and use these to classify and identify cells. ● Relate the structures of cells to their functions and to describe the levels of organisation by which they work together to make up a functioning organism.
Assessments:	Quiz

B3: Movement in and out of the cells	
Timeframe	4 weeks
Learning goals:	● Explain how the different ways in which molecules move into and out of cells enable the cells to carry out the functions that define life.
Assessments:	Performance task Exam 1

B4: Biological Molecules	
Timeframe	3 weeks
Learning goals:	● Describe the structure of large organic molecules made from smaller basic units. ● Test foods for the presence of various proteins, lipids, carbohydrates and other essential molecules.

Assessments:	Performance task Quiz

B5: Enzymes	
Timeframe	3 weeks
Learning goals:	● Describe the structure of enzymes and their functions in living organisms. ● Investigate and explain factors that affect enzyme activity.
Assessments:	Performance task Quiz Exam 2

B6 : Plant Nutrition	
Timeframe	3 weeks
Learning goals:	● Explain how photosynthesis is the basis of the molecules that are involved in nutrition. ● Investigate factors that affect the rate of photosynthesis. ● Identify the structures within a dicotyledonous leaf and explain their functions. ● Describe the importance of minerals and water uptake for plants.
Assessments:	Performance Task Lab Report

B7: Human Nutrition	
Timeframe	4 weeks
Learning goals:	● Explain what each component of a balanced diet does or becomes in the functioning organism. ● Identify the structures within the human digestive system and explain their functions. ● Relate structure to function in animal digestive system organs. ● Distinguish between chemical and mechanical digestion. State significance of each digestion method.
Assessments:	Performance task Quiz Exam 3

B8: Transport in Plants	
Timeframe	4 weeks
Learning goals:	● Describe the processes by which materials are transported through xylem and phloem in plants. ● Investigate the pathway of water through the above-ground parts of a plant ● Define and explain the mechanism of transpiration

	● Investigate and describe the effects of variation of temperature and humidity on transpiration rate
Assessments:	Quiz Performance Task

B9: Transport in Humans	
Timeframe	5 weeks
Learning goals:	● Describe the circulatory system as a system of blood vessels with a pump and valves to ensure one-way flow of blood ● Explain the advantages of a double circulation ● Name the main blood vessels and identify their flow direction ● List the components of blood and state their functions. ● Explain the effect of physical activity on the heart rate
Assessments:	Performance Task Exam 4

CHEMISTRY

Teacher(s): Mr. Oscar Viez

Contact details: viezo@mefis.k12.tr

Course Description:

- This course follows the Cambridge International Examinations Co-ordinated Science syllabus and is accepted by universities and employers as proof of essential science knowledge and ability.

Students, in scientific inquiries, focus on:

- Discussing and controlling risks to themselves and others.
- Planning investigations, identifying important variables
- Using a range of equipment correctly
- Comparing results with predictions
- Presenting conclusions, evaluating results and discussing explanations to others in appropriate ways

Course Aims & Objectives:

- to provide a worthwhile educational experience for all students, through well-designed instructions and studies of experimental chemistry
- to develop abilities and skills that
    - are relevant to the study and practice of Chemistry
    - are useful in everyday life
    - encourage efficient and safe practice
    - encourage effective communication
- to stimulate interest in the environment and caring for it
- to promote an awareness that
    - scientific theories and methods have developed, and continue to do so, as a result of collaborative activities of groups and individuals
    - science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal.
- to develop attitudes relevant to Chemistry such as
    - concern for accuracy and precision
    - objectivity
    - inquiry
- to enable candidates to acquire sufficient understanding and knowledge to
    - become confident citizens in a technological world, able to take an informed interest in scientific matters
    - recognise both the usefulness and the limitations of scientific method, and appreciate its applicability in other disciplines and in everyday life
    - be suitably prepared for studies beyond Cambridge IGCSE in pure sciences, in applied sciences or in science-dependent vocational courses

Enduring understandings:

- Students will understand scientific study and creativity within a global context through stimulating and challenging opportunities.
- Students will understand a body of knowledge, methods and techniques that characterize science and technology.
- Students will understand how to analyze, evaluate and synthesize scientific information.
- Students will understand the need for, and the value of, effective collaboration and communication during scientific activities.

- Students will understand experimental and investigative scientific methods whilst using current technologies.
- Students will understand 21st century communication methods in the study of science.
- Students will understand that science and technology have ethical implications.
- Students will understand the possibilities and limitations of science and technology.
- Students will understand the relationships between scientific disciplines and their influence in other areas of knowledge.

Transdisciplinary links:

- Physics: Forces of attraction between particles are important in determining many macroscopic properties of a substance, including observable physical state changes with temperature.
- Physics: The oppositely charged particles attract each other but the same charged particles repel each other.
- Biology: Photosynthesis and respiration

UNIT 1: States of matter	
Timeframe	3 weeks
Learning goals:	● Solids, liquids and gases ● Solutions ● Diffusion
Assessments:	Quizzes, Exam, Lab Activities, Homework Assignments, Projects, Class Participation

Unit 2: Experimental Techniques and Chemical Analysis	
Timeframe	4 weeks
Learning goals:	● Experimental Design ● Separation and Purification ● Chromatography
Assessment:	Quizzes, Exam, Lab Activities, Homework Assignments, Projects, Class Participation, performance task

UNIT 3: Atoms, elements and compounds	
Timeframe	4 weeks
Learning goals:	● Elements, Compounds, and Mixtures ● Atomic Structure and Periodic Table ● Isotopes ● Chemical Bonding ● Ions and Ionic Bonding ● Simple Molecular and Covalent Bonds ● Giant Covalent Structures ● Metallic Bonding
Assessments:	Quizzes, Exam, Lab Activities, Homework Assignments, Projects, Class Participation, performance task

Unit 4: Periodic Table

Timeframe	3 weeks
Learning goals:	● Arrangement of Elements ● Group 1 Element Properties ● Group 7 Element Properties ● Transition Elements ● The Noble Gases
Assessment:	Quizzes, Exam, Lab Activities, Homework Assignments, Projects, Class Participation, performance task

UNIT 5: Stoichiometry	
Timeframe	4 weeks
Learning goals:	Symbols, Formulae & Equations ● Use the symbols of the elements and write the formulae of simple compounds ● Deduce the formula of a simple compound from the relative numbers of atoms present. ● Deduce the formula of a simple compound from a model or a diagrammatic representation. ● Determine empirical formulas from percentages. ● Distinguish between the empirical and molecular formulas. ● Construct word equations and simple balanced chemical equations ● Define and calculate atomic and molecular masses. ● Calculate reacting masses. ● Use the mole in calculations involving masses, volumes of gases, concentrations of solutions and numbers of particles.
Assessments:	Quizzes, Exam, Lab Activities, Homework Assignments, Projects, Class Participation, performance task

UNIT 6: Chemical energetics	
Timeframe	3 weeks
Learning goals:	● Exothermic and endothermic reactions
Assessment:	Quizzes, Exam, Lab Activities, Homework Assignments, Projects, Class Participation, performance task

UNIT 7: Chemical reactions	
Timeframe	3 weeks
Learning goals:	● Physical and chemical changes ● Rate of reactions
Assessment:	Quizzes, Exam, Lab Activities, Homework Assignments, Projects, Class Participation, performance task

UNIT 8: Metals	
Timeframe	3 weeks
Learning goals:	● Properties of Metals ● Uses of Metals ● Alloys and Their Properties ● Reactivity Series ● Corrosion of Metals ● Extraction of Metals
Assessment:	Quizzes, Exam, Lab Activities, Homework Assignments, Projects, Class Participation, performance task

PHYSICS

Teacher(s): Howard MacDougall

Contact details: macdougallh@mefis.k12.tr

Course Description:

Grade 9 IGCSE Physics students will investigate a range of topics including: physical measurements, motion, forces, energy, wave phenomena and space physics. IGCSE curriculum standards will be used to inform planning and assessment. Students will use various forms of information and presentation to identify patterns, make predictions and solve problems. They will also develop a range of skills including planning, making, recording and interpreting experimental observations and data. Students will also be assessed on their recollection of important facts relating to the topics studied.

Course Aims & Objectives:

Students should be able to demonstrate knowledge and understanding of scientific principles, vocabulary, instruments and applications. They should be able to handle information from various sources, make predictions and problem solve. They should also be able to work safely in the laboratory, make and record observations and interpret and evaluate data.

Enduring understandings:

- Students will understand scientific study and creativity within a global context through stimulating and challenging opportunities.
- Students will understand a body of knowledge, methods and techniques that characterize science and technology.
- Students will understand how to analyse, evaluate and synthesize scientific information.
- Students will understand the need for, and the value of, effective collaboration and communication during scientific activities.
- Students will understand experimental and investigative scientific methods whilst using current technologies.
- Students will understand 21st century communication methods in the study of science.
- Students will understand that science and technology have ethical implications.
- Students will understand the possibilities and limitations of science and technology.
- Students will understand the relationships between scientific disciplines and their influence in other areas of knowledge.

Transdisciplinary links:

- Chemistry: Thermal physics.
- Chemistry: Types of Energy
- Math: Speed and motion graphs.

UNIT 1: Introduction and skills revision	
Timeframe	2 weeks

Learning goals:	• Discuss answers to the question 'what is physics?' • Use the scientific method to answer research questions • Demonstrate the basic scientific and mathematical skills required to start the physics course
Assessments:	Laboratory Activities, Homework Assignments, Class Participation.

UNIT 2: Physical quantities and measurement techniques (P1A)	
Timeframe	2 weeks
Learning goals:	**Core material** • Describe the use of rulers and measuring cylinders to find a length or a volume • Describe how to measure a variety of time intervals using clocks and digital timers • Determine an average value for a small distance and for a short interval of time by measuring multiples (including the period of oscillation of a pendulum). **Extended material** • Understand that a scalar quantity has magnitude (size) only and that a vector quantity has magnitude and direction • Know that the following quantities are scalars: distance, speed, time, mass, energy and temperature • Know that the following quantities are vectors: force, weight, velocity, acceleration and gravitational field strength
Assessments:	Quizzes, Laboratory Activities, Homework Assignments (past IGCSE paper questions), Class Participation, exam 1

UNIT 3: Motion (P1B)	
Timeframe	2 weeks
Learning goals:	**Core material** • Define speed as distance travelled per unit time; recall and use the equation $v = \frac{s}{t}$ • Recall and use the equation $average\ speed = \frac{total\ distance\ travelled}{time\ taken}$ • Sketch, plot and interpret distance-time and speed-time graphs • Know that an object moving with increasing speed is accelerating, and that an object moving with decreasing speed is decelerating • Determine, qualitatively, from the shape of a distance-time graph or a speed-time graph when an object is at rest, moving with constant speed, accelerating or decelerating • Calculate speed from the gradient of a straight-line section of a distance-time graph • Calculate the area under a speed-time graph to work out the distance travelled for motion with constant speed or constant acceleration **Extended material**

	• Define velocity as speed in a given direction • Define acceleration as change in velocity per unit time; recall and use the equation $a = \frac{\Delta v}{\Delta t}$ • Determine from given data or the shape of a speed-time graph when an object is moving with constant acceleration or changing acceleration • Calculate acceleration from the gradient of a straight-line section of a speed-time graph • Know that deceleration is a negative acceleration and use this in calculations • Know that the acceleration of free fall g for an object near to the Earth is approximately constant and is approximately 9. 8 m/s^2
Assessments:	Quizzes, Laboratory Activities, Homework Assignments (past IGCSE paper questions), performance task 1, Class Participation, exam 1

UNIT 4: Mass, weight and density (P1C)	
Timeframe	2 weeks
Learning goals:	**Core material** • State that mass is a measure of the quantity of matter in an object • State that weight is the gravitational force on an object that has mass • Define gravitational strength g as the gravitational force per unit mass; recall and use the equation $g = \frac{W}{m}$ and know that near to the surface of Earth, g is approximately 9.8 N/kg • Define density as mass per unit volume; recall and use the equation $\rho = \frac{m}{V}$ • Describe how to determine the density of a liquid, of a regularly shaped solid and of an irregularly shaped solid which sinks in a liquid (volume by displacement), including appropriate calculations • Determine whether an object sinks or floats based on density data **Extended material** • Describe, and use the concept of, weight as the effect of a gravitational field on a mass • Know that gravitational strength is the equivalent to the acceleration of free fall
Assessments:	Quizzes, Laboratory Activities, Homework Assignments (past IGCSE paper questions), Class Participation, exam 1

UNIT 5: Forces, energy, work, power and pressure (P1D)	
Timeframe	11 weeks
Learning goals:	**Core material** • Know that forces may produce changes in the size, shape and motion of an object • Determine the resultant of two or more forces acting along the same straight line

	• Describe friction as the force between two surfaces that may impede relative motion and produce heating • Know that friction (drag) acts on an object moving through a liquid • Know that friction (drag) acts on an object moving through a gas (e. g. air resistance) • Know that an object either remains at rest or continues in a straight line at constant speed unless there is a resultant force on the object • Describe the moment of a force as a measure of its turning effect and give everyday examples • Define the moment of a force as $moment = force \times perpendicular\ distance\ from\ the\ pivot$; recall and use this equation • State that, when there is no resultant force and no resultant moment, an object is in equilibrium • Understand what is meant by centre of gravity and know its position for regularly shaped objects (limited to rectangular blocks, spheres and cylinders) • Describe an experiment to determine the centre of gravity of an irregularly shaped plane lamina • Describe, qualitatively, the effect of the position of the centre of gravity on the stability of simple objects • State that energy may be stored as kinetic, gravitational potential, chemical, elastic (strain), nuclear, electrostatic and internal (thermal) • Describe how energy is transferred between stores during events and processes, including examples of transfer by forces (mechanical work done), electrical currents (electrical work done), heating and by electromagnetic, sound and other waves • Know the principle of conservation of energy and apply this principle to simple examples including the interpretation of simple flow diagrams • Understand that mechanical or electrical work done is equal to the energy transferred • Recall and use the equation for mechanical work $W = Fd = \Delta E$ • Describe how useful energy may be obtained, or power generated, from fossil fuels, biofuels, water (including waves, tides and hydroelectric dams), geothermal resources, nuclear fission, light from the Sun (solar cells), infrared or other electromagnetic waves from the Sun to heat water (solar thermal collectors) and wind (wind turbines). This includes references to a boiler, turbine and generator where they are used • Give advantages and disadvantages of each method in terms of renewability, availability, reliability, scale and environmental impact • Understand, qualitatively, the concept of efficiency of energy transfer • Define power as work done per unit time and also as energy transferred per unit time; recall and use the equations $P = \frac{W}{t}$ and $P = \frac{\Delta E}{t}$

	• Describe how pressure varies with force and area in the context of everyday examples • Define pressure as force per unit area; recall and use the equation $p = \frac{F}{A}$ **Extended material** • Recall and use the equation $F = ma$ and know that the resultant force are in the same direction • Sketch, plot and interpret load-extension graphs for an elastic solid and describe the associated experimental procedures • Define the spring constant as force per unit extension; recall and use the equation $k = \frac{F}{x}$ • Define and use the term 'limit of proportionality' for a load-extension graph and identify this point on the graph • Apply the principle of moments to situations with one force each side of the pivot, including balancing of a beam • Recall and use the equation for kinetic energy $E_k = \frac{1}{2}mv^2$ • Recall and use the equation for the change in gravitational potential energy $\Delta E_g = mg\Delta h$ • Know that radiation from the Sun is the main source of energy for all our resources except geothermal, nuclear and tidal • Know that energy in the Sun is released by nuclear fusion (not in detail) • Know that energy is released by nuclear fission in nuclear reactors (not in detail) • Define efficiency as $efficiency = \frac{useful\ energy\ output}{total\ energy\ output} \times 100\%$ and as $efficiency = \frac{useful\ power\ output}{total\ power\ output} \times 100\%$; recall and use these equations
Assessments:	Quizzes, Laboratory Activities, Homework Assignments (past IGCSE paper questions), Class Participation, exam 1, exam 2

UNIT 6: Thermal physics (P2)	
Timeframe	7 weeks
Learning goals:	**Core material** • State the distinguishing properties of solids, liquids and gases • Know the terms for the changes in state between solids, liquids and gases • Describe the structure of solids, liquids and gases in terms of the arrangement, separation and motion of the particles represent these states using simple particle diagrams • Describe the relationship between particle motion and temperature • Know that the random motion of particles (e.g. smoke particles or pollen grains, that can be viewed with a light microscope) in a suspension is evidence for the kinetic particle model of matter

	● Describe, qualitatively, the thermal expansion of solids, liquids and gases at constant pressure ● Know the melting and boiling temperatures for water at standard atmospheric pressure (limited to Celsius only) ● Describe condensation and solidification (freezing) in terms of particles ● Describe evaporation in terms of the escape of the more energetic particles from the surface of a liquid ● Know that evaporation causes cooling of a liquid ● Describe melting and boiling in terms of energy input without a change in temperature ● Identify and give examples of typical good thermal conductors and bad thermal conductors (thermal insulators) ● Know that convection is an important method of heat transfer in liquids and gases ● Describe convection in liquids and gases ● Know that thermal energy transfer by thermal radiation does not require a medium and is mainly due to infrared radiation ● Describe the effect of surface colour (black or white) and texture (dull or shiny) on the emission, absorption and reflection of thermal radiation ● Identify and explain some of the basic everyday applications and consequences of conduction, convection and radiation **Extended material** ● Know that the forces and distances between the particles and the motion of the particles affect the properties of solids, liquids and gases ● Describe Brownian motion in terms of random collisions between particles in the suspension and much smaller, fast-moving particles of the gas or liquid ● Describe the pressure of a gas in terms of the forces exerted by particles colliding with surfaces, creating a force per unit area ● Describe, qualitatively, in terms of particles, the effect on the pressure of a fixed mass of gas of a change of temperature at constant volume and a change of volume at constant temperature ● Explain some of the everyday applications and consequences of thermal expansion ● Describe the differences between boiling and evaporation ● Describe how temperature, surface and air movement over a surface affect evaporation ● Describe thermal conduction in solids in terms of atomic or molecular lattice vibrations and also in terms of the movement of delocalized (mobile) electrons in metallic conductors ● Explain convection in liquids and gases in terms of density changes ● Know that the temperature of Earth is affected by the radiation absorbed by Earth and the radiation emitted by Earth

	● Describe experiments to distinguish between good and bad emitters of thermal radiation ● Describe experiments to distinguish between good and bad absorbers of thermal radiation
Assessments:	Quizzes, Laboratory Activities, Homework Assignments (past IGCSE paper questions), performance task 2, Class Participation, exam 2

UNIT 7: Waves part 1 (P3)	
Timeframe	5 weeks
Learning goals:	**Core material** ● Know that waves transfer energy without transferring matter ● Describe what is meant by wave motion as illustrated by vibration (oscillation) in ropes and springs and by experiments using water waves ● Describe the features of a wave in terms of wavelength, frequency, crest (peak), trough, amplitude and wave speed ● Describe how waves can undergo reflection at a plane surface and refraction due to a change of speed ● Recall and use the equation for wave speed $v = \lambda f$ ● Describe the production of sound by vibrating sources ● State the approximate range of frequencies audible to humans as 20 Hz to 20 kHz ● Know that a medium is needed to transmit sound waves ● Determine the speed of sound in air using a method involving a measurement of distance and time ● Describe how changes in amplitude and frequency affect the loudness and pitch sound waves ● Describe an echo as the reflection of a sound wave ● Define ultrasound as sound with a frequency higher than 20 kHz **Extended material** ● Know that for a transverse wave, the direction of vibration is at right angles to the direction of propagation and understand that electromagnetic radiation, water waves and seismic S-waves (secondary) are transverse ● Know that for a longitudinal wave, the direction of vibration is parallel to the direction of propagation and understand that sound waves and seismic P-waves (primary) are longitudinal ● Describe how waves can undergo diffraction through a narrow gap ● Describe how wavelength and gap size affect diffraction through a gap ● Describe the longitudinal nature of sound waves in air as a series of compressions and rarefactions

	• Describe, qualitatively, compressions as regions of higher pressure due to particles being closer together and and rarefactions as regions of lower pressure due to particles being spread further apart • Know that, in general, sound travels faster in solids than in liquids and faster in liquids than in gases
Assessments:	Quizzes, Laboratory Activities, Homework Assignments (past IGCSE paper questions), Class Participation, exam 1, exam 2

UNIT 8: Space physics (P6)	
Timeframe	5 weeks
Learning goals:	**Core material** • Describe the Solar System as containing one star (the Sun), the eight named planets and know their order from the Sun, minor planets that orbit the Sun (including dwarf planets such as Pluto and asteroids in the asteroid belt) and moons that orbit the planets • Know that the Sun is the closest star to Earth and that astronomical distances can be measured in lightyears, where one lightyear is the distance travelled in (the vacuum of) space by light in one year • Calculate the time it takes light a significant distance such as between objects in the Solar System • Know that the Sun contains most of the mass in the Solar System and that this explains why the planets orbit the Sun • Know that the force that keeps an orbit around the Sun is due to the gravitational attraction of the Sun • Know that the Sun is a star of medium size, consisting mostly of hydrogen and helium, and that it radiates most of its energy in the infrared, visible and ultraviolet regions of the electromagnetic spectrum • Know that stars are formed as protostars from interstellar clouds of gas and dust due to gravitational attraction • Know that the stages of the life cycle of a star depend on its mass, limited to small mass (about the same mass as the Sun) stars (red giant → white dwarf + planetary nebula), large mass stars (red supergiant → supernova → neutron star) and very large mass stars (red supergiant → supernova → black hole) • Know that galaxies are each made up of billions of stars, that the Sun is a star in the galaxy known as the Milky Way, and that the other stars that make up the Milky Way are much further away from the Earth than the Sun is from the Earth • Know that the Milky Way is one of the billions of galaxies making up the Universe and that the diameter of the Milky way is approximately 100 000 lightyears **Extended material**

	• Define orbital speed from the equation $v = \frac{2\pi r}{T}$ where r is the radius of the orbit and T is the orbital period; recall and use this equation • Know that the strength of the Sun's gravitational field decreases and that the orbital speeds of the planets decrease as the distance from the Sun increases • Know that stars are powered by nuclear reactions that release energy and that in stable stars the nuclear reactions involve the fusion of hydrogen into helium • Know that the nebula from a supernova may form new stars with orbiting planets • Know that the Big Bang Theory is supported by many astronomical observations and states that the Universe expanded from a single point of high density and temperature, it is still expanding and it is approximately 13.8 billion years old
Assessments:	Quizzes, Laboratory Activities, Homework Assignments (past IGCSE paper questions), Class Participation, exam 1, exam 2

INTERNATIONAL MATHEMATICS

Teacher : Sabina Aliyeva/ Ellen Brown
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Course Description :
Cambridge International Mathematics (IGCSE) syllabus is designed as a two-year course for examination at age 16-plus. The aims of this syllabus should enable students to:
1. Acquire a foundation of mathematical skills appropriate to further study and continued learning in mathematics;
2. Develop a foundation of mathematical skills and apply them to other subjects and to the real world;
3. Develop methods of problem solving;
4. Interpret mathematical results and understand their significance;
5. Develop patience and persistence in solving problems;
6. Develop a positive attitude towards mathematics which encourages enjoyment, fosters confidence and promotes enquiry and further learning;
7. Appreciate the beauty and power of mathematics;
8. Appreciate the difference between mathematical proof and pattern spotting;
9. Appreciate the interdependence of different branches of mathematics and the links with other disciplines;
10.Appreciate the international aspect of mathematics, its cultural and historical significance and its role in the real world;
11. Read mathematics and communicate the subject in a variety of ways.

Course aim and objectives :
The course will further develop the ability of students to:
1. Know and apply concepts from all the aspects of mathematics listed in the specification;
2. Apply combinations of mathematical skills and techniques to solve a problem;
3. Solve a problem by investigation, analysis, the use of deductive skills and the application of an appropriate strategy;
4. Recognize patterns and structures and so form generalizations;
5. Draw logical conclusions from information and understand the significance of mathematical or statistical results;
6. Use spatial relationships in solving problems;
7. Use the concepts of mathematical modeling to describe a real-life situation and draw conclusions;
8. Organize, interpret and present information in written, tabular, graphical and diagrammatic forms;
9. Use statistical techniques to explore relationships in the real world;
10. Communicate mathematical work using the correct mathematical notation and terminology, logical argument, diagrams and graphs;
11. Make effective use of technology;
12. Estimate and work to appropriate degrees of accuracy.

Overarching understandings:

- Students will understand that mathematics is enjoyable and will develop an appreciation for its elegance and power.
- Students will understand the principles and nature of mathematics.
- Students will understand the importance of communicating clearly and confidently in a variety of contexts and using appropriate mathematical language and notation.
- Students will understand that logical, critical and creative thinking, and patience and persistence in problem solving are necessary.
- Students will understand how to employ and refine their powers of abstraction and generalization.
- Students will understand how to apply and transfer skills to alternative situations, to other areas of knowledge and to continuous new developments.
- Students will understand how developments in technology and mathematics have influenced each other.
- Students will understand the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics.
- Students will understand and appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives.
- Students will understand the contribution of mathematics to other disciplines.

UNIT 1: NUMBER	
Timeframe	6 weeks
Learning goals:	· Vocabulary and notation for different sets of numbers: natural numbers k, primes, squares, cubes, integers w, rational numbers n, irrational numbers, real numbers o, triangle numbers k = {0, 1, 2, …} · Use of the four operations and brackets · Highest common factor, lowest common multiple · Calculation of powers and roots · Ratio and proportion including use of e.g. map scales 4.5 · Absolute value | x | **(Extended only)** · Equivalences between decimals, fractions, ratios and percentages · Percentages including applications such as interest and profit includes both simple and compound interest includes percentiles · Meaning of exponents (powers, indices) in n · Standard Form a x 10n where $1 \leq a < 10$ and $n \in w$ · Rules for exponents · Surds (radicals), simplification of square root expressions **(Extended only)** · Rationalization of the denominator e.g. 11-2 **(Extended only)** · Estimating, rounding, decimal places and significant figures · Calculations involving time: second (s), minutes (min), hours (h), days, months, years including the relation between consecutive units (1 year = 365 days) · Problems involving speed, distance and time problems.
Assessments	Homework, Quizzes, Class participation and behavior, Performance tasks

UNIT 2: ALGEBRA	
Timeframe	9 weeks
Learning goals:	● Writing, showing and interpretation of inequalities, including those on the real number line ● Solution of simple linear inequalities ● Solution of quadratic inequalities **(Extended only)** ● Solution of inequalities using a graphics calculator **(Extended only)** ● Solution of linear equations ● Solution of linear equations with fractional expressions **(Extended only)** ● Indices ● Derivation, rearrangement and evaluation of formulae ● Solution of simultaneous linear equations in two variables ● Expansion of brackets, including the square of a binomial ● Factorisation: common factor only e.g. 6x2 + 9x = 3x(2x + 3) ● Factorisation: difference of squares trinomial four term **(Extended only)** e.g. 9x2 – 16y2 = (3x – 4y)(3x + 4y) e.g. 6x2 + 11x – 10 = (3x – 2)(2x + 5) e.g. xy – 3x + 2y – 6 = (x + 2)(y – 3) ● Algebraic fractions: simplification, including use of factorisation addition or subtraction of fractions with linear denominators multiplication or division and simplification of two fractions. ● Solution of quadratic equations: by factorisation using a graphics calculator using the quadratic formula **(Extended only)** ● Use of a graphics calculator to solve equations, including those which may be unfamiliar. e.g. 2x – 1 = 1/x ● Continuation of a sequence of numbers or patterns ● Determination of the nth term ● Use of a difference method to find the formula for a linear sequence, a quadratic sequence (or a cubic sequence **(Extended only)**) ● Identification of a simple geometric sequence and determination of its formula **(Extended only)** ● Direct variation (proportion) y **(Extended only)** ● Inverse variation y **(Extended only)** ● Best variation model for given data modeling **(Extended only)**
Assessments	Homework, Exam 1, Class participation and behavior, Performance tasks

UNIT 3: FUNCTIONS	
Timeframe	9 weeks

Learning goals:	• Notation; Domain and range, Mapping diagrams (domain is Real numbers unless stated otherwise) • Recognition of the following function types from the shape of their graphs **(Extended only)**: (some of a, b, c or d may be 0) • linear f(x) = ax + b • quadratic f(x) = ax2 + bx + c • cubic f(x) = ax3 + bx2+ cx + d • reciprocal f(x) = a/x • exponential f(x) = ax with 0 < a < 1 or a > 1 (compound interest) • absolute value f(x) = | ax + b | • trigonometric f(x) = asin(bx); acos(bx); tanx (including period and amplitude) • Determination of at most two of a, b, c or d in simple cases **(Extended only)** • Finding the quadratic function given vertex and another point, x-intercepts and a point, vertex or x-intercepts with a = 1. (y = a(x – h)2 + k has a vertex) of (h, k) **(Extended only)** • Understanding of the concept of asymptotes and graphical identification of examples e.g. f(x) = tanx asymptotes at 90°, 270° etc. • Use of a graphics calculator to: (including unfamiliar functions not mentioned explicitly in this syllabus vertex of quadratic) • sketch the graph of a function produce a table of values • find zeros, local maxima or minima • find the intersection of the graphs of functions • Simplify expressions such as f(g(x)) where g(x) is a linear expression **(Extended only)** • Description and identification, using the language of transformations, of the changes to the graph of y = f(x) when y = f(x) + k, y = k f(x), y = f(x + k) where k is an integer • Inverse function **(Extended only)** • Logarithmic function as the inverse of the exponential function equivalent to **(Extended only)** • Rules for logarithms corresponding to rules for exponents **(Extended only)** • Solution to ax = b as x = log b / log a **(Extended only)**
Assessments	Homework, Quizzes, Class participation and behavior, Performance tasks

UNIT 4: COORDINATE GEOMETRY	
Timeframe	3 weeks
Learning goals:	• Plot points and read from a graph in the Cartesian plane • Calculate the distance between two points • Calculate the midpoint of a line segment • Calculate the gradient of a line segment and parallel lines • Express the equation of a straight line as $y = mx + c$ or $x = k$ • Find symmetry of diagrams or graphs in the Cartesian plane • Determine the equation of a straight line parallel or perpendicular to a given line, • Determine when and where two lines intersect each other in two dimensions
Assessments	Homework, Quizzes, Class participation and behavior, Performance tasks

UNIT 5: GEOMETRY	
Timeframe	5 weeks
Learning goals:	● Use and interpret the geometrical terms: acute, obtuse, right angle, reflex, parallel, perpendicular, congruent, similar ● Use and interpret vocabulary of triangles, quadrilaterals, polygons and simple solid figures. ● Understand line and rotational symmetry ● Measure angles in degrees ● Know the properties of angles around a point,angles on a straight line,intersecting straight lines, vertically opposite angles,alternate and corresponding angles on parallel lines, angle sum of a triangle, quadrilateral and polygons. ● Interior and exterior angles of a polygonç ● Angles of regular polygons. ● Sımılarity Calculation of lengths of similar figures. ● Use of area and volume scale factors. **(Extended only)** ● Use Pythagoras' Theorem and its converse in two dimensions including chord lengtho distance of a chord from the center of a circle o distances on a grid. ● Use and interpret vocabulary of circles ● Calculate angles and lengths using properties of circles ,tangent perpendicular to radius at the point of contact, tangents from a point, angle in a semicircle, (angles at the center and at the circumference on the same arccyclic quadrilateral **(Extended only)**
Assessments	Homework, Exam 2, Class participation and behavior, Performance tasks

REVISION	
Timeframe	3 weeks
Learning goals:	● Students will review the objectives of Number, Algebra, Functions, Geometry and Coordinate Geometry units.

ART

Teacher(s): Julia Totino

Contact details: totinoj@mefis.k12.tr

Course Description:

Art 9 is an introductory course that meets once a week providing the opportunity for students to explore various art media, such as: drawing, painting, mixed-media, and other processes depending on personal interests and materials available. This course is a great starting point for students who are generally interested in art and also builds skills for those with more developed interest in art.

Course Goals

- Encourage **creative and ongoing investigation** of formal and conceptual issues
- Emphasize **making art as a process** that involves experiments and informed decision making
- To develop **technical skills** and the functions of the visual elements
- Practicing the **courage to think independently** so you will contribute inventively and critically in all areas of life

Course Aims & Objectives *(from Cambridge art and design framework)*

Students will develop:

- an ability to record from direct observation and personal experience
- an ability to learn and refine fundamentals of drawing including 1,2 and 3 point perspective,
- an ability to learn and refine various drawing techniques including shading, contour, line
- an ability to learn and refine portraiture and figurative drawing
- an ability to identify and solve problems in visual and/or other forms
- An introduction to the basics of photographic composition
- creativity, visual awareness, critical and cultural understanding
- an imaginative, creative and personal response
- confidence, enthusiasm and a sense of achievement in the practice of art and design
- growing independence in the refinement and development of ideas and personal outcomes
- engagement and experimentation with a range of media, materials and techniques, including new media and technologies, where appropriate
- experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two and/or three dimensions
- a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures
- investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning.

Enduring Understandings:

CONNECTING

- Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

ANALYZE

- People evaluate art based on various criteria.

SYNTHESIZE

- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

CREATING

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
- Creativity and innovative thinking are essential life skills that can be developed.
- Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
- Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

PRESENTING

- Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
- Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

RESPONDING

- Visual imagery influences understanding of and responses to the world.
- People gain insights into meanings of artworks by engaging in the process of art criticism.
- 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.
- Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

Unit 1: Drawing Skills & Visual Arts Journal	
Timeframe	8 weeks
Learning goals:	● Demonstrate an understanding of the form, foreshortening and mechanics of drawing from still life and from imagination ● Understand the role of the visual arts journal ● Experiment with a variety of drawing prompts including “Inktober” ● Experiment with a variety of drawing media and still lifes ● Analysis of elements of art and principles of design
Assessments:	On-going assessment through class work

	Ideation and making process (sketchbooks) Reflection Statement Completion of final drawings

Unit 2: Urban Drawing and Photography	
Timeframe	12 classes
Learning goals:	● creativity, visual awareness, critical and cultural understanding of places and environments ● The fundamentals of urban perspective drawing including 1, 2, and 3 point perspective ● The fundamentals of urban photography and creating a set slideshow of curated photos that are meaningful ● confidence, enthusiasm and a sense of achievement in the practice of art and design in drawing techniques ● engagement and experimentation with mark making and formulation of artistic concepts
Assessments:	On-going assessment through class work Performance Task Artist Investigation Ideation and making process (sketchbooks) Completion of final product
Exam 1	Final finished product, Artist's reflection presentation and critique

Unit 3: Intro to painting (Fauvist portraits)	
Timeframe	12 classes
Learning goals:	• experience of working in relevant frameworks and exploration of manipulative skills necessary to form, compose and communicate in two-dimensional space using a variety of colourful paint and/or printmaking media • an exploration of Fauvist use of colour, portraiture techniques, exploring the historical context of self portraits • a working vocabulary relevant to the subject and an interest in, and a critical awareness of, other practitioners, environments and cultures • investigative, analytical, experimental, interpretative, practical, technical and expressive skills which aid effective and independent learning. • Colour theory • creativity, visual awareness, critical and cultural understanding
Assessments:	On-going assessment through class work Performance Task Ideation and making process (sketchbooks) Reflection/Artist Statement(s) Completion of final products
Exam 2	Final finished product, Artist's reflection presentation and critique

Unit 4: Street Art, Installations and 'Zines

Timeframe	6 classes
Learning goals:	● creativity, visual awareness, critical and cultural understanding of street art, graffiti and installations and zines as tools for communication ● an imaginative, creative and personal response ● confidence, enthusiasm and a sense of achievement in the practice of art and design ● engagement and experimentation with mark making in paint and formulation of artistic concepts
Assessments:	On-going assessment through class work Artist Investigation Ideation and making process (sketchbooks) Completion of final product

COMPUTER SCIENCE

Teacher(s): Benjamin Wanjui

Contact details: wanjuib@mefis.k12.tr

Course Description:

The basic parts of a computer and the functions of a computer system are introduced here, followed by an appreciation of the diversity of the range of a computer system. What way the numbers are represented within a computer system, the structure of the central processing unit and its functions, and the role of the operating system in managing the components of a computer system and interactions with the user are explored. Additionally, students investigate how data transmission between a processor and its peripherals is a central element in everyday life. Finally, students learn about how the internet has become an unconscious way of life for many people today. It is possible for data to be corrupted as it is transferred from one system to another – whether between computer systems or when entering data into a computer system.

Course Aims & Objectives:

- Understanding of the main principles of solving problems by using computers
- Understanding that every computer system is made up of subsystems, which in turn consist of further sub-systems
- Develop the ability to program a robot
- Understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- Understanding how robots operates and its applications
- Skills necessary to apply understanding to solve computer-based problems using a high-level programming language.

Enduring understandings:

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 Internet of Things in our modern world
- Students will understand the process of web development and its applications
- Students will understand the relationships between scientific disciplines and the Enduring nature of the scientific method.
- Students will understand how to act with integrity and honesty, and take responsibility for their own actions developing effective working practices.

UNIT 1: Web Technologies and Design	
Timeframe	9 Weeks
Learning goals:	● Understanding Web terminology ● Understand the terms HTTP and HTML5 ● Distinguish between HTML structure and presentation ● Hands on web programmıng ● Design a web page with hyperlinks ● Apply the HTML tags, lists graphics to the web page and modify the background colours ● Understand the technology behind pre built websites such as wix and squarespace
Assessments:	Quiz, Homework, Exam 1, Lab activity, UBD Performance task

UNIT 2: Database and ICT Applications	
Timeframe	10 Weeks
Learning goals:	● Define a single-table database from given data storage requirements. ● Suggest suitable basic data types. ● Understand the purpose of a primary key and identify a suitable primary key for a given database table. ● Read, understand and complete structured query language (SQL) scripts to query data stored in a single database table ● Explore Data Manipulation ● Describe a range of communication applications (e.g. newsletters, websites, multimedia presentations, music scores, cartoons, flyers and posters) ● Explain the use of smartphones for communication (e.g. text messaging, phone calls, accessing the internet) ● Explore the use of internet telephony, including Voice over Internet Protocol (VoIP) • describe applications for publicity and corporate image publications (e.g. business cards, letterheads, flyers and brochures) ● Identify the application of ICT in medicine, banking, schools and booking systems
Assessments:	Exam, Lab activities, Assignment, projects

UNIT 3: Internet of Things And Security	
Timeframe	9 Weeks
Learning goals:	Understand the Von Neumann model for computer systems ● How to use the logic gates to create electronic circuits ● Describe the representation of logic gates and truth tables ● Define the functions of NOT, AND, OR, NAND gates ● Describe the types of sensors and their use in household and industrial applications ● Understand the devices used in banks, mobile and smart boards ● Identify types of sensors and pictures ● Understand how the light, temperature, magnetic field, pressure, humidity sensors work ● Identify the hardware and software components of sensors ● Understand Data security and risk such as hacking, phishing and spam ● Explore Smart Home devices

Assessments:	Exam, Quız, UBD Performance task, Lab activities, Homework

UNIT 4: Robotics Made Easy (RME)	
Timeframe	8 weeks
Learning goals:	● Explore the history of robots and its uses ● Identify robots in our homes and schools ● Explore the broad scope of robotic applications ● Learn the basic components and building blocks of robots ● Develop the robot construction skills ● Learn to program the robots ● Program autonomous mobile robots to achieve challenging tasks
Assessments:	Homework, Lab activities, Assignment, Exam and Projects

Music

Teacher: Caleb Baron

Contact details: baronc@mefis.k12.tr

Course Description: Based on the Cambridge IGCSE Music syllabus, this class will delve into how music, an art form rooted in our human nature for millenia, impacts and plays a role in our world today. Students will gain a critical appreciation for music, whether Bach, Beethoven, music of world cultures, film music, and so much more. Students will also be able to develop skills on a primary instrument, performing music as soloists and in ensembles of varying genres. Students will also gain compositional skills, whether using classical Western notation, writing a folk song, or creating a soundtrack to a video game. Above all, students will discover *how* and *why* music plays an essential role in our world.

Course Aims & Objectives:

1. **Listening Skills, Music Appreciation, and Cultural Awareness**
    a. Know musical terminology and how to analyze music using theoretical terminology
    b. Differentiate between and describe genres and eras of music
    c. Connect cultural aspects such as language, geography, customs, migration, etc. to the development of cultures' distinctive music
    d. Know important musical composers from throughout history and today
    e. Explore a new genre or style of music that one is unfamiliar with
    f. Listening along to music while viewing the score
2. **Performance Skills**
    a. Perform various pieces of music from varying genres and eras as a soloist and in an ensemble
    b. Sightsinging and sightreading music from a score
    c. Apply listening skills and practice listening when performing in an ensemble
    d. Perform with expression and understand how to apply theoretical knowledge to creatively express a piece
3. **Compositional Skills:**
    a. Write western style notation by hand, before inputting into a notation software such as Noteflight or MuseScore music inspired by Western Art Music
    b. Compose music on a Digital Audio Workstation such as GarageBand or BandLab
    c. Compose and record music in a pop, folk, or other contemporary style
    d. Compose music as a soundtrack for a film or video game
    e. Compose music for a group to perform, as well as for individual performance

Enduring Understandings (Key Concepts):

CHANGE

- Music has evolved overtime based on cultural, geographical, economical, and social factors (Global context: technical innovation)

COMMUNICATION

- Music is a means to communicate emotion and ideas through composition and performance

COMMUNITIES

- Music is a collaborative art form in which individuals come together to create and experience music. New genres often emerged from a communal effort or shift towards something new.

CONNECTIONS

- Music is connected to other art forms such as visual arts, dance, filmmaking, and is often influential throughout political movements, cultural fusions, etc.

CREATIVITY

- Music is a creative art form and is rooted in human, original expressive ideas

CULTURE

- Music is a means of cultural expression, playing distinctive roles and having unique sounds from culture to culture (Global context: personal and cultural expression)

FORM

- Music is often arranged in a consistent, specific way for an audience. There are numerous forms for various musical contexts. It can also intentionally be formless for expressive intent.

GLOBAL INTERACTIONS

- Fusion music often emerges from the music of two cultures interacting; with the age of the Internet, international collaboration and distribution of music and has reached new heights (Global context: globalization)

IDENTITY

- Music is a means of personal expression, often informed by our identities; the way and what music we listen to is a part of our identities. (Global context: personal and cultural expression)

SYSTEMS

- Pitch and rhythm are codified into systems that can vary across cultures and countries (Global context: technological innovation)

TIME SPACE AND PLACE

- Music's composition, performance, interpretation, and audience experience depends largely on where and when in history (Global context: orientation in space and time)

UNIT 1: Introductory Music and Baroque Period	
Timeframe	7 weeks
Learning goals:	- Describe and identify the seven elements of music (Pitch, Rhythm, Tonality, Dynamics, Form, Texture, Timbre) within a favorite song - Play or sing a favorite song for the class - Analyze the music of Vivaldi and Bach using the elements of music vocabulary - Discuss Baroque music's reputation and relevance today - Perform a piece of Baroque music with authenticity - Create a concert program with information about the composer and piece of music
Assessments:	Profile of a Song (Elements of Music, formative) My Music Journey and Diagnostic Exam (pre-assessment) Baroque Music Concert Program and Performance (summative)

UNIT 2: Classical and Romantic Periods	
Timeframe	9 weeks
Learning goals:	- Recognize and recall key composers and their most famous works (i.e. Mozart, Beethoven, Schubert) and biographical information - Describe the main musical characteristics of the Classical and Romantic periods, and how they were reflective of the cultural and philosophical ideas of the time - Perform a piece of music from the Classical and/or Romantic period with stylistic authenticity - Analyze music of the Classical and Romantic periods using the elements of music and terminology - Understand how the orchestra and forms changed in this time period - Critique a piece from the Classical or Romantic period, justifying opinions based on stylistic, historical, and expressive elements - Compose a short piece or arrangement inspired by the Classical or Romantic style, incorporating period-specific elements such as Alberti bass, sequence, etc.
Assessments:	Classical Music Composition and Performance Romantic Era Composer Research project

UNIT 3: Music and words	
Timeframe	6 weeks
Learning goals:	- Recognize and recall key factors of choral music, choral vocal technique, singer-songwriter music, and popular music, along with relevant biographical or cultural contexts for various composers and pieces - Describe the main musical characteristics of different vocal genres (choral, folk, pop) and how they reflect the cultural, social, or emotional context of the time. - Perform a song from a selected genre with stylistic authenticity, showing appropriate vocal techniques and expressive interpretation of the text. - Analyze a student-selected vocal song using the elements of music and appropriate terminology, including lyrical analysis and how the music complements the text - Critique a pop/folk song or choral work, justifying opinions based on stylistic, historical, expressive, and textual elements. - Compose a short song or arrangement inspired by a chosen genre (i.e. hymn), integrating lyrics and musical elements effectively to convey mood, meaning, or message.
Assessments:	Choral Music Performance (Ensemble) Vocal Music Performance (solo) Hymn, folk, or pop song composition

UNIT 4: Dance and World Music	
Timeframe	10 weeks
Learning goals:	- Recognize and recall key elements, pieces, and aspects of each culture's music and the rhythmic aspects of each dance music (tango, salsa, EDM, etc) - Describe the main musical characteristics, rhythms, instruments, and styles of dance and world music, and how they reflect cultural, social, or ritualistic contexts.

	- Perform a dance piece or musical excerpt from a selected world music tradition with stylistic authenticity, demonstrating appropriate technique and expression. - Analyze dance and world music using the elements of music and other musical terminology specific to the genres - Critique a dance or world music performance, justifying opinions based on stylistic, cultural, historical, and expressive elements. - Compose or choreograph a short piece inspired by a dance or world music style, incorporating culturally appropriate rhythms, instruments, or movements to convey meaning or mood.
Assessments:	World Music Research presentation Dance Music performance (or world music performance)

UNIT 5: Music for the stage and screen	
Timeframe	7 weeks
Learning goals:	- Recognize and recall key composers, musicals, films, or video games, along with relevant contextual and biographical information, and the key elements of each - Describe the main musical characteristics, styles, and expressive techniques used in stage, film, and video game music, and how they enhance narrative or mood. - Perform a short excerpt from a musical, film score, or video game piece with stylistic authenticity, demonstrating appropriate expression and technique. - Analyze music for stage and screen using the elements of music, identifying how melody, harmony, rhythm, instrumentation, and texture support storytelling or character development - Understand how musical forms, leitmotifs, themes, and orchestration techniques are used to structure music for theatre, film, or games and support narrative. - Critique a piece of stage, film, or video game music, justifying opinions based on stylistic, expressive, and narrative effectiveness. - Compose a piece of music for use in a movie/TV scene or video game soundtrack piece; using appropriate thematic, stylistic, and orchestration techniques to convey mood or story.
Assessments:	- Perform a song from a musical - Compose a piece of music for a film score or video game soundtrack

PHYSICAL EDUCATION

Teacher(s): Ecem Çakar Joshua Pickell

Contact details: cakare@mefis.k12.tr pickellj@mefis.k12.tr

Course Description:

In Grade 9 Physical Education, students will further advance their skills in a variety of sports, such as basketball, football, volleyball, table tennis, swimming,, dance, archery, rock climbing, fitness and yoga as well as challenge themselves in fitness tests. All sports will have an emphasis on strategies and analysis. 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 Grade 9 focuses on extending students' motor skills, game play and strategies. 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 analysing personal and team performance. 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. Our below units are subject to change depending on factors such as sports seasons and facilities available.

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.

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

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

UNIT 3: 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

UNIT 4: 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

UNIT 5: Badminton	
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

UNIT 6: Table Tennis	
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

PSHE (PERSONAL SOCIAL AND HEALTH EDUCATION)

Teacher(s): Vanessa Vitello

Contact details: vitellov@mefis.k12.tr

Course Description:

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

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

Course Aims and Objectives *(for the Grade 9 PSHE Programme)*:

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 9 PSHE Programme)*:

- Students will have a deep dive into (good) mental health; students will recognize signs of concern and understand how to help themselves and others.
- Students will identify (un)safe and (un)healthy online and in-person intimate romantic relationships and actions, understand how to protect themselves, and know how to get help.
- Students will continue to understand important child protection information about pregnancy and intimacy. Students will continue to understand why and how to protect themselves.
- Students will develop an understanding of the danger of alcohol consumption, recognize signs of alcoholism, and know how to get help for themselves and others.
- Students will gain an understanding on the value of money from an international perspective, and apply these skills to saving and budgeting for their own finances.

UNIT 1: Personal Education	
Timeframe	11 weeks
Learning goals:	• Recognize and learn to have good mental health. • Understand the link between stress, mindfulness, meditation, exercise, and sleep on mental health. Reexamine the connection between physical and mental health.

	● Understand and recognize common mental health difficulties (i.e. various types of anxieties, eating disorders, depression) and learn how to get help. ● Recognize healthy and unhealthy (ex. self-harm) coping strategies, and learn how to maintain healthy coping strategies. ● Develop and implement a self-care plan.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 2: Social Education	
Timeframe	3 weeks
Learning goals:	● Identify characteristics of (un)healthy intimate romantic relationships and understand the effects of an (un)healthy intimate romantic relationships. ● Review concepts of consent, commitment/manipulation, and assertiveness. ● Understand (un)safe intimate acts online and safety concerns with meeting an online 'friend' in person. Learn about the importance of keeping intimate media private and know how to be safe.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 3: Health Education	
Timeframe	10 weeks
Learning goals:	● Understand that there are different types of attractions and learn tolerance. ● Recognize myths regarding expectations for intimate behavior. ● Review physical health safety regarding acts of intimate touching and self-love. ● Develop a thorough understanding of consent. ● Understand how to protect oneself from deviant behavior. ● Know how alcohol affects the (teenage, adult, and fetal) brain/body and how to be safe. Recognize and get help for alcoholism. ● Understand the link between alcohol and deviant behavior, and how to be safe.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

UNIT 4: Financial Education	
Timeframe	4 weeks
Learning goals:	● Understand the value of money from an international perspective. ● Learn the importance of saving and tracking an allowance (income). ● Gain skills to budget.
Assessments:	Informal: Ongoing self reflection, teacher & peer observation

ENGLISH LANGUAGE LEARNING SUPPORT (ELL Support)

Teacher: Burcu Bahar Yucesan

Mail: yucesanb@mefis.k12.tr

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.

LEARNING SUPPORT

Teacher(s): Renata Korzun

Contact details: korzunr@mefis.k12.tr

Course Description:

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

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

Aim:

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

Method:

Students will not take a Specialist Class (i.e. no Art, Music, or ICT) this academic year, and will receive Learning Support lessons and report card comments in lieu of that. These lessons are focused on: homework understanding and completion, pre-teaching and reviewing academic content, organization, and Learning Goals.

Students will receive accommodations (ex. extra time) according to their Educational Psychologist's report recommendations. The Learning Support teacher and IGCSE Coordinator will ensure that the student receives accommodations for their final IGCSE exams, and will inform the family accordingly.

IGCSE Diploma students will not receive modifications, as they must complete the full IGCSE work. IGCSE Alternative students or Certificate students who are not taking an IGCSE exam in a particular class, 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.