ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

KAMUDAN HABER

SUMMER SCHOOL

ENGLISH LANGUAGE CURRICULUM FRAMEWORK

KAMUDAN HABER

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FOREWORD

SUMMER SCHOOL ENGLISH LANGUAGE CURRICULUM FRAMEWORK

The Summer School English Language Curriculum Framework is planned in two parts as 9th -10th grades and 11th -12th grades. The duration for each part is determined as 48 hours. While A1-A2 levels are for 9th and 10th grade students, A2-A2+ levels are for 11th and 12th grade students. The curriculum seeks to teach students how to use English as a communication tool, how to use technology effectively, and how to learn how to study. According to their mental development levels, the curriculum is meant to assist students to develop their cognitive, emotional, psychomotor, and intercultural communication abilities.

This curriculum has been planned in accordance with the descriptive and pedagogical principles of the Common European Framework of Reference for Languages (CEFR). The A1-A2+ Summer School English Language Curriculum Framework is designed to assist foreign language teachers in creating an engaging and interactive classroom environment, as well as students in understanding the importance of developing foreign language learning for their personal, social, and cultural development.

Regarding the implementation of the A1-A2+ Summer School English Language Curriculum Framework, there is not a certain approach prescribed in accordance with the Common European Framework of Reference for Languages. Because the Common European Framework of Reference for Languages considers learners social agents to achieve everyday tasks using the language, which goes with the Action-Oriented Approach, the essence of which is what you can do with the language rather than what or how much you know. As long as the implementation of the curriculum content caters for actions to be carried out using the language, the methodology is up to the teacher. It is vital that the teacher consider the needs, levels and interests of the students.

One of the most essential objectives in foreign language instruction is for students to be able to communicate orally in the target language. Speaking happens at the same time as the students' cognitive and psychomotor abilities. Effective skills, such as the student's self-confidence, also influence speaking. Supporting factors include appropriately applying pronunciation standards and successfully using nonverbal communication techniques such as gestures and mimes.

Communication methods can be employed for a variety of goals, including improving speaking fluency, repeating points that are unclear, and expressing the same emotion using alternative words and structures.

Furthermore, in the A1-A2+ Summer School English Language Curriculum Framework, collaboration among students is emphasized over competition because collaborative activities are more in line with the natural process of language learning, in which learners interact with one another to negotiate meaning and practice interpersonal skills necessary to become effective communicators.

Oral narratives such as presentations and providing opinions are carried out in speaking activities without expecting a response from other people. The presentation can be prepared or spontaneous (such as giving short answers to questions about the topics in a text that is read or heard). Dialogs are face-to-face activities. The activities should be developed with the different types of speech in mind in order for the students to acquire the ability for oral narrative and conversation. Students should be encouraged to express themselves in the classroom through appropriate, attractive, and interesting topics, and activities and/or methods to improve speaking skills (dialog, discussion, conversation, presentation, storytelling, communication games, etc.) should be selected in accordance with their levels.

Within the Summer School English Language Curriculum Framework, some in-class activities are given as an example to give ideas to teachers. Teachers can find preferred instructional materials which are attractive in presentation, authentic in content/use, culturally sensitive, unbiased toward learners'/others' cultures/genders, and multisensory in design. Some research-based and digital interactive activities are also provided for the students who are digital natives.

KAMPANYA HAYATI

ESSENTIAL ISSUES FOR THE APPLICATION OF THE SUMMER SCHOOL ENGLISH LANGUAGE CURRICULUM FRAMEWORK

- Communication in the classroom is in English as much as possible.
- The main aim is to strengthen students' communication skills, rather than covering all the objectives in the curriculum framework.
- Real-life English is constantly practiced in various contexts to effectively communicate in English.
- Four language skills are practiced in an integrated way and parallel to the first language acquisition process.
- Students are both active and creative participants who provide input to each other during communicative activities and produce language materials and tasks with the guidance of their teachers.
- Learners are allowed to discover meaning from context and/or given clues.
- A variety of interaction types (individual work, pair work, group work, whole class) are used during the lessons.
- Unfamiliar topics are presented in English by building on what is familiar to students.
- Multimedia and instructional technology tools are used as much as possible to immerse students in the authentic use of English.
- High motivation and a stress-free atmosphere are supported through enjoyable and various types of games and activities.

KAMUDA HARBİR

9th-10th Grades Summer School English Language Curriculum Framework (A1-A2)

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
1 Introducing Yourself	1. Students will be able to introduce themselves and their family members. 2. Students will be able to exchange personal information in both formal and informal situations. 3. Students will be able to talk about possessions.	**Introduce Your Friend** Put the students in pairs. Give them 5 minutes to ask and answer the questions about themselves and their family members. Then, have students introduce their pairs to the class.	4 hours
		Similar and Different Enable students to work in groups and ask them to write down three ways in which s/he thinks s/he and his/her partner is similar and different. Students are asked not to show their friends what they have written. Partners in the groups tell each other about similarities and differences and then, discuss whether what they have written were right or wrong.	
		Guess Who Divide the class into two groups. Each group will choose a famous character. Group members will inform the teacher about who they have chosen. Students in Group B will start asking questions to the members of Group A to guess who the famous person is. They will be limited to 5 questions. After asking 5 questions, if they can guess the name successfully, Group B will receive 1 point. Then, it will be Group A's turn to ask questions. They will also try to guess the name by asking 5 questions in total. The game will continue until one of the groups collects 5 points.	
		Job Interview Prepare some common job interview questions to the class. First, students will be asked to come up with more questions that could be asked in different types of job interviews. After they have decided on the questions, each student chooses their partner. Then, each pair performs a job interview to practice. When each pair completes their practice, they perform the job interview in front of all the class members.	
		Suggested Activities in Games and Activities Book 9: Theme 1 • Find Someone Who (Activity 1, page 7) • Pictionary on Board (Activity 2, page 7)	

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
2 My Environment	1. Students will be able to ask about and describe their neighborhoods. 2. Students will be able to ask about the location of things and places. 3. Students will be able to give directions. 4. Students will be able to make comparisons.	**Battle Tanks** The students will be put in pairs. In each pair, one student is the 'tank' and the other student is the 'driver'. There will be two teams playing each time. The 'tanks' will be blindfolded. Two softballs will be placed somewhere in the classroom. The drivers will give directions to their tank e.g., go straight, turn right, etc. to find the softball. When a tank touches the ball, s/he can take off their blindfold and tries to hit the other team's tank with the softball. If the ball hits the tank, the team wins. If the ball misses, the tank puts his/her blindfold back on and the driver guides the tank to the ball again. When a team wins, the game is repeated with the next four students and so on. **Town Plan** Put students in groups of 6. Give each group copies of a map and a set of information cards which have information about the places on the map. Each group tries to collect all the information and mark it on their map. The groups now have to plan a weekend trip in the town. They will decide which places they want to see. They have to organize a walking tour. They are not allowed to use any transportation. They will discuss the best directions to visit all the places they would like to see. The group members will report their walking route to the class members. **Suggested Activities in Games and Activities Book 9:** Theme 1 • Don't Say the Word (Activity 5, page 9) • Lost ID Cards (Activity 6, page 10) • If False, Correct it! (Activity 7, page 11) • Missing Places (Activity 9, page 12), • How can I get there? (Activity 11, page 13) Theme 2 • Around the House (Activity 3, page 29) • Comparative Chain (Activity 6, page 30) • Finding Locations on the Map (Activity 8, page 31) • Listening (Activity 9, page 32)	4 hours

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
3 Preferences	1. Students will be able to express their opinions about free-time activities. 2. Students will be able to talk about their likes/dislikes, preferences of hobbies and free-time activities. 3. Students will be able to refuse and accept an invitation. 4. Students will be able to express their preferences of movies.	**Think-Pair-Share** The main element of this activity is peer interaction which provides active learner engagement. There are three steps to follow in the process of the activity. First, the students are given a list of 5 movies to think about independently for some time. Then, they work in pairs and discuss their opinions. In the last step, they share their likes and dislikes about the movies with the whole group. In this way, a great deal of interaction may occur while students actively reflect on their ideas. **Suggested Activities in Games and Activities Book 9:** Theme 3 • Giving Your Opinion (Activity 6, pages 53) • Preferences Board Game (Activity 7, page 53) • Lovely Weekend (Activity 8, page 54) • Quick Decline (Activity 9, page 54)	4 hours

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
4 Daily Routines	1. Students will be able to talk about their daily routines. 2. Students will be able to ask and answer questions about their daily activities and the frequencies of those activities. 3. Students will be able to talk about their abilities.	**Battle Tanks** Ask every student in the class to fill in a timetable that shows their daily routines. After students complete the timetables, collect the timetables. Divide students into two groups. One student from Group A and one student from Group B will be asked to leave the classroom. Members of Group A and B will try to guess their friend's timetable. During their discussion, they will ask questions such as "Does s/he play football on weekends? / Does s/he take any language courses on Saturdays?" etc. Then, students will come back to the classroom. Compare students' timetable and the timetable that the other group members have guessed. The group which makes more correct guesses wins. **Oral Presentation** Start a discussion about the famous people who have been very successful, e.g., Aziz Sancar, Elon Musk, Canan Dağdeviren, etc. Then, each student will choose a famous person. Students will be given time to search for information about the famous person and they will prepare an oral presentation about the daily routines of that person. After each student makes his/her presentation, students will have a whole-class discussion on the common daily routines of the successful people. **Suggested Activities in Games and Activities Book 9:** Theme 4 • An Ordinary Day (Activity 5, page 76) • Getting to know each other (Activity 6, page 76) • The Wheel Game (Activity 7, page 77) • How often do you…? (Activity 8, page 77)	4 hours

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
5 Travelling	1. Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. 2. Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket. 3. Students will be able to book a room at a hotel/a table in a restaurant, etc. 4. Students will be able to take part in a dialogue in a group to make a travel plan.	**Travel Plans** Explain the imaginary situation below to students: "You have got a one-week holiday and you plan to spend it together with your friends. You meet at a cafe to organize your holiday. Prepare an individual plan and share it with your pair. This individual plan should be a detailed one including your ideas about where to go, how to go there, where to stay, and what to do during your holiday, etc. After everybody's plan is discussed one by one, you should make a final plan. Each one of you should speak for at least 3 minutes. Record your discussion. Listen to your task with your pair. Reflect on your performance with your pair and please record your reflection session." **Role Play: At the Restaurant** Put students in groups of four. One of the group members will act as the waiter/waitress at a restaurant. Other group members will act as a group of friends ordering food at a restaurant. Students will be provided with a menu and role-play cards. They will prepare it in 5 minutes and then act it out. **Suggested Activities in Games and Activities Book 9:** Theme 6 • Different Places, Different People (Activity 5, pages 124) • Find the Country (Activity 6, page 124) • Dreaming of Somewhere (Activity 7, page 125) • At the Cafe (Activity 8, page 125) • Enjoy Your Meal (Activity 9, page 126)	4 hours

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
6 Current Actions	1. Students will be able to describe current actions in pictures. 2. Students will be able to do the shopping. 3. Students will be able to talk about what is happening at the time of speaking.	**What Are They Doing?** Put students into two equal groups and the one group is given a copy of a picture with 10 people who are performing different actions and the other group is provided with a copy of a different picture on which there is one missing person. Each student in each group is asked to tell what each different person is doing on the given picture. The group members who have the missing person try to find who this person is and what s/he is doing by asking questions. **Pantomime** Several piles of small pieces of paper with descriptions of people (e.g., an old man or a bus conductor), names of objects, photos or drawings of people and objects are provided to the students. Each student in the class takes a piece of paper from a pile and mimes the person or the object. The other students guess. Performances of each student are discussed as a class to choose the best mimer. **Suggested Activities in Games and Activities Book 9:** Theme 5 • What is Happening? (Activity 13, page 105) • Whom are You Thinking of? (Activity 14, page 105) **Suggested Activities in Games and Activities Book 10:** Theme 10 • Build a Shopping Dialogue (Activity 7, page 247)	4 hours

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
7 Suggestions and Obligations	1. Students will be able to ask for and give advice/suggestions. 2. Students will be able to make requests. 3. Students will be able to express obligations, responsibilities, and prohibitions in social life.	**Case-Study-Based Group Discussion** Give different cases to students which are related to difficult real-life situatons. First, students read their cases in detail and try to give suggestions for the given ones. Then, they try to find solutions to them during their discussions in groups by reflecting on their relevant experience. When they finish talking about a case, a new one is provided, and so they discuss four or five cases during class time. **Gallery Walk** The aim of this activity is to talk about the well-known quotes written on the walls in the classroom. Before the activity, stick four sheets of paper, including quotes from famous people and some questions about the quotes onto the walls. Then, students walk around the classroom and discuss the quotes in groups. **Suggested Activities in Games and Activities Book 9:** Theme 8 • Rules and Prohibitions (Activity 3, pages 159) • Chain Drill (Activity 4, page 159) • Home Accidents (Activity 5, page 160) • In Case of Emergency (Activity 6, page 160)	4 hours

KAMUBARI HABER

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
8 **Past Actions**	1. Students will be able to describe past events. 2. Students will be able to talk about sequential actions. 3. Students will be able to describe characters and settings in an event in the past. 4. Students will be able to describe habits and routines in the past.	**Philosophical Chairs** Divide students into two groups. Give students a controversial past event. First, they choose a side in their groups (based on their agreement or disagreement with the topic). Then, after getting prepared to speak for a while by searching the Internet and talking to each other, they discuss the topics in groups. If they change their mind during the discussion, they change their sides, too. Monitor students and give feedback when necessary. **Suggested Activities in Games and Activities Book 9:** Theme 7 • Last Vacation (Activity 11, pages 145) • Did You Know? (Activity 12, page 146) **Suggested Activities in Games and Activities Book 10:** Theme 3 • Listen and Decide! (Activity 9, page 66) Theme 4 • Then and Now (Activity 5, page 84)	6 hours

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
9 **Future Plans**	1. Students will be able to describe future plans and arrangements. 2. Students will be able to make predictions about the future. 3. Students will be able to talk about their own plans for the future. 4. Students will be able to express their ideas in unplanned situations.	**Fishbowl Activity** Divide students into two groups; an inner group and an outer group, seated in two circles. The first group of students (the inner group) discusses what environmental problems we will face in 2050 and what we will do to overcome those problems by asking questions and sharing their opinions. The second group (the outer group) surrounds the first group in a circle, observing and listening to the problem-solving efforts of the first group. They may contribute to the discussion by giving comments, advice, and guidance to the students in the first group. At the end of a period of time, the students in each circle switch roles to practice being both contributors and listeners in a group discussion. **Bingo** Students are asked to brainstorm a list of exciting or interesting experiences they will have in the following summer holiday. Students write these experiences on a blank Bingo board. On your signal, students mingle searching for someone who has the same summer plan. The first person with 5 initialed affirmatives in a row shout ''Bingo" and wins the game. **Creating Digital Stories** Divide students into groups of five. Ask them to create a digital story by using an application about the future technology and youth. **Suggested Activities in Games and Activities Book 10:** Theme 2 • Common Future (Activity 4, page 29)	**6 hours**

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
10 Traditions and Culture	1. Students will be able to deliver a short speech using visuals on traditions. 2. Students will be able to take part in a dialogue about introducing national and international festivals.	**Snowball Discussion** Have students work in pairs to talk about the national and international festivals and share their ideas on the similarities and differences among these festivals. Then, the pairs join other pairs. This time, two pairs share their ideas. After that, groups of four join together to form groups of eight, and so on until the whole class comes together as one large discussion group. Thus, a collaborative learning atmosphere can be created. **Creating Digital Stories** Divide students into groups of four. Ask them to create a digital story by using a storyjumper application about the traditions and culture of their country. **Suggested Activities in Games and Activities Book 9:** Theme 9 • Future Plans (Activity 4, page 186) • Three Days in Italy (Activity 10, page 189)	4 hours

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
11 Telling Stories	1. Students will be able to act out a story as a legendary figure. 2. Students will be able to retell a story by describing characters and places. 3. Students will be able to talk about a historical legendary figure in Turkish history.	**Strip Story** Select a story about a historical legendary figure in Turkish history. Each sentence is written on a separate strip of paper. It is important that there are enough number of sentences for each student in the class. Give each student a strip of paper with one sentence on it. The student does not show his/her sentence to other class members. Each student is given two minutes to memorize his/her sentence. Then, collect all the papers. Tell students that the sentences they have memorized make up a story and asks students to put their sentences in a meaningful sequence to complete the story. The students are not allowed to write anything. Students present the order of sentences they have decided and tell the story. Give them feedback on their sequence. **Tell Us a Story** Divide students into groups of four to seven. Each member of the group is asked to retell his/her version of a story as a legendary figure with the same basic plot. Each student is asked to write the basic stages of the story and guess the legendary figure. When everyone has told their stories, ask students to reveal who each legendary figure is. **Suggested Activities in Games and Activities Book 10:** Theme 3 • Order the Story (Activity 2, page 61)	4 hours

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11th-12th Grades Summer School Language Framework (A2-A2+)

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
1 Getting to Know Each Other	1. Students will be able to name collocations with make, feel, work, and get. 2. Students will be able to talk about themselves and their personalities. 3. Students will be able to make a digital story by creating funny characters. 4. Students will be able to ask for clarification. 5. Students will be able to exchange ideas about their life preferences. 6. Students will be able to agree or disagree with others by sharing their opinions about celebrities.	**Choose your Corner** Prepare four cardboards with the verbs make, feel, work, and get, and 20 cards with words which go with the verbs (… a film, … a present, … ill, … in an office, etc.). Give the cardboards to four students and have them stay in the four corners of the classroom. Give each of the other students a card with the word(s) which go with one of the four verbs. Tell them to go to the student with the correct cardboard for their words. When all students are in the 'corner' of their choice, the students with the verbs check the 'words' in their corners. They may send the wrong 'words' to another corner at this point. Check all the words and give feedback. Give the summary of the frequently used collocations belonging to those categories by writing them on the board. **Who am I?** Hand out paper sheets and tell students to write four interesting sentences about themselves: two for their likes and two for their dislikes. Tell them that one of the sentences will have false information. Warn them they shouldn't write their names and they are not to show their information to anyone. You can give examples based on your own likes and dislikes. When they finish writing, collect the papers and put them in a basket. Tell students to stand up and pick a piece of paper from the basket. Tell them to read out the information written and try to find the person who wrote it by asking yes/no questions. Depending on the students' levels, you can use any structure. **Colors Tell Something** Ask the following questions to your students. What is your favorite color? How do you think that your color tells something about your personality? Search colors' meaning about personality. Next, choose the color that you don't like and search its meaning about personality as well. Discuss them with your friend. Analyze the chart below. BLACK You are intelligent and love to discuss serious things. BLUE You like fresh air and being outdoors and tell others what to do. BROWN You like to be in charge and tell others what to do. GREEN You care about the environment and love animals. PINK You love to laugh and dont take things too seriously. PURPLE You like to be alone and "do your own thing". RED You have strong feelings and a quick temper. WHITE You love things to be neat and clean, and you always plan ahead. YELLOW You are a happy, friendly person, and you love being in the sun. Do you and your partner have the personality explained for your favorite colors?	8 hours

KAMUBEN HEBER

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
1 Getting to Know Each Other		**Creating Digital Stories** Tell your students to work in groups and create a digital story about funny people talking about their strange appearance and personality. They should use a free application to create it. **Curiosity Game** Write several ice-breaker questions on the sticky side of post-it notes and stick them on the board. Each student takes turns choosing one sticky note and answering the question on the back. He/she then chooses another student to answer the same question. **False Game** Give each student three post-it notes, on two notes, he/she writes something true about herself/himself: on the third one something false. Students share their notes in groups of 4-5 and try to guess which statement is each player's false one. **Celebrity Game** Write the name of a well-known person on a sticky note (write enough names so that everyone in the class has one). Stick a note on each student's back. Students ask their classmates one yes/no question at a time until they have figured out who is on their back. **Suggested Activities in Games and Activities Book 11:** Theme 2 • Rather or Not? (Activity 2, page 28) • Do You Prefer …? (Activity 10, page 33) Theme 9 • Could You Be More Explicit? (Activity 5, page 170) **Suggested Activities in Games and Activities Book 12:** Theme 1 • Debate (Activity 6, page 9)	

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Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
2 Words Tell Something	1. Students will be able to ask Whquestions and talk about each other. 2. Students will be able to define and use the vocabulary items they have learned. 3. Students will be able to understand parts of a story and come up with the whole story by commenting on parts together with their friends. 4. Students will be able to write their own cartoons within the groups. 5. Students will be able to make comments about moral values and norms in different cultures 6. Students will be able to discuss manners in different cultures. 7. Students will be able to make comments on moods by looking at flashcards.	**Question Race** Divide the class into two groups as Group A and Group B and ask students to sit facing each other. Give five cards to each one. Tell the students that they will write five sentences each in any tense with objects and time markers and underline a part of the sentences to turn into questions. Remind them that they need to underline a different part for each sentence. When they finish writing and underlying their sentences, tell the students to put their cards faced down on a desk. Next, each member from Group A will go and pick up a card from one of the students from Group B, go back and form a question of the underlined part in a minute. Then it will be Group B's turn to do the same activity. In the end, give feedback to the whole class. **Definitions Lists** Choose a vocabulary topic (this can be vocabulary you have recently studied or a topic you want to introduce). Tell students to write a list of ten words they associate with this topic. To make the activity shorter, reduce the number of words. Pre-teach or revise structures for definitions, e.g. It's a thing which / that ... You use it for ... You find this in ... It's an animal / object / place ... It's the opposite of ... etc. Tell students to look at their lists and give them a few minutes to think of how they can define these words. Now students work in pairs (or groups of three) and define their words to the rest of the class. The class must guess the word they are defining. **Order the Story** Before the class, find a cartoon with at least four vignettes. The cartoon can be with or without a dialogue. The more vignettes and more elements in the story, the more difficult the task is. Print the cartoon and cut up the vignettes. Put students into pairs and divide the vignettes equally between student A and student B. Give students time to think about how to describe their pictures and ask for any vocabulary they need. Pre-teach any difficult vocabulary that has not come up as well as phrases for talking about pictures and sequencing, e.g. In my picture there is ... I can see ... I think this is the first/ second last picture ... Then ... After that ... Tell students to work together to put the story in the correct order. **Write the Dialogue** Wake a comic strip, cartoon or unusual image in which there are several people or characters. If there is dialogue or captions, blank it out. Display the comic strip / cartoon / image and elicit ideas from students about what is happening in it. Elicit answers for the following questions: Who are the people / characters? What are they doing? What happens next? What are they saying to each other? Put students in pairs or small groups. Tell them to work together and write the dialogue and/or captions for the comic strip, cartoon or image. Students practice their dialogues and read their version out to the class.	8 hours

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
2 Words Tell Something		**Dream Game** Each student dreams about his/her favorite country. Give each student a post-it note flag to place on his/her favorite country on your classroom world map. After everyone has placed their post-it, students try to guess who owns the note. **Guess It** Have each student write five facts about himself/herself on a post-it note, then put the notes on the board (Write one fact about you, too). Choose one and read it aloud. Try to guess who has written it. When you get the right student, that person takes a turn with the remaining notes. Continue until all the notes are gone. **Getting to Know Your Favorite Country** *One of the students talks about the topics below / other students try to guess the country and they take turns.* • Tell about the lifestyles of the people in that country. • Tell about the cuisine. • Tell something you want to do in that country. • Tell about something you want to learn in that country. **Speaking Club** **Speaking Topics:** What are my five best qualities? / What are three adjectives would you use to describe yourself? / What's your favorite country? What does it mean to you? / What does my dream country look like? **Suggested Activities in Games and Activities Book 11:** Theme 10 • Let's Talk About Values (Activity 5, page 184) **Suggested Activities in Games and Activities Book 12:** Theme 5 • Guess My Feeling (Activity 1, page 97) • How Would You Feel? (Activity 4, page 98) Theme 7 • Unjumble the Story (Activity 5, page 154) • Song Stories (Activity 8, page 156)	

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
3 Personal Experience	1. Students will be able to ask and answer questions about their personal experiences. 2. Students will be able to discuss and agree on something. 3. Students will be able to compare and contrast photos and speculate on them. 4. Students will be able to state reasons while giving clear detailed descriptions about physical appearances. 5. Students will be able to report on the appearances and personalities of other people.	**What's the Question?** Write a list of questions (one per student in your class) relating to your chosen topic. For example, if your topic is about music, you could think of questions such as Who is your favorite singer? What is your favorite music to dance to? What's the best concert you have ever been to? Who is a singer / group you dislike? etc. Adapt the questions to the level of your class. Give each student a question. Tell students to write the answer to their question (but not the question itself) on a piece of paper or a sticky label. Tell them not to show anyone their answer yet. Tell the class the topic (e.g. music, sports, etc). Give students five minutes with a partner to brainstorm possible questions related to this topic. Now tell students to stand up and stick their label on their chest or hold their paper with their answer in front of them. Students move around the room and ask each other questions to try to discover the questions that the other students were originally asked. Encourage students to ask follow-up questions and try to have a conversation, **e.g.** **Student A:** What's the best concert you've ever been to? **Student B:** Robbie Williams' concert. **Student A:** When was the concert? **Student B:** In 2017. **Student A:** Why was it good? **Student B:** Yes, it was good because ... Give feedback and ask students what they have found out. **Which Game?** You and a friend of yours are deciding which video game to play after school. Decide together which game you will play, which house you will go to and who you will invite. (Two students will choose different games and try to persuade the other. Before you come to an agreement, remember to discuss all the options in detail and discuss the advantages and disadvantages of the different options.	8 hours

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
3 Personal Experience		**What is the Difference?** Follow the instructions below by using the picture. Describe each picture in general (e.g. talk about the place and the people living there, where they are, speculate about what can happen, etc.). Describe any obvious differences or similarities between the photos. Speculate about how the people in the photo are feeling, or how they live in these areas.	
		Getting to Know Your Favorite Country Students write five fun facts about themselves and turn the paper in to you. Write each fact on a post-it along with a matching one with that student's name. When students are not in the room, put the post-its all around the room. Students race to match the names with the correct facts (they can't match their own name).	
		Portrait Game Have each student draw a self-portrait and display them on a bulletin board in the class. Each person writes a positive adjective describing each of his/her classmates on a star-shaped sticky note and sticks it to the selfportrait. Do this activity in one day or over a period of time, and let students take their portraits home.	
		Speaking Club **Speaking Topics:** What are qualities that you want for yourself? /What would my friends say about me?	
		Suggested Activities in Games and Activities Book 12: <u>Theme 2</u> • Broken Sentences (Activity 5, page 28) • Name the Trait! (Activity 8, page 29) • You've Got a Message (Activity 10, page 31) • Finish My Sentences (Activity 11, page 31)	

KAMUDA HİBİT

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
4 **Join Us**	1. Students will be able to compare and contrast different part-time jobs. 2. Students will be able to talk to people about their summer plans. 3. Students will be able to write simple pieces about concepts related to past experiences. 4. Students will be able to give each other suggestions about their mistakes and possible solutions to the mistakes. 5. Students will be able to distinguish between formal and informal language while accepting and declining requests. 6. Students will be able to act out a self-prepared dialogue about requests/favors. 7. Students will be able to speak about accpeting, refusing, apologizing and giving reasons.	**Choosing a Job** You want a part-time job in order to earn some money. Discuss the two job advertisements with a member of staff at the job agency. Decide which job you will apply for and why. When you discuss a topic and give reasons for your opinions, try to include some complex sentences. For example, use words such as although / even though, nevertheless, and however to make contrasts. **A part-time waiter** needed to work in our popular city-center café. Hours: 6 – 10 p.m. Mon – Fri. £6.50 an hour plus tips. **A gardener** needed to work part-time at High fleet Hall. Hours: 8 a.m. to 3 p.m. Sat and Sun. £6.50 an hour. **A sports coach** needed to work at our weekend activity camps. Hours: 10 a.m. 6 p.m. Sat and Sun. £6.50 an hour. **A receptionist** needed to work in the evenings at the Gallery of Modern Art. Hours: 7 – 10 p.m. Mon – Fri. £8.00 an hour. Which job do you prefer? Why? Why not the other job? **A Trip with a Friend** Make students put the phrases into the correct groups. a. Making suggestions b. Accepting a suggestion c. Declining a suggestion d. Expressing no preference 1. Do you fancy …? Either suggestion is fine by me. 2. I don't mind. I don't think that's a great idea. 3. I like that idea. I'd rather not. It would be nice … 4. I'm not sure about that. I'm not very keen on that idea. 5. Let's do that. Shall we …? Yes. Why not? 6. That sounds like a great idea. That's a really good plan. 7. They're both good ideas. We could always … Let's … 8. What a good idea! What about …? Why don't we …? You are planning a trip with a friend to a famous town in Türkiye. Discuss the details of the trip with your friend and agree on: ○ places to stay ○ ways to travel around ○ interesting buildings, monuments, etc. ○ restaurants with different tastes	8 hours

KAMUDAN HİBER

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
4 **Join Us**		**Bingo** Brainstorm a list of exciting or interesting experiences students want to have in the summer holiday. Students write these experiences on a blank Bingo board. On your signal, students mingle searching for someone who has the same summer plan. The first person with five initialed affirmatives in a row shouts ''Bingo".	
		Oral Presentation Choose a trendy topic like metaverse, augmented reality in education, simulation classes, etc. Search them and search for extra information. Then decide if you are for or against it in terms of its use in education. Prepare a 5-minute talk. Give each student an unusual photograph and ask him/her to create a story to go along with the photo. After students have planned their stories, have them share their pictures and their stories. Students invite their friends to an important meeting. Roleplay the situation with their classmates. Students organize a party and write invitation cards for the diplomats, celebrities, presidents, etc.	
		Speaking Club **Speaking Topics:** How did my past shape me in who I am today? / What are 10 life lessons you have learned so far? / What did I learn about myself in the last year? /What's one thing in my life I have to let go off to reach my true potential/What's a little thing I can change that will have a big impact?	
		Suggested Activities in Games and Activities Book 11: Theme 7 • Explore It! (Activity 3, page 117) • Cities Talk! (Activity 12, page 123) **Suggested Activities in Games and Activities Book 12:** Theme 6 • Requests in Places (Activity 1, page 130) • Caption This (Activity 2, page 130) • Request Prompter (Activity 6, page 132)	

KAMUAN HABER

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
5 Sharing Ideas	1. Students will be able to ask and comment on the questions about their friends' lives. 2. Students will be able to describe a picture. 3. Students will be able to make a digital story about technology and the youth by co-operating with their friends. 4. Students will be able to express regrets, wishes and apologies about their past and present experiences. 5. Students will be able to narrate the events and experiences in the past. 6. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about experiences.	**Who's Telling the Truth?** Have each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes their name on the top of the page. Collect the sheets of paper and bring three students to the front of the classroom. Read aloud one of the facts that is true for one of these three students. All the three students claim that the fact is theirs, and the class then proceeds to question them in an attempt to determine who is telling the truth and who is giving a false statement. Each student is allowed to ask one question to one of the three students. After a round of questioning, the students guess who is telling the truth. **Variations on the Game Taboo** For variation 1, create a presentation with a noun on each slide. Have one student come to the front of the room and sit with their back to the presentation. The rest of the students take turns describing the words on the slides, and the student at the front has to guess them. For variation 2, separate the students into groups of four or five. Place a pile of cards with random nouns in the center of each group. Have students take turns describing a noun for their group members to guess. The group member who guesses correctly keeps the card, so there's competition to see who has the most cards at the end of the game. Variation 3 is for advanced speakers. Separate the class into two teams. Students are given a word to describe to their teammates, in addition to a list of words that they cannot use in their description. Each student should have two to three minutes to see how many words their teammates can guess. **Descriptive Drawing Activity** Pair up the students and give each student a picture, placing it face down so partners cannot see each other's cards. They must describe the picture for their partner to draw. **Creating Digital Stories** Work in groups. Create a digital story about technology and youth. Use a free application to create it. **Speaking Club** **Speaking Topics:** What's something I thought I couldn't do but did anyway? / What does my inner critic tell me? Set it straight. / When do I feel most relaxed, happy, surprised, sad, etc.? **Suggested Activities in Games and Activities Book 11:** <u>Theme 4</u> • Tell Me About Yourself (Activity 6, page 70) • Jumbled Story (Activity 7, page 71) <u>Theme 5</u> • As You Wish (Activity 1, page 89) • Life Has No Backspace! (Activity 7, page 92)	8 hours

KAMUDAY HİBİT

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
6 Let's Play with Language	1. Students will be able to create and talk about a simple story. 2. Students will be able to participate in an informal conversation, speculating on the things said by their friends about their lives. 3. Students will be able to make an animated video about the theme of friendship and strange and fun dialogues between friends. 4. Students will be able to make a presentation about unusual/odd news stories. 5. Students will be able to make suggestions about improving human rights. 6. Students will be able to make complaints and offer solutions to environmental /energy problems.	**Secret Word** Students are given a random topic and a random word that is unrelated to the topic. The students must hide the word in a speech about the topic—they're trying to make sure the other students can't guess the secret word. The other students listen carefully to the speech and attempt to guess the secret word. **Impromptu Speaking** Prepare a list of topics that students will be able to talk about. Split the class into two teams, and have each student choose a number—that's the order they will go in. Each student will respond to a statement without preparation. They must continue speaking for 45 seconds. **Island Activity** Give each student a piece of paper and tell them to draw an item. Collect the drawings and pass them again; no student should receive their own drawing. Next, tell the students that they've been stranded on a desert island, and only half of the class can survive and continue to inhabit the island. The only thing each student will have on the island is the item depicted in the drawing given to them, and their goal is to convince the class that they can survive based on that item. **Two Truths** Each student should write three statements about themselves on a piece of paper. Two of them should be true, and one should be a false statement. Students read their three statements, and their classmates question them to try to determine which statement is a false one. **This is My Animated Video** Tell students that they are going to create animated videos with a free application. Tell them that you expect them to create fun videos about the theme of friendship.	8 hours

KAMUDAN HİBER

Themes	Learning Objectives	Activities and Games for Learning Objectives	Study Time
6 Let's Play with Language		**Story Chain** Students sit in a circle. Student A starts a story with "Once Upon a Time". Each student adds 2-3 sentences to the story, keeping consistent with what his/her classmates have already said. They continue around the circle and finish with "And they lived happily after.". Students ask each other for advice for any of several types of problems: environmental problems, human rights problems, relationship problems, educational problems, or business problems, etc. Students plan a field trip to a sports game, an elaborate holiday meal, details for room and board at a family reunion, etc. Then act them out. **Speaking Club** **Speaking Topics:** What does environment mean to me? / What can I talk about nature/energy for 5 minutes straight? / What are 5 things you want to do to save energy? / What change do you want to see in nature and your environment today? How can you make that happen? **Suggested Activities in Games and Activities Book 11:** Theme 6 • Circle of Criticism Activity 7, page 106) **Suggested Activities in Games and Activities Book 12:** Theme 3 • Finding Solutions (Activity 8, page 49) • Reshape Life (Activity 12, page 51) Theme 8 • Excellent Advice (Activity 2, page 167) • What's Going on? (Activity 3, page 168)	

KAMUDAN HABER

KAMUDAN
HABER
TÜRKİYE CUMHURİYETİ MİLLÎ EĞİTİM BAKANLIĞI

ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

KAMUDAN HABER

YAZ OKULU

MATEMATİK ÇERÇEVE PROGRAMI

HAZIRLAYANLAR

Doç.Dr. Burak KARABEY	Komisyon Başkanı
Dr. Rukiye GÖKCE	Alan Uzmanı
Dr. Sibel TAŞCI	Alan Uzmanı
Doktorant Ceren TUNALI	Alan Uzmanı
Abdullah BALCI	Bilim Uzmanı
Ayşe YAŞAR PIRTI	Bilim Uzmanı
Hasan Basri ÖZCAN	Öğretmen
Bilgen KERKEZ	Program Geliştirme Uzmanı
Hakan AVLUKYARI	Görsel Tasarım Uzmanı

YAZ OKULU

GİRİŞ

Günümüzde birçok ülkede öğrencilerin matematik becerilerinin geliştirilmesi amacıyla projeler üretilmekte, bu doğrultuda yeni uygulamalar ve politikalar geliştirmektedir. Farklı becerilerin geliştirilmesinin öne çıktığı 21.yüzyılda, matematik becerilerinin gelişimi ve öğrencilerin matematiği sayı, hesap ya da işlemler bütünü gibi bir yapı dışında algılaması gerektiği de görülmektedir. Farklı disiplinler çerçevesinde matematiksel bilgi ve becerilerin işe koşulması, öğrencilerin matematiğin kullanımının günlük yaşamla iç içe olduğuna yönelik bir anlayış geliştirmelerini sağlayacaktır. Böylece öğrencilerin matematik öğrenmeleri de olumlu yönde etkilendiği söylenebilir.

Komisyonumuz tarafından hazırlanan Yaz Okulu Matematik Dersi Çerçeve Programı, öğrencilerin edindikleri akademik becerileri farklı temalarda kullanabilmeleri ve matematiksel merak düzeylerini arttırarak yeni bilgi ve beceri geliştirmelerine fırsat sağlamak amacını taşımaktadır.

Yaz Okulu Matematik Dersi Çerçeve Programı; Sürdürülebilir Kalkınma Amaçları, Disiplinlerarası Etkileşim, Matematik Tarihi, Sanat ve Matematik, Kriptoloji, Çizgeler olmak üzere altı temayı kapsamaktadır. Sürdürülebilir Kalkınma Amaçları teması öğrencilerin günümüzde küresel problemlerin farkına varması, edindikleri bilgilerle bu küresel problemlere yönelik farklı bir yaklaşım geliştirmelerinin önemli olduğu göz önünde bulundurularak tasarlanmıştır. Bu bağlamda öğrencilerin yıl içerisinde matematik derslerinde edindiği bilgi ve becerileri küresel problemlere yönelik etkinliklerde kullanabilecekleri bir anlayış geliştirmeleri için destek olacağı da düşünülmektedir. Disiplinlerarası Etkileşim temasının öğrencilere, matematiğin farklı kullanım alanlarına yönelik geniş bir perspektiften incelemede yardımcı olacağı gibi öğrencilerin diğer disiplinleri matematikle düşünmelerini de sağlayacaktır. Matematik Tarihi teması ile matematiğin tarihsel gelişimindeki düşünme yaklaşımlarını incelemenin, öğrencilerin matematiği değerli bulma duygusunda etkili olması önemli değerlerden biri olacaktır. Sanat ve Matematik temasında sanatın gücünün matematiksel olarak incelenmesi, matematiğin sanatla ilişkisinin öğrenciler tarafından fark edilmesinin sağlanması ise sanatı takdir edebilen bireyler yetiştirme hedefi açısından anlamlıdır. Kriptoloji, özellikle günümüz dijital dünyasında siber güvenlik açısından önemli olduğundan veri güvenliğinin nasıl sağlandığını ya da daha iyi sağlanacağının farkında olmak, matematiğin gerçek yaşamda kullanılmasına yönelik de iyi bir örnek oluşturacaktır. Çizgeler temasında ise matematiğin farklı yüzü ve temsilleri ile karşılaşan öğrencilerin, matematiğin farklı kullanımlarına yönelik farkındalıklarına katkı sağlayacağını ummaktayız.

Yaz Okulu Matematik Dersi Çerçeve Programı'nın öğretmen ve öğrencilerimize matematiksel deneyime dayalı, keyifli, yeni merak ve düşünmelere yelken açan bir yaz okulu ortamı sunmasını diliyoruz.

KAMUDAN HABER

AMAÇ

Matematik; öğrenciler tarafından hesaplamalardan, formüllerden, tekrar eden benzer çözümlerden oluşan bir yığın olarak görülmekte ve ne işe yaradığı da sürekli sorgulanmaktadır. Bu durum, her ne kadar mevcut ders programlarında farklı şekillerde ele alınmaya çalışılsa da matematik disiplininin gerçek yaşamla veya problem durumları ile ilişkisine yönelik bir algının oluşturulması kolay olmamaktadır. Bu bağlamda bu programın amacı; matematiğin gerçek yaşamdaki rolüne, farklı disiplinlerle ilişkisine ve matematiğe özgü problemlerin gerçek yaşamda fark edilerek yeni alt alanlara dönüştürülmesine yönelik farkındalık oluşturarak öğrencilerin matematiğin kullanımına yönelik bir anlayış geliştirmelerine destek olmaktır.

PROGRAMIN UYGULAMA ESASLARI

1. Programın özellikleri doğrultusunda belirlenen kazanımlar dışında öğrencilerin bireysel farklılık ve çevresel özellikleri göz önünde bulundurularak öğretmenler tarafından kazanımlar eklenebilir veya belirlenen kazanımlar daha derinlemesine ele alınabilir.
2. Her hafta 12 ders saati uygulama yapılması planlanmıştır. Kazanımlara ayrılacak ders saati süresi, uygulama gruplarının özelliklerine göre öğretmenler tarafından belirlenir.
3. Öğrenme sürecinde kazanımlarda yer alan açıklamalar ve örnek etkinlikler dışında kazanımlara uygun etkinlikler yapılabilir. Uygulayıcı öğretmenler, öğrencilerin hazırbulunuşluklarına ve çevresel şartlarına göre öğrenme sürecini planlayabilir.
4. Öğrenme sürecinde araştırma, gezi-gözlem, modelleme, maket oluşturma, günlük tutma, sunum yapma gibi öğrencinin aktif katılımına dayalı yöntem ve tekniklere yer verilir.
5. Program sonunda öğrencilerin ilgi duydukları bir tema ile ilgili grup çalışması ile araştırma yapmaları ve araştırmalarını sunmaları sağlanabilir.

KAMUDAN HABER

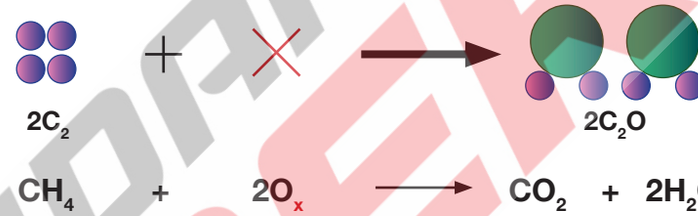
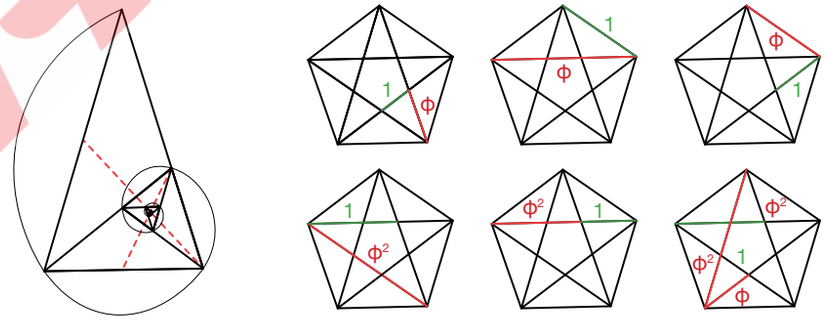
9-10. SINIF YAZ OKULU MATEMATİK ÇERÇEVE ÖĞRETİM PROGRAMI

Temalar	Kazanımlar	Kazanımlara Yönelik Etkinlik Önerileri	Ders Saati
1 Sürdürülebilir Kalkınma Hedefleri	**1.** Küresel problemleri matematiksel açıdan inceler. **a.** *Sürdürülebilir kalkınma amaçları kapsamında yer alan küresel problemleri araştırmaya yönelik çalışmalara yer verilir.* **b.** Küresel problemlerin incelenmesine ve çözümüne yönelik matematiksel işlemler gerektiren çalışmalara yer verilir. **2.** Küresel problemlere yönelik olası çözümleri matematiksel olarak modeller. **a.** *Sürdürülebilir kalkınma amaçları kapsamında yer alan küresel problemlerle ilgili mevcut veya topladığı verilere yönelik modelleme çalışmalarına yer verilir.* **b.** Mevcut verilere MEB, TÜİK, Birleşmiş Milletler veya UNESCO gibi açık veri kaynaklarından ulaşılabilir.	**Küresel Sürdürülebilirlik** Sürdürülebilir Kalkınma Amaçlarına yönelik farkındalık oluşturmak amacıyla söz konusu küresel amaçlar ile kümelerin ilişkilendirildiği çalışmalara yer verilir. Bu doğrultuda öğrencilerden sürdürülebilir kalkınma amaçları ile bu amaçlara ait hedef ve gösterge sayılarına ilişkin bir tablo oluşturmaları ve her bir kalkınma amacına kod vermeleri istenir. Oluşturulan tablo kullanılarak ***A kümesi = {Hedef sayısı 5'ten büyük 15'ten küçük olan amaçlar}*** şeklinde örnek kümeler belirlenir. Bu örnek kümeler üzerinden kesişim, birleşim, tümleyen, fark işlemleri ile alt küme sayısını hesaplama gibi çalışmalar yapılır. **Şifreleme** Işık veya ses (http://meb.ai/UjSz4O) kullanılarak Mors alfabesi yardımıyla şifreli bir mesaj ile derse giriş yapıldıktan sonra kriptolojiye yönelik açıklama yapılır. Bu doğrultuda şifreleme yöntemlerinin (sezar, doğrusal, polybius ve vigenere gibi) ilişkilendirildiği çalışmalara yer verilir. Çalışmada "**Sürdürülebilir kalkınma amaçları temalı bir slogan hazırlama ve seçtikleri bir şifreleme yöntemi ile sloganlarını şifreleme**" ve "**Sloganlarını şifrelerken kullandıkları yöntemin cebirsel ifade karşılıklarını yazma**" gibi örnek çalışmalar yaptırılır. Bu süreçte öğrencilerin birbirlerinin şifreli mesajlarını çözümlemelerine de fırsat verilir.	**16 Saat**

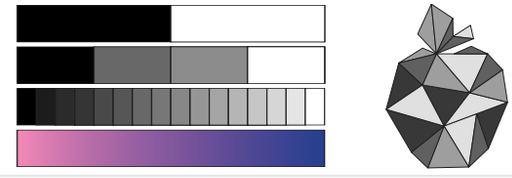
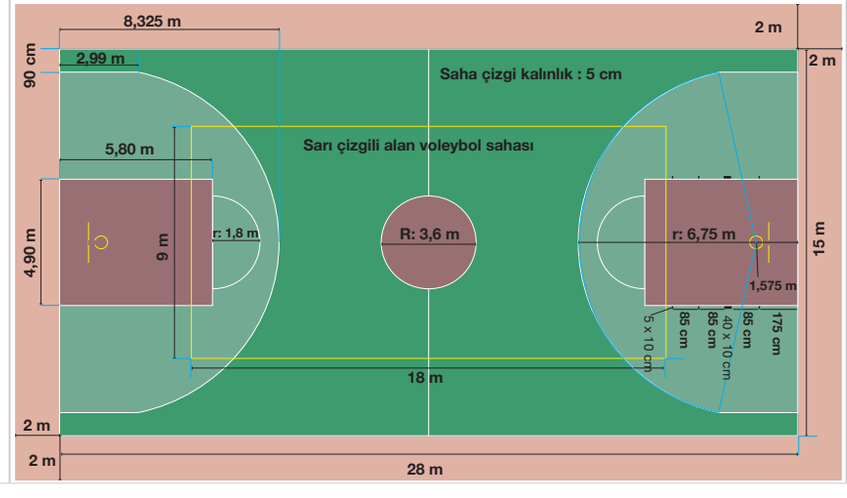
KAMUDAN HABER

Temalar	Kazanımlar	Kazanımlara Yönelik Etkinlik Önerileri	Ders Saati
1 **Sürdürülebilir Kalkınma Hedefleri**		**Su Ayak İzi** "**Temiz Su ve Sanitasyon**" küresel amacı ile veri işleme öğrenme alanının ilişkilendirildiği çalışmalara yer verilir. Bilinçsiz su tüketimi ile su sıkıntısının artarak devam edeceğini ifade edilir. Su ayak izinin bir kısmı olan doğrudan su kullanımına yönelik öğrencilerden kendi ailesinin, komşularının veya yakın çevrelerindeki kişilerin aylık su tüketim miktarlarına ilişkin veri toplamalarını istenir. Öğrencilerden toplanan verileri düzenlemeleri, uygun veri temsil biçimleri (tablo, grafik gibi) ile göstermeleri, verilere ilişkin dağılımın özelliklerini belirlemeleri, merkezi eğilim ve değişebilirlik ölçülerini kullanarak verilerin yorumlanması istenir.. **Geri Dönüşüm** Geri dönüşümün önemine dikkat çekmek amacıyla derse "Geçtiğimiz eğitim-öğretim yılında kullandığınız ders kitaplarını nasıl değerlendirdiniz?" sorusu ile başlanarak geri dönüşümün ülke ekonomisine katkısına dikkat çekilir. Bu amaçla "**Bir eğitim öğretim yılında sınıfınızın mevcuduna göre dağıtılan kitap sayısı toplam kaçtır? Bu kitapların maliyetini tahmin ediniz.**" ve "**Bir eğitim öğretim yılında okulunuzun mevcuduna göre dağıtılan kitap sayısı toplam kaçtır? Bu kitapların maliyetini tahmin ediniz.**" şeklinde örnek sorular sorulabilir. Öğrencilerin kendi sınıflarında dağıtılan ders kitabı sayısından yola çıkarak şube ve öğrenci sayıları yardımıyla okul, ilçe, il ve ülke genelindeki sayılara ulaşması sağlanır (MEB ve TÜİK'e ait mevcut verilerden yararlanılabilir). Öğrencilerden toplanan verileri düzenlemeleri, uygun veri temsil biçimleri ile göstermeleri, verilere ilişkin dağılımın özelliklerini belirlemeleri, merkezi eğilim ve değişebilirlik ölçülerini kullanarak verileri yorumlamaları beklenir. Bir ton kullanılmış kağıdın geri dönüşüme kazandırılması ile kesilen ağaç sayısı, atmosfere atılan sera gazı ve harcanan su miktarındaki azalmayı nasıl etkileyeceği konusunda araştırma yapması istenir.	

KAMUDAN HİBE

Temalar	Kazanımlar	Kazanımlara Yönelik Etkinlik Önerileri	Ders Saati
2 **Disiplinlerarası Etkileşim**	4. Eşitliğin korunumu ilkesini ve sonuçlarını farklı problem durumları üzerinden yorumlar.. *Farklı disiplinler (fizik, kimya, matematik, sosyal bilimler vb.) açısından eşitlik kavramına yönelik tartışmalara yer verilir.* 5. Oran ve orantının farklı disiplinlerdeki kullanımını inceler. *Oran ve orantının biyoloji, mühendislik, teknoloji, mimari gibi farklı alanlardaki kullanımına yönelik çalışmalara yer verilir.* 6. Oran ve yüzde kavramlarını içeren farklı disiplinlere ait problemleri çözer.	**Eşitliğin Korunumu** Eşitliğin korunumu teması çerçevesinde kimyasal tepkimeler ile ilişkilendirilmiş çalışmalara yer verilir. Bu doğrultuda kimyasal tepkimelerde denklem çözümlerini içeren çalışmalar yapılır. Bir bileşiği oluşturan elementlerin kütleleri arasındaki değişmeyen oran olan "Sabit Oranlar Yasası" hakkında çalışmalar gerçekleştirilir. Öğrencilerden gerçek yaşam durumlarına yönelik diğer disiplinlerde oluşturulan denklem modelleri hakkında araştırma yapmaları istenebilir. Bu amaçla şöyle çalışmalar yapılabilir:  **Altın Oran** Oran ve orantının farklı disiplinlerdeki kullanımına yönelik matematiğin sanat ile ilişkilendirildiği çalışmalara yer verilir. Bu doğrultuda Leonardo da Vinci'nin Mona Lisa tablosunda kullandığı çerçevenin altın dikdörtgen olduğu bilgisi verildikten sonra altın üçgen, altın dikdörtgen ve altın beşgen çizimleri yapılır. Ayrıca altın üçgen, altın dikdörtgen ve altın beşgenlerin kenar uzunlukları arasındaki oranlar kendi içerisinde incelenir.  	**16 Saat**

KAMUDAN HİBER

Temalar	Kazanımlar	Kazanımlara Yönelik Etkinlik Önerileri	Ders Saati
2 **Disiplinlerarası Etkileşim**		**Beyazdan Siyaha** Matematiğin farklı disiplinlerle ilişkilendirilmesine yönelik oran orantının heykel, müzik, resim gibi birçok sanat dalındaki kullanımı ile ilgili bilgi verilir. Bu amaçla öğrencilerden renk tonlarındaki oranlardan yola çıkarak 5 birimlik renk kartelası oluşturmaları istenir. Birinci palet beyaz, beşinci palet siyah ve diğer ara paletler ise beyaz ve siyahın farklı oranlarda karıştırılmasıyla grinin birbirinden farklı tonları elde edilecek biçimde düzenlenir. Buna yönelik örnek bir çalışma aşağıda verilmiştir.  **Sporda Matematik** Matematiğin farklı alanlardaki kullanımlarına yönelik olarak oran orantının basketbol, voleybol, futbol gibi birçok spor dalındaki kullanımı ile ilgili bilgi verilir. Örneğin; basketbolda boy uzunluğu ile basket atma arasındaki ilişki, potaya uzaklık ile basket sayısı arasında ilişki; farklı bir spor dalı olan futbolda kaleye olan şut mesafesi ile gol arasındaki ilişki ele alınabilir. Öğrencilerden bu kapsamda basketbol sahasının ve saha bölümlerinin uzunlukları arasındaki oranlar gözetilerek bahçeye çizilebilecek en büyük alanlı basketbol sahasının ölçülerini belirlemeleri istenir. 	

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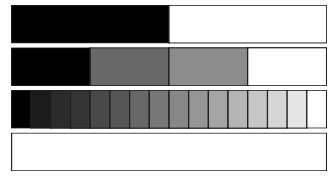
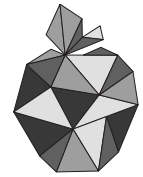
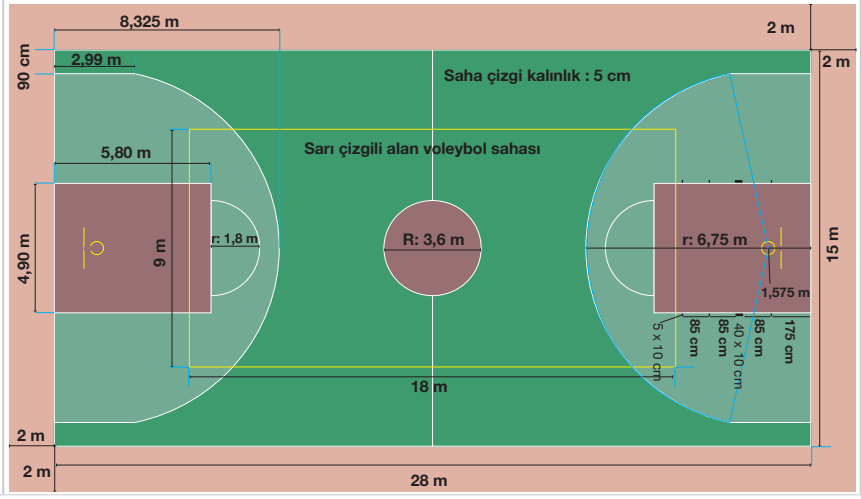
2 **Disiplinlerarası Etkileşim**		**Beyazdan Siyaha** Matematiğin farklı disiplinlerle ilişkilendirilmesine yönelik oran orantının heykel, müzik, resim gibi birçok sanat dalındaki kullanımı ile ilgili bilgi verilir. Bu amaçla öğrencilerden renk tonlarındaki oranlardan yola çıkarak 5 birimlik renk kartelası oluşturmaları istenir. Birinci palet beyaz, beşinci palet siyah ve diğer ara paletler ise beyaz ve siyahın farklı oranlarda karıştırılmasıyla grinin birbirinden farklı tonları elde edilecek biçimde düzenlenir. Buna yönelik örnek bir çalışma aşağıda verilmiştir.   **Sporda Matematik** Matematiğin farklı alanlardaki kullanımlarına yönelik olarak oran orantının basketbol, voleybol, futbol gibi birçok spor dalındaki kullanımı ile ilgili bilgi verilir. Örneğin; basketbolda boy uzunluğu ile basket atma arasındaki ilişki, potaya uzaklık ile basket sayısı arasında ilişki; farklı bir spor dalı olan futbolda kaleye olan şut mesafesi ile gol arasındaki ilişki ele alınabilir. Öğrencilerden bu kapsamda basketbol sahasının ve saha bölümlerinin uzunlukları arasındaki oranlar gözetilerek bahçeye çizilebilecek en büyük alanlı basketbol sahasının ölçülerini belirlemeleri istenir. 	

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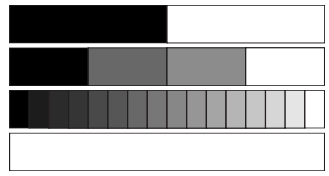
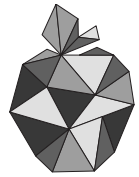
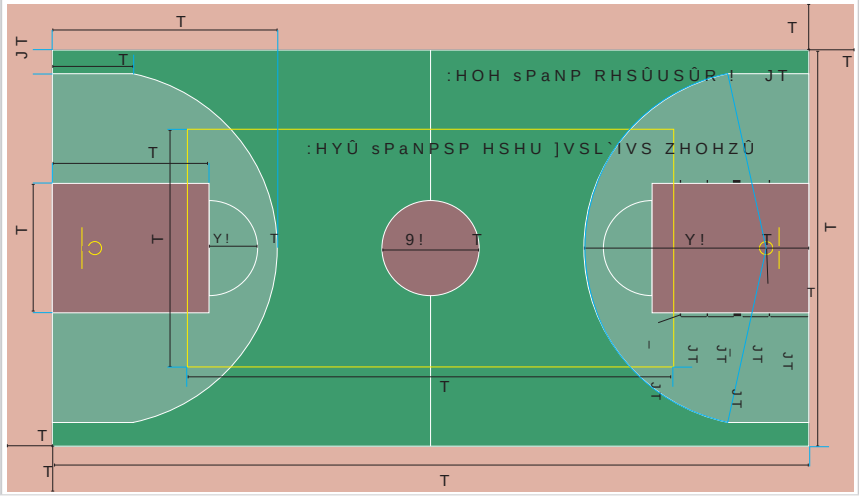
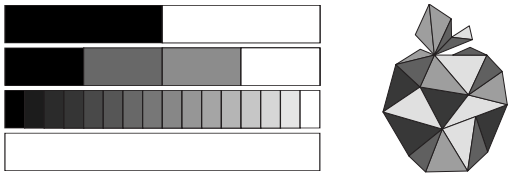
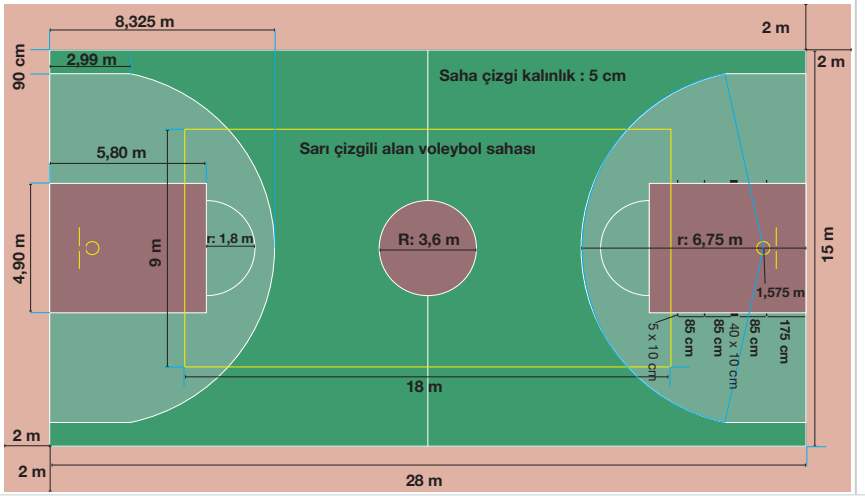
2 +PZPWSPUSLYHYHZÛ ,[RPSL4PT		)L`HaKHU :P`HOH 4H[LTH[P PU MHYRSÛ KPZPWSPUSLYSL PSP4RPSLUKPYPSTLZPUL `€U T…aPR YLZPT NPIP IPYsVR ZHUH[ KHSÛUKHRP R\SSHUÛTÛ PSL PSNF € YLUJPSLYKLU YLUR [VUSHYÛUKHRP VYHUSHYKHU `VSH sÛRHYHR VS\4[\YTHSHYÛ PZ[LUPY)PYPUJP WHSL[IL`Ha IL4PUJP WHSL[ ZF WHSL[SLY PZL IL`Ha]L ZP`HOÛU MHYRSÛ VYHUSHYKH RHYÛ4[ÛYÛST MHYRSÛ [VUSHYÛ LSKL LKPSLJLR IPsPTKL K…aLUSLUPY )\UH `€ULS H4H ÛKH]LYPSTP4[PY   :WVYKH 4H[LTH[PR 4H[LTH[P PU MHYRSÛ HSHUSHYKHRP R\SSHUÛTSHYÛUH `€ULSPR \ IHZRL[IVS ]VSL`IVS M\[IVS NPIP IPYsVR ZWVY KHSÛUKHRP R\SSH]LYPSPY kYUL PU" IHZRL[IVSKH IV` \a\US\ \ PSL IHZRL[ H[TH HYH WV[H`H \aHRSÛR PSL IHZRL[ZH`ÛZÛ HYHZÛUKH PSP4RP" MHYRSÛ I RHSL`L VSHU 4\[TLZHMLZP PSL NVS HYHZÛUKHRP PSP4RP LSL HS I\ RHWZHTKH IHZRL[IVS ZHOHZÛUÛU]L ZHOH I€S…TSLYPUPU \a\US\ VYHUSHY N€aL[PSLYLR IHOsL`L sPaPSLIPSLJLR LU I…`…R HSHUSÛ €Ss…SLYPUP ILSPYSLTLSLYP PZ[LUPY 

Temalar	Kazanımlar	Kazanımlara Yönelik Etkinlik Önerileri	Ders Saati
2 **Disiplinlerarası Etkileşim**		**Beyazdan Siyaha** Matematiğin farklı disiplinlerle ilişkilendirilmesine yönelik oran orantının heykel, müzik, resim gibi birçok sanat dalındaki kullanımı ile ilgili bilgi verilir. Bu amaçla öğrencilerden renk tonlarındaki oranlardan yola çıkarak 5 birimlik renk kartelası oluşturmaları istenir. Birinci palet beyaz, beşinci palet siyah ve diğer ara paletler ise beyaz ve siyahın farklı oranlarda karıştırılmasıyla grinin birbirinden farklı tonları elde edilecek biçimde düzenlenir. Buna yönelik örnek bir çalışma aşağıda verilmiştir.  **Sporda Matematik** Matematiğin farklı alanlardaki kullanımlarına yönelik olarak oran orantının basketbol, voleybol, futbol gibi birçok spor dalındaki kullanımı ile ilgili bilgi verilir. Örneğin; basketbolda boy uzunluğu ile basket atma arasındaki ilişki, potaya uzaklık ile basket sayısı arasında ilişki; farklı bir spor dalı olan futbolda kaleye olan şut mesafesi ile gol arasındaki ilişki ele alınabilir. Öğrencilerden bu kapsamda basketbol sahasının ve saha bölümlerinin uzunlukları arasındaki oranlar gözetilerek bahçeye çizilebilecek en büyük alanlı basketbol sahasının ölçülerini belirlemeleri istenir. 	

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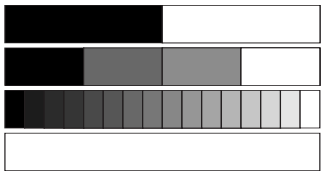
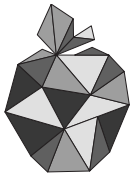
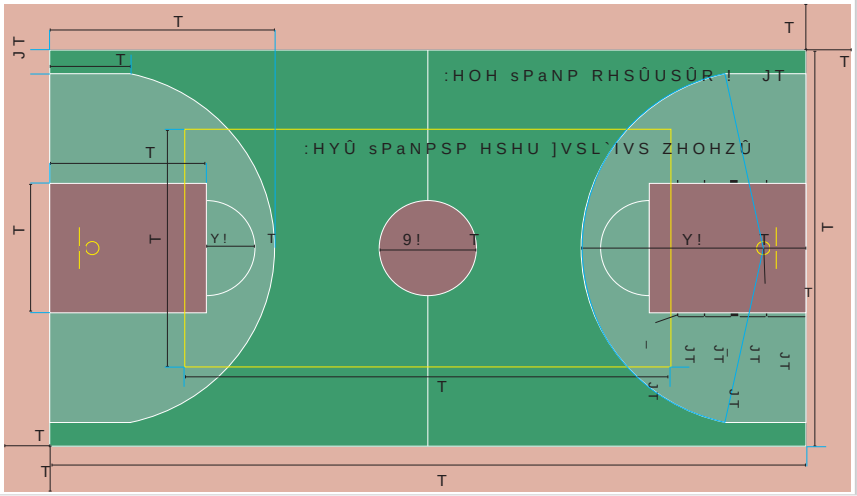
2 +PZPWSPUSLYHYHZÛ ,[RPSL4PT		)L`HaKHU :P`HOH 4H[LTH[P PU MHYRSÛ KPZPWSPUSLYSL PSP4RPSLUKPYPSTLZPUL `€U T…aPR YLZPT NPIP IPYsVR ZHUH[ KHSÛUKHRP R\SSHUÛTÛ PSL PSNP € YLUJPSLYKLU YLUR [VUSHYÛUKHRP VYHUSHYKHU `VSH sÛRHYHR VS\4[\YTHSHYÛ PZ[LUPY)PYPUJP WHSL[IL`Ha IL4PUJP WHSL[ ZP WHSL[SLY PZL IL`Ha]L ZP`HOÛU MHYRSÛ VYHUSHYKH RHYÛ4[ÛYÛST MHYRSÛ [VUSHYÛ LSKL LKPSLJLR IPsPTKL K…aLUSLUPY )\UH `€ULS H4H ÛKH]LYPSTP4[PY   :WVYKH 4H[LTH[PR 4H[LTH[P PU MHYRSÛ HSHUSHYKHRP R\SSHUÛTSHYÛUH `€ULSPR V IHZRL[IVS ]VSL`IVS M\[IVS NPIP IPYsVR ZWVY KHSÛUKHRP R\SSH]LYPSPY kYUL PU" IHZRL[IVSKH IV` \a\US\ \ PSL IHZRL[ H[TH HYHZ WV[H`H \aHRSÛR PSL IHZRL[ZH`ÛZÛ HYHZÛUKH PSP4RP" MHYRSÛ I RHSL`L VSHU 4\[TLZHMLZP PSL NVS HYHZÛUKHRP PSP4RP LSL HS I\ RHWZHTKH IHZRL[IVS ZHOHZÛUÛU]L ZHOH I€S…TSLYPUPU \a\US\ VYHUSHY N€aL[PSLYLR IHOsL`L sPaPSLIPSLJLR LU I…`…R HSHUSÛ €Ss…SLYPUP ILSPYSLTLSLYP PZ[LUPY 

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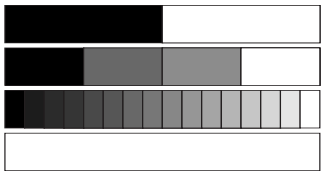
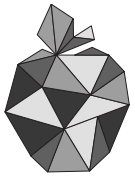
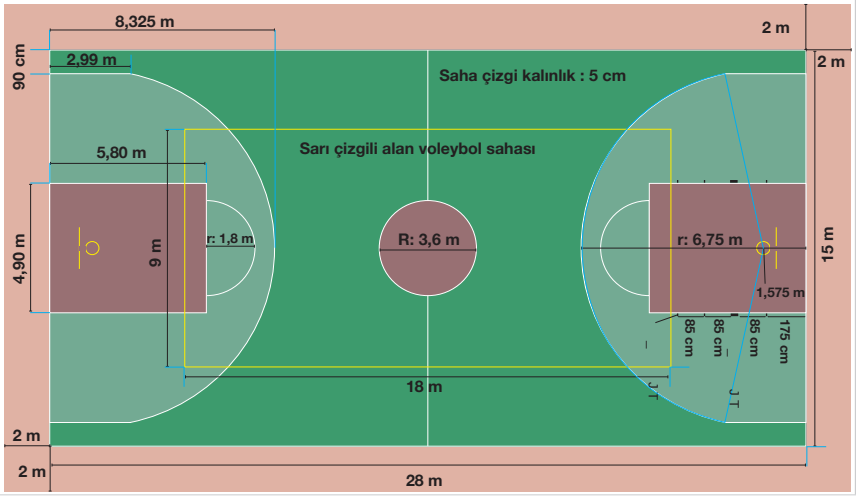
2 **Disiplinlerarası Etkileşim**		**Beyazdan Siyaha** 4H[LTH[P PU MHYRSÛ KPZPWSPUSLYSL PSP4RPSLUKPYPSTLZPUL `€U T…aPR YLZPT NPIP IPYsVR ZHUH[ KHSÛUKHRP R\SSHUÛTÛ PSL PSNF € YLUJPSLYKLU YLUR [VUSHYÛUKHRP VYHUSHYKHU `VSH sÛRHYHR VS\4[\YTHSHYÛ PZ[LUPY)PYPUJP WHSL[IL`Ha IL4PUJP WHSL[ ZP WHSL[SLY PZL IL`Ha]L ZP`HOÛU MHYRSÛ VYHUSHYKH RHYÛ4[ÛYÛST MHYRSÛ [VUSHYÛ LSKL LKPSLJLR IPsPTKL K…aLUSLUPY )\UH `€ULS H4H ÛKH]LYPSTP4[PY   **Sporda Matematik** 4H[LTH[P PU MHYRSÛ HSHUSHYKHRP R\SSHUÛTSHYÛUH `€ULSPR V IHZRL[IVS ]VSL`IVS M\[IVS NPIP IPYsVR ZWVY KHSÛUKHRP R\SSH]LYPSPY kYUL PU" IHZRL[IVSKH IV` \a\US\ \ PSL IHZRL[ H[TH HYHZ WV[H`H \aHRSÛR PSL IHZRL[ZH`ÛZÛ HYHZÛUKH PSP4RP" MHYRSÛ IL RHSL`L VSHU 4\[TLZHMLZP PSL NVS HYHZÛUKHRP PSP4RP LSL HS I\ RHWZHTKH IHZRL[IVS ZHOHZÛUÛU]L ZHOH I€S…TSLYPUPU \a\US\ VYHUSHY N€aL[PSLYLR IHOsL`L sPaPSLIPSLJLR LU I…`…R HSHUSÛ €Ss…SLYPUP ILSPYSLTLSLYP PZ[LUPY 	

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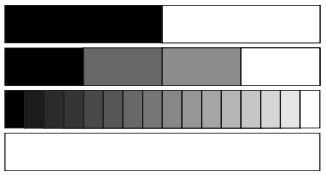
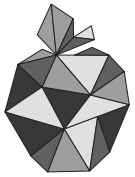
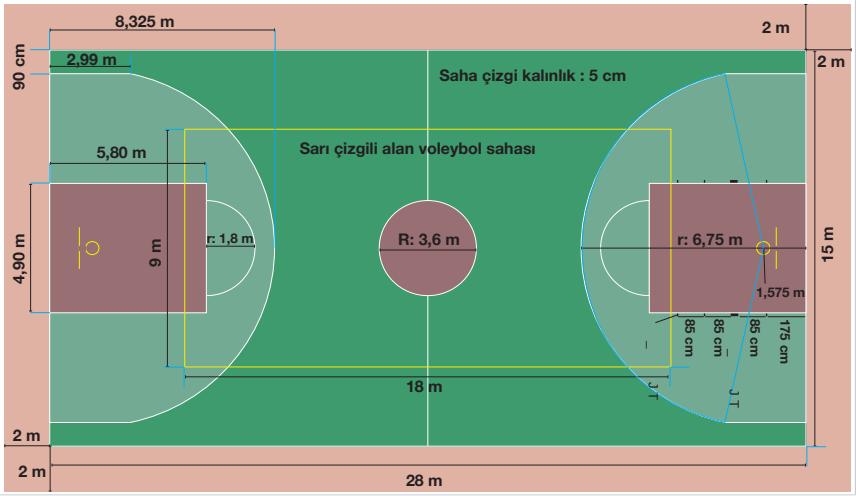
2 **Disiplinlerarası Etkileşim**		**Beyazdan Siyaha** 4H[LTH[P PU MHYRSÛ KPZPWSPUSLYSL PSP4RPSLUKPYPSTLZPUL `€U T…aPR YLZPT NPIP IPYsVR ZHUH[ KHSÛUKHRP R\SSHUÛTÛ PSL PSNF € YLUJPSLYKLU YLUR [VUSHYÛUKHRP VYHUSHYKHU `VSH sÛRHYHR VS\4[\YTHSHYÛ PZ[LUPY)PYPUJP WHSL[IL`Ha IL4PUJP WHSL[ ZP WHSL[SLY PZL IL`Ha]L ZP`HOÛU MHYRSÛ VYHUSHYKH RHYÛ4[ÛYÛST MHYRSÛ [VUSHYÛ LSKL LKPSLJLR IPsPTKL K…aLUSLUPY )\UH `€ULS H4H ÛKH]LYPSTP4[PY   **Sporda Matematik** 4H[LTH[P PU MHYRSÛ HSHUSHYKHRP R\SSHUÛTSHYÛUH `€ULSPR V IHZRL[IVS ]VSL`IVS M\[IVS NPIP IPYsVR ZWVY KHSÛUKHRP R\SSH]LYPSPY kYUL PU" IHZRL[IVSKH IV` \a\US\ \ PSL IHZRL[ H[TH HYHZ WV[H`H \aHRSÛR PSL IHZRL[ZH`ÛZÛ HYHZÛUKH PSP4RP" MHYRSÛ IL RHSL`L VSHU 4\[TLZHMLZP PSL NVS HYHZÛUKHRP PSP4RP LSL HS I\ RHWZHTKH IHZRL[IVS ZHOHZÛUÛU]L ZHOH I€S…TSLYPUPU \a\US\ VYHUSHY N€aL[PSLYLR IHOsL`L sPaPSLIPSLJLR LU I…`…R HSHUSÛ €Ss…SLYPUP ILSPYSLTLSLYP PZ[LUPY